

# PROSPECTS

TEACHER'S BOOK

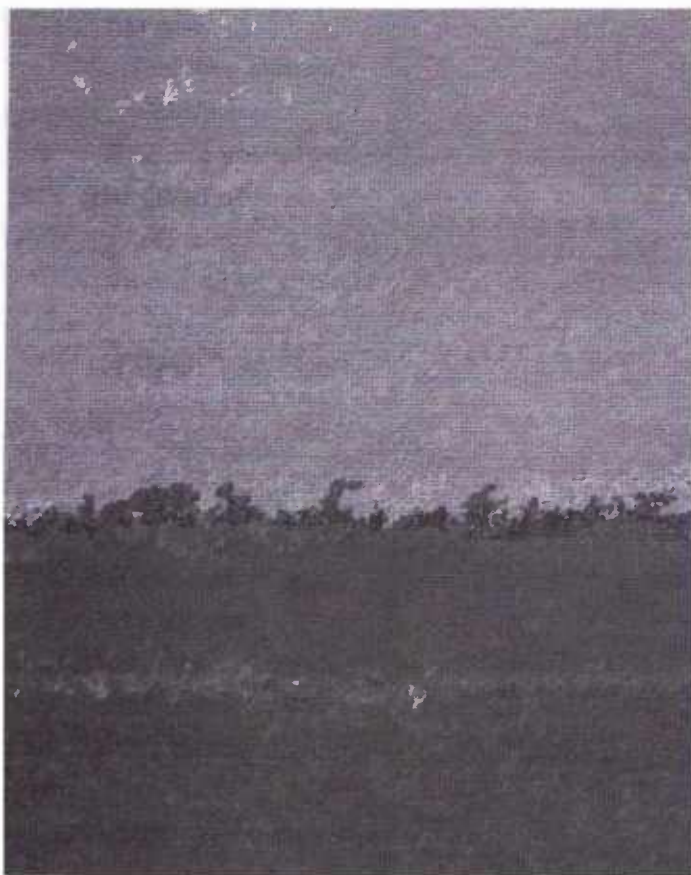
ADVANCED

KEN WILSON

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## Introduction

Welcome to *Prospects Advanced*, the fifth and final book in the *Prospects* series.

The *Advanced* level is designed for students in their last year at secondary school who are approaching Matura and other school-leaving examinations. It also aims to prepare students for the requirements of working and living in an international environment, and provides specific material that will benefit students who are planning to work in travel and tourism or airline, hotel and catering work, etc.

## About the Student's Book

The Student's Book consists of twenty units, with a *Progress Check* after every five. Units are five pages long. The fifth page of each unit is at the back of the book. There is a two-page *Talking Points* spread after the second and fourth units of each block of five.

This is a plan of how the Student's Book is designed, and how it relates to the Workbook.

SB	20 4-page units, <i>Talking Points</i> and <i>Progress Checks</i>	20 <i>Extra!</i> page	<i>Grammar Summary</i>
WB	Material relating directly to the topic and content of the units	Material relating directly to the <i>Grammar Summary</i>	

In addition to reading, writing, listening and speaking skills work, each unit contains the following:

### ● Quotations

Each unit starts with a quotation. There is no activity attached to it. The Teacher's Book, however, contains extra information about the source of some of the quotations.

### ● First Impression

This is the first activity in the Student's Book and is often, but not always, an attempt to see what students already know about the topic. It may also be a discussion, an awareness-raising activity or a short reading text.

### ● Work it Out ➡ Grammar Spotlight ➡ Grammar Summary

The approach to structure practice is mainly inductive in the units. Every attempt is made to help students work things out for themselves. However, there is also at least one *Grammar Spotlight* in each unit,

which highlights the main structure, and provides a reference to extra notes in the *Grammar Summary* at the back of the Student's Book.

There is of course a great deal of revision and re-cycling of language at this level, or revisiting, as the authors prefer to call it. You may notice that *revisiting* is an anagram of *revising it*!

### ● Pronunciation work

There are a number of pronunciation activities. In some cases these are connected with social skills (eg expressing partial agreement and enthusiasm).

### ● Fridge, Dustbin or Suitcase? and Word Associations

The Fridge, Dustbin or Suitcase idea was introduced in *Prospects Upper-Intermediate* to provide a last look at some of the key vocabulary items in the unit. Each FDS section contains about twenty words and expressions. Students are encouraged to keep a record of all new words in three lists as follows: suitcase for words they want to use, fridge for words they may want to use later and dustbin for words they can never imagine using. The words in the list are not necessarily the most common or 'useful' words in the unit. Students can decide that for themselves.

The following instruction appears at the start of the FDS section in Unit 1 of the Student's Book (in later units, the instruction is shorter):

The following words and expressions appeared in this unit. Divide them into three groups: (1) Words you think you will use now (2) words that you might use in the future and (3) words that you will never use. Put the words in list (1) in your suitcase, words in list (2) in your fridge and words in list (3) in your dustbin. Then look back through the unit and add another two or three words to each list.

*Thanks again to Shelagh Deller for this brilliant idea!*

### ● Talking Points

As with *Prospects Upper-Intermediate*, there are 8 *Talking Points* sections in the book. *Talking Points* sections are completely different from ordinary units. There are no reading texts and no *Grammar Spotlights*. They consist of a series of activities and tasks based on a single subject and start off with a key question, which is answered by a group of people of different ages and backgrounds. The topics



dealt with, and the questions asked, are as follows:

- 1 Stereotypes – *What ideas do you have of Central Europe?*
- 2 Stress – *What do you find stressful?*
- 3 Online – *What do you do online?*
- 4 Exams – *Are exams necessary?*
- 5 Freedom – *How free do you feel?*
- 6 Image – *When you want to make a good impression, what do you do?*
- 7 Sports – *Do you think sport is a force for good?*
- 8 Language – *What's your favourite word in English?*

After the question, the *Talking Points* spreads begin with *Soundbites*, a selection of extracts from interviews. The answers were given by a focus group of native speakers, mainly British, but some from other English-speaking countries. Although they were recorded in a studio, the answers are genuine. We have made no effort, for example, to hide how little most people in the UK know about Central Europe (*Talking Points 1*). The answers are recorded, sometimes with extra things that the same people said. The extra sections are in **bold** in the tapescript.

The second part of the material in the *Talking Points* sections varies. It includes discussions and debates, writing activities and tasks, such as designing your own exams. The instructions for these sections are challenging, but self-explanatory. The notes in this Teacher's Book presume that you have already read the notes in the Student's Book.

The following activities occasionally appear in the Student's Book.

### ● Speaking v Writing

These activities draw attention to the differences between spoken and written English.

### ● Writer's Block

These activities are designed to enable students to make their written work more sophisticated, eg it is no longer sufficient to talk about likes and dislikes by saying *I like*. Equally, students should know more ways of expressing their opinions than *I think*.

### ● Wordbuilder

This is one of the features which enables students to extend the range of the vocabulary they know by using key words as a starting point.

### ● Interactive English/Forum

These attempt to create an international environment in a monolingual classroom, eg by encouraging students to play the parts of foreigners who need information about your town.

### ● On Air

This is challenging listening material in the style of radio programmes.

### ● Social Skills

This is another feature designed to make students aware that it is not enough merely to speak English. It is important to think about register and other aspects of using language with people you don't know.

The following two features are introduced for the first time at this level.

### ● Extra!

Every unit is five pages long, but the fifth page is at the back of the book. *Extra!* is designed to be done in class or as self-study, or can be used by faster students who need something more challenging to do. The material on these pages is mainly task-based. It is related by topic to the main unit, but (except in one or two cases) it is not directly related to the material in the main unit.

### ● Progress Check

After every fifth unit, there is a *Progress Check*. Although *Progress Checks* have been included in other levels, at the *Advanced* level we have added new features:

- a reading test, with Matura-style comprehension questions

There are no pre-reading activities in *Progress Checks* reading texts. Students are expected to deal with any new language or vocabulary as they encounter it. However, there are some notes about new words and expressions here in the Teacher's Book.

- listening activity ➤ Do it yourself

The listening texts develop situations where students may have to speak English when they are in employment. They consist of the following: an on-board aircraft announcement; a waiter explaining the menu specials of the day; a hotel receptionist giving information to a guest; a tour guide. This is followed by a *Do it yourself* activity. After hearing the listening text, students are

invited to get into small groups and re-create the scene, making all the references local and relevant to where they live.

- an authentic writing task

- a Use of English test

- How much do you remember?

10 questions, 2 for each of the preceding units.

Students have to scan back and find the answers.

The questions are not difficult. The activity is designed to improve the students' reference skills.

Note that *Progress Checks* are designed as tests, so there are no pre-reading or pre-listening activities to prepare students for the contents of the texts or to prepare for the activities. However, we have identified words and expressions that may be difficult, or expressions that are used in unusual ways in the Teacher's Book.

## About this book

The Teacher's Book has sections dealing with all the units, *Talking Points* and *Progress Checks*, plus full tapescripts and answer keys. There are also four photocopiable tests. Each test is designed to be used after each block of five units, at the same time as or after the *Progress Checks*.

The Teacher's Book contains the following for each of the 20 main units:

### • The topic and aims of this unit

This section indicates the topic of the unit and lists the structural, lexical and functional aims of the unit.

### • Main skills practice and pronunciation focus

This is a list of the main reading, writing, listening, speaking and pronunciation activities in the unit. The same information appears in the map of the book at the beginning of the Student's Book. At this level, all the skills work is multi-layered, so there are many sub-skills developed in the units. Teachers should also remember that most of the activities are multi-skill.

### • Rubric language

Rubrics are activity instructions. The instructions in *Prospects Advanced* are sophisticated but clear. They tell you and students what to do in the activity and often give you suggestions and help with how to do it. The information and instructions in Student's Book

rubrics are not repeated here in the Teacher's Book. Self-explanatory activities are not dealt with in detail.

The notes in the Teacher's Book are therefore written with the following assumptions:

(a) you have the Student's Book open beside the Teacher's Book

(b) you have read the Student's Book rubrics before you read the Teacher's Book suggestions.

### • Before you open the book ...

This contains ideas which we think will help teachers prepare for a lesson. Nothing can replace the special knowledge that teachers have about their own class, but this section may give you an idea for something new to try.

### • Now open the book ...

This section provides specific notes on most activities in the unit. The notes explain the purpose of the activities and provide ideas of how to make them work. Tapescripts, lists of important words and expressions and activity answers appear where they appear in the Student's Book. At this level, the lexical content of many of the authentic reading texts is high, so special attention is focused on new or unusual words and expressions. See the note about *Teaching Vocabulary* below.

### • The reading texts

Ninety-five per cent of the reading texts in *Prospects Advanced* are authentic. About half of the authentic reading texts are from literary sources, most of them from novels. There is also some poetry.

The novels are a mixture of classic and modern, well known and new. To begin with, they are used mainly as comprehension texts, but as the book progresses, more attention is paid to style, use of language and plot and character development. However, feel free to talk about the style and content of the text at any time. At various stages we will offer you suggestions how to do this. Also, don't forget to ask students if they found the texts interesting or dull, and if they would be interested in reading the entire book in English or in translation.

### • Words and expressions

With every reading text, there is a list of words and expressions that you may need to pre-teach. There is usually a suggestion about which new lexis you may wish to focus on, including some extra information about origins, other related words, etc.



Long Words and expressions obviously mean that lexical preparation will be an important part of the lesson. However, shorter wordlists, particularly when the text is a piece of poetry, don't necessarily mean an easier text.

### ● Key phrases in the listening texts

New or possibly difficult words and expressions are not listed in a box at the start of the listening texts, as the words are in the tapescript. Occasionally, we have extracted some key phrases that you might want to present before the class listens to the whole text.

### ● Answers to questions

To help with your preparations, answers are given to both right/wrong, factual and opinion questions, whether there is one 'right' answer, or several possible variations. In previous levels of the *Prospects Teacher's Book*, we have used expressions such as *Suggested Answers* or *Possible Answers*, but we think your advanced students will be aware that there are different ways of expressing the same idea.

## How to use the Fridge, Dustbin or Suitcase? and Word Associations sections

The following instruction appears in Unit 1 of this Teacher's Book. Thereafter, you will be directed back to read this introduction if you need to be reminded of the function of this section of the Student's Book.

*Most units in the book ends with Fridge, Dustbin or Suitcase?, where students' attention is drawn to some key lexical items that occurred in the unit. We strongly recommend the class should start keeping a record of new words in three different parts of their notebooks. In fact, we recommend that they have a special notebook just for vocabulary.*

*We suggest that you occasionally ask individual students to show you what they have written in each of the lists. Gently test them on the contents of all three lists.*

*FDS is followed by Word Associations. Students take one word from the FDS list, any word they wish, and think of other words and phrases that connect with it, whether it be words with related meanings or typical collocations of the key word.*

*Remember that the notes that they make are individual to them. As you walk round the class, praise interesting*

*associations and don't criticise students who have not written very much. You may wish to suggest that certain students consult with each other to see what they have written. This activity should take no more than five minutes at the end of a lesson.*

## Before the next class ...

This is a suggestion for material or information you may want to prepare before the next lesson. It may be a suggestion for something students should prepare or bring.

## Talking Points

The starter question and soundbites section represent a manageable and focused introduction to the topic. We recommend that you read out the question and then immediately ask students to read the soundbites. Some may want to give their own opinion immediately, but for most, this native-speaker input on the subject should be interesting and informative. Interesting because students are reading about the attitudes and opinions of native speakers; informative because there may be language in the soundbites which students may want to use when they come to express their own opinions.

The Discussion and Debate sections, and the other activities, may prove time-consuming and you may want to leave them until later in the year when you have more time – after exams, for example, when you need something different to divert the class. But it is well worth the effort to do them when you encounter them, because they are all designed to provide maximum learner autonomy.

Many activities require students to work in groups or teams and to help each other achieve the desired aim. This frees you to have a monitoring role.

Remember – when students are in charge of their own work, they produce more and remember more. Some statistics suggest that we forget 80% of what a teacher tells us within 24 hours, whereas we remember more than half of things that we discover or create for ourselves. Talking Points sections are designed to help students discover and create things for themselves.

Note that the teacher's notes for Unit 1 Talking Points section are substantial. In later units you will be referred back to Unit 1 for suggestions for how to use it.

## How to use the Extra! material

The Extra! material serves several purposes, as has already been indicated. The reading texts can be studied by students working alone, for homework, during self-study lessons or by faster students who have completed other tasks.

The reading texts are followed by a series of tasks. Most of these can be done by students working alone. Some are better if done by the whole class, or by students working in pairs or groups. The Student's Book rubric usually indicates which method is most suitable for each task.

You may want to consider the following idea: if faster students have been invited to read the texts while their classmates are completing other activities, why not ask the faster students to present the Extra! material? They can talk about the text and tell the others about any new words or expressions that they found.

## Notes about the method

### Teaching and revising grammar

In the information about the Student's Book (above), we noted the following system for teaching and revising grammar.

#### Work it Out ➡ Grammar Spotlight ➡ Grammar Summary

Where possible in the Student's Book, we treat grammar inductively. *Work it Out* activities, which appear in most units, are the main feature of this. These activities may consist of a set of examples to compare and contrast. This is followed by a short *Grammar Spotlight*, which is cross-referenced to the relevant pages in the *Grammar Summary* at the back of the book, and an exercise in the Workbook.

At this point, you can do some or all of the following things:

- Read and discuss the *Work it Out* activity and the *Grammar Spotlight* and ask students to explain the grammar point in their own words.
- Go directly to the relevant page in the *Grammar Summary* and do more detailed work on the grammar points.
- Give the relevant Workbook exercise as a written task in class or for homework, and recommend that students consult the *Grammar Summary* when they are doing it.

Some of the *Grammar Spotlights* are not preceded by a *Work it Out* activity and, occasionally, when the *Work it Out* activities are revision, they are not followed by a *Grammar Spotlight*.

In the Teacher's Book, there is a reference to this section of the introduction wherever *Work it Out* and/or *Grammar Spotlight* activities appear.

### Teaching vocabulary

The lexical content of this book, like all advanced level books, is high. In some cases, we envisage that teaching and/or revising and/or activating the new words in any particular unit could take a whole lesson. For this reason, we recommend that you present and practise vocabulary in as many ways as possible. Here are a few suggestions to get you going. I have chosen Unit 10 *You are what you eat* to illustrate the suggestions.

- Stress the importance of context. As often as possible, let students see the new words in context before they try to work out the meaning. There is no way in the world that the word *gruesome* is comprehensible in isolation. But set in the following context, students at least have a chance of understanding it:

Where the kitchen does survive, says Ford, he would like to see an additional basin fitted as standard, to wash from our hands all those ugly new bugs that are emerging. You get the impression that he has seen some *gruesome* things under his microscope.

- Stress the importance of collocation. In Unit 10, there is no point in teaching the word *fizzy*, except in collocation with the word *drinks*. Similarly, it would be pointless to teach *raw* without *materials* in this context.
- If there are, say, twenty-five students in the class, choose twenty-five words and expressions and put them on pieces of paper. Ask students to take one each and work out a way to teach it to the others. You can suggest that they mime the word, or use other students in the class to help them, eg by forming a tableau sculpture.
- If there is a defined lexical set where many of the words deal with a particular subject (eg Unit 10, where all the words have to do with food, nutrition and health), create a series of mindmaps and word associations on the board before you start the lesson. Tell students that you want at least fifty



associated words before you start. This way, you will see how many of the 'new' words they know.

- Offer students the chance to guess meanings, telling them not to be afraid to be wrong. Some 'new' expressions (eg Unit 10 *leafy vegetables*) are collocations of known or 'guessable' words, and students can make an educated guess. With so many words to teach, don't waste valuable time on words that won't cause students too many problems.
- Use the Fridge, Dustbin or Suitcase and Word Association activities as a round up, especially in the lexically challenging units.

### Answer keys

Answers are listed for all activities. The form of the answers are sometimes only suggestions. Students may provide equally good or better answers using their own words.

### Asking students for extra information

Throughout the book, eg in *Grammar Spotlight* and pronunciation sections, various sentences appear as examples. Some of them may be extracted from a reading or listening text in the same unit and therefore have a context (eg Unit 3 *Grammar Spotlight: Cargo handling was shifted to the old Kai Tak airport*); some sentences may have no immediately obvious context (eg Unit 5 *Social Skills: Talking to Strangers*).

Where there is no immediately obvious context, we suggest that you ask students to create one. You can do this by asking 'extra information' questions. Extra information questions ask for more details. The answers can only be found in the students' own imagination. When you ask an extra information question, you are not asking for genuine factual information (eg *What's the capital of Peru?*) and you should always accept the answers that students give.

### Photocopiable tests

Each test covers the material presented in the previous five units in the Student's Book and the Workbook and contains a variety of exercises concentrating on vocabulary with Use of English, reading comprehension and a short writing exercise. This is in accordance with feedback received from advisors and with the tasks and level required in various examinations.

The reading comprehensions have been chosen to echo the subjects in the relevant Talking Points with a variety of multiple choice and more challenging

questions requiring a written answer. Space is given on the question paper for students to write in their answers and this serves as a guide for length. The marks available are clearly indicated.

The writing element follows on from the reading passage each time and is to be answered on a separate sheet of paper. There is a choice of writing topic in each test – one based quite closely on the passage and the other more personal and allowing students to be more imaginative. Teachers can, of course, ask all students to do the same topic – either for purposes of standardisation or because it more closely reflects how students have been prepared.

Teachers need to give their own limit for the writing – either a time or a length limit. This will depend on individual circumstances, for example the time available for the test and how teachers wish to help their students prepare for writing tasks in public examinations. Teachers may find it useful to explain to students how their written work will be assessed.

A detailed marking scheme and full answer key is included for the teacher and all tests are marked out of fifty so that the total mark can be easily given as a percentage.

### Using a new book

Most students look through a new book from cover to cover as soon as they get it. They check the illustrations and stop and look at texts that interest them too.

With this in mind, the authors would like to recommend the following activity, which can be used on the day that you start using the book for the first time.

- 1 Using an overhead transparency if possible, or simply a piece of paper or the board, write a list of 12 topics, people or places that appear somewhere in the book. Something like this:

The American voting system  
Arthur C Clarke  
The Beatles  
Berlin  
Hong Kong airport  
Ireland  
Machu Picchu  
Meteors and meteorites  
Nelson Mandela  
The Notting Hill Carnival  
The Titanic  
Vitamins

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These are a mixture of serious and less serious, known and new topics. You are free to photocopy and use this list, if you like.

- 2 Ask students if they know anything about any of the items. They may keep quiet at this point, not because they don't have the language to accomplish the task, but because they may not be sure of their facts. Or they may think that something they know is rather obvious and 'everyone will know it' (this is probably the main reason that we have encountered when doing this activity).
- 3 Ask them again, promising that they don't actually have to say anything. They will probably admit that they know something about one of the items. Ask them to write down (if possible on a sticky post-it note) something interesting that they have heard or read about one of the items. It doesn't have to be true, merely a rumour they have heard, or maybe something they can only half remember.

Note that the information should be factual, rather than merely opinion. It isn't enough to write *I don't like the Beatles*.

- 4 Encourage the class to show what they have written to at least four other students. They don't have to if they don't want to. Ask students to tell you what they learned from other students during this activity.
- 5 Now ask them to find the unit in the book where there is information about the item they have written something about. This is not as easy as it sounds, as none of the items in the list is actually a unit title. But it is a good reference/skimming activity.
- 6 Either tell the class to read the text to see if the information they wrote is mentioned anywhere in the text (or possibly mentioned in the listening text), or simply ask them to stick the post-it note on the page, so you can refer to it when you reach the unit in question.

This of course means that students may read material from the final units in the book. Some teachers have questioned this idea. What if they find it too difficult? Or worse, what if they find it too easy? Actually, students won't mind either way.

### Class discussions

A number of activities in the book suggest or require a class discussion. Many teachers find it difficult to

## Introduction

start and sustain a class discussion. It is often the same confident, talkative students who are prepared to start a plenary discussion 'cold'. Putting the class into groups helps, but then class management can be a problem.

Here are some alternative ways to get things started.

- 1 Warn the class the previous day that there will be a discussion. Ask them to read about the topic and make notes before they come to class.
- 2 Ask two confident students to read the discussion topic the day before and be prepared to start the discussion themselves. Don't choose the same two students every time, of course.
- 3 Brainstorm and elicit key words and expressions to 'start the ball rolling' and write them on the board.
- 4 If the discussion is something that students can have for or against feelings about, you can start with the following activity. Ask the entire class to stand in a line, one behind the other, like a queue. Ask them to close their eyes. Then give them a statement that they have to agree or disagree with, eg *Do you agree or disagree with military service?* Ask them to take two steps to the left if they agree with the idea, and two steps to the right if they disagree. Then they open their eyes. They can start the discussion from where they are standing.

*Thanks to Eva Kucerova from the Czech Republic for this idea.*

### TIPS (Teacher Ignorance, Pupil Sophistication)

Students know a lot about things that you know nothing about. Regardless of your age, by the time you become a teacher the world of the teenager has moved on. However, this is an advantage in the classroom, particularly in the English classroom.

There are many topics in this book – pop music, films, sport, computers, the internet, etc – about which your students will be able to provide you with plenty of information.

A good way to start a lesson where you think students probably know more than you do is an activity called *Ten Things I Need To Know*. Write the numbers 1–10 down the left hand side of the blackboard and tell the class that you want to find out 10 things about, eg satellite TV.

In a plenary speaking activity, students will be much



.....  
happier telling you about things they know, rather  
than having to talk to you – and the rest of the class –  
about themselves.

Ken Wilson

Deirdre Howard-Williams

James Taylor

# New! Improved!

Topic/Vocabulary:	Advertising
Structure:	Auxiliary verbs in place of clauses/phrases; sense verbs and action verbs
Reading:	Understanding words and expressions from context
Writing:	Writing an advertisement – choosing USPs
Listening:	Listening for specific information in radio advertisements
Speaking:	Dealing with telephone sales people (cold callers)
Pronunciation:	Sound Practice: Minimal pairs

## Before you open the book ...

The featured structure items in this unit are simple but can present problems. The first (auxiliaries in place of clauses) is easy to understand but difficult to use naturally. The second is the group of sense verbs (*look, feel, taste*, etc) which are commonly misused. It should be possible to activate their use in the first activity in the unit.

The reading texts are not too dense and the listening texts are not too long, to give students a gentle introduction to the book.

## Now open the book ...

Ask a student to read out the quotation at the top of the page. Ask if anyone can think of a different image which illustrates the same thing.

### 1 First Impression

This activity is designed partly to activate sense verbs, eg *it looks expensive*, etc and partly to offer students a chance to say what they know about advertising. The car in the illustration is obviously being advertised for its value to families. Other car advertisements are often aimed at drivers (usually men) who enjoy driving at

high speeds; sometimes they are advertised because of their economy value, ie they are cheap to run.

### 2 Reading

The reading text is about the advertising industry.

#### Words and expressions

advertisements • advertising (campaign) • body shape • (TV) channels • cost a fortune • drainpipe • eating disorders • handful (= a few) • industry watchdog • regulations • satellite • sizeable proportion • terrestrial • turnover • TV sitcom • uphold (a complaint)

#### Information box

The expression *industry watchdog* is interesting and should be self-explanatory, unless such organisations don't exist in your country. Many industries have an independent body whose role it is to make sure that the industry is working in the best interests of its customers. Such organisations as the rail industry have them, too. Do you have similar organisations in your country?

### Answers

#### a

In the text, the following verbs are third-person present tense forms:

*increases, receives*

The following words are plural nouns:

*campaigns, channels, companies, voice-overs, complaints, directors, viewers, manufacturers, minutes, programmes*

The following could be both:

*campaigns, channels, increases, minutes, programmes*

The verb *to minute* means to take down notes at a meeting.

#### b

The words derived from *advertise* are: *advertising, advertisement, adverts, ads*



c

- 1 line 1: *terrestrial TV channels* – not satellite TV channels
- 2 line 15: *at peak times* – when most people are watching
- 3 line 13: *it costs a fortune* – costs a lot of money
- 4 line 2: *big-name film and TV directors* – famous directors
- 5 line 4: *one advert was banned* – the makers were not allowed to show the advert
- 6 line 44: *upholds a handful of them* – says that a small number of them are valid

d

- 1 three terrestrial TV channels
- 2 make a lot of their income doing TV adverts
- 3 that the advertisements are legal, decent, honest and truthful
- 4 complaints
- 5 the quality of the adverts should be better than the programmes

e

The last paragraph of the text suggests that advertisements are more realistic than the news. Whilst this seems absurd, the example given by Emma Train is a very convincing one. Can students think of others?

### 3 Writing 1

Students are going to write the narrative of a TV advert. Recommend that students use the narrative present tense. If you like, they can read them out so the class can guess which advert they are referring to.

### 4 Grammar Spotlight ➡ Work it Out ➡ Grammar Spotlight

Read the notes in the introduction about these sections.

#### Answers

- a *I feel like a hamburger.* means *I want to eat a hamburger.* *I feel like a polar bear.* means *I feel hot wearing this coat.*

- b When the verb is followed by an adjective, it is a sense verb. When it's followed by an adverb, it's an action verb.

### 5 Listening

The listening text consists of three radio advertisements. There are no difficult words and expressions

a

#### Answers

a

- aimed at:
  - 1 people who enjoy eating snacks but want to pretend they're eating well
  - 2 people who are getting a little older and want to listen to rock music more quietly
  - 3 parents of young children
- verbs of the senses:
  - 1 *taste*
  - 2 *sound like*
  - 3 *feel/look*
- words used as nouns:
  - 1 *taste*
  - 2 *sound*
  - 3 *none*

#### Tapescript

- 1 Mm. This tastes delicious! What is it?  
It's a Snackfruit. Do you want another one?  
Yes, please!  
Snackfruit – the taste of fruit, the convenience of a snack. Have a snack, have a Snackfruit today.
- 2 For lovers of classical music, who also like the sound of rock and roll, we bring you Rocking Classics of the Millennium. Bring the sound of rock and roll music and the London Symphony Orchestra into your home with this new CD sensation. Rocking Classics sounds like nothing you've ever heard before.
- 3 Mum! Where's my pullover?  
Feel the difference that Harpo washing powder makes. Your clothes look cleaner and they feel fresher. Your family will give you full marks if you use Harpo.  
Mum! This pullover feels great!  
Feel the difference – Harpo.

b

**Answers**

- The three formats for advertisement slogans are:
- 1 two phrases beginning with nouns that the advertisers want to feature (an example of syntactic parallelism)
  - 2 a comparison with a sense verb + like
  - 3 a first conditional clause

**6 Vocabulary**

- a** This activity focuses on successful advertising words and phrases and why they are successful. Students will have their own thoughts, but *Cheap!* is only successful in certain contexts (second hand shops, etc) and would not normally be heard in radio and TV advertising; *delicious* and *different* are very successful advertising words.
- b** Students have possibly only heard and seen advertising in their own language, so will have to translate the words to think of products that the words and phrases might advertise. On the other hand, they may have heard them used in English on satellite TV.

**7 Writing 2**

Students are going to write an advertisement. This writing activity is a group project. After working on their slogans the groups can then act out the advert for the rest of the class. Make sure everyone is involved. Students who don't enjoy speaking in front of the rest of the class can have non-speaking parts in the advertisement.

**8 Speaking**

- a** Students listen to a cold-caller (a telephone salesman who calls without an invitation). This is very common in the UK and the US.
- The only unusual expression is *move with the times* (get up-to-date).

**Tapescript**

**Man:** Hello?  
**Sales person:** Is that Harry Smith?  
**Man:** Yes?  
**Sales person:** Hello, Harry, this is Alan Brown.  
**Man:** Er ...  
**Sales person:** How are you?  
**Man:** I'm fine. Er ... I'm sorry, what did you say your name was?  
**Sales person:** Alan.  
**Man:** Alan ...  
**Sales person:** Alan Brown.  
**Man:** Sorry, Alan, I don't think I know who you are.  
**Sales person:** No, no, Harry, you don't. I'm ringing about your curtains.  
**Man:** My what?  
**Sales person:** Your curtains.  
**Man:** My curtains?  
**Sales person:** Yes.  
**Man:** Are you one of my neighbours?  
**Sales person:** Not exactly. No, I'm ringing to make you a very special offer.  
**Man:** Really?  
**Sales person:** Yes. Do you like your curtains?  
**Man:** Do I like my curtains?  
**Sales person:** Yes.  
**Man:** Well of course I like my curtains.  
**Sales person:** How long have you had them?  
**Man:** About five years.  
**Sales person:** Five years?!? Then it's time for a change, Harry. You don't want to live with old curtains!  
**Man:** I'm very happy with my curtains. They don't look old.  
**Sales person:** Harry! Move with the times! Get rid of those old twentieth-century curtains! Buy some new ones!  
**Man:** Are you trying to sell me something?  
**Sales person:** Sell you something? Harry - I'm making you the offer of a lifetime!  
**Man:** Sorry, I'm a bit busy at the moment.

- b** Students practise an extract from the conversation in pairs. Tell them to think about the kind of person who does this kind of work when they are practising.
- c/d** Students discuss these kind of calls and then devise and act out a conversation. Remind them they must decide on the product first. If necessary, brainstorm a series of products that might be sold over the phone, eg mobile phones, insurance.



## 9 Sound Practice

- a/b** Ask students how many words they can find by just changing the vowel sound in the given words. Ask them to write them on the board. Then they listen to the possibilities. Ask them to tell you if there are words in the list they don't know.

### Tapescript

look like lock lick lack luck  
taste toast test tossed  
feel fill full fool foul fall fell  
smell smile  
sound sand signed sinned  
cheap chlp chap chop

### Fridge, Dustbin or Suitcase? and Word Associations

To remind you, the following notes, which apply to all Fridge, Dustbin or Suitcase? and Word Associations activities, appear in the introduction to this book.

Most units in the book ends with Fridge, Dustbin or Suitcase?, where students' attention is drawn to some key lexical items that occurred in the unit. We strongly recommend that you ask the class to start keeping a record of new words in three different parts of their notebooks. In fact, we recommend that they have a special notebook just for vocabulary.

We suggest that you occasionally ask individual students to show you what they have written in each of the lists. Gently test them on the contents of all three lists.

FDS is followed by Word Associations, where we suggest that students take one word from the FDS list, any word they wish, and think of other words and phrases that connect with it, whether it be words with related meanings or typical collocations of the key word.

Remember that the notes that they make are individual to them. As you walk round the class, praise interesting associations and don't criticise students who have not written very much. You may wish to suggest that certain students consult with each other to see what they have written. This activity should take no more than five minutes at the end of a lesson.

# Unit 1 Extra!

Every unit in *Prospects Advanced* has an extra page at the back of the book. These pages are full of extra reading material and tasks, which can be done in class, in groups, by individual students at study time, or at home. They can also be done by faster students who have completed other tasks.

## 1 Introduction

- a** The first text is an extract from a review of *How To Get Ahead In Advertising*.

### Words and expressions

boil (n) (= spot on the face) • chain-smoking • hot-shot (successful) • hypocfisy • lavishly • mean-spirited • pimple • rail against (= criticise) • snarl • sour • stalled (= stuck) • wrestling (= struggling)

- b** The second text is an extract from *The Hidden Persuaders* by Vance Packard.

### Words and expressions

abrasive • hard-hitting • insight • probers (= investigators) • refuge • see in a different light

## 2 Vocabulary

**a**

### Answers

The words connected with advertising are:  
advertising executive; account; consumer;  
package; product; selling; agency

**b**

### Answers

extract 1  
bitter = sour    expensively = lavishly  
swelling = boil    complain about = rail against  
struggling = wrestling  
extract 2  
investigators = probers    difficult = complicated

### 3 Positive and negative

Negative words (with opposites):

*sour (sweet); mean-spirited (generous); snarl (whisper);  
crack up (recover); greed (selflessness); hypocrisy  
(honesty); complicated (easy); abrasive (smooth)*

### 4 Creative writing

The important thing about creative writing activities is not to expect something too long. Encourage the class to think about producing two or three good sentences that they are happy with, rather than pages and pages of material that is full of mistakes.

### 5 Opinion

This is an activity for the whole class. There are three different questions in this activity. Read each one out separately, and offer students the chance to say something immediately. Then give them a chance to think about it more deeply and a second chance to answer.



# UNIT 2

## Culture clash



Topic/Vocabulary:	Cultural differences
Structure:	Linkers (1)
Reading:	Comparing texts: inferring meaning
Writing:	Combining simple sentences into complex sentences
Speaking:	Summarising the opinions of a group
Listening:	Listening to confirm information
Pronunciation:	Word stress in long words
Others:	Writer's Block: Describing yourself; Interactive English: Asking about cultural differences

### Before you open the book ...

This unit deals with the way different cultures can clash when they live in the same society. If you think that this is a problem you want to raise about your own society, there is an opportunity in the final discussion activity of the main unit. Before that, we concentrate on culture clashes in other parts of the world. If you don't want to relate the topic to your own society, all you have to do is skip the discussion.

The structure items should be known to students and are therefore revision material, but check *Grammar Spotlight* on page 8 of the Student's Book to see if you need to do some preparation.

You may want to start students thinking about linkers by writing *even though* and *although* on the board and asking students to think about examples using them. If you would prefer to provide more input, you could start by asking students to give you some of their likes and dislikes and writing them on one side of the board. Make sure they use sophisticated language to express them, not just *I like* and *I don't like*, eg

*I'm very fond of Italian clothes ...*  
*Travelling really appeals to me ...*  
*I enjoy watching satellite TV ...*

Now write *although* in the middle of the board and ask students to finish the sentences. There has to be a proviso about the activity or thing that you like.

*I'm very fond of Italian clothes although they're quite expensive.*

Does it make a difference if you write *even though* instead of *although*? Definitely! In this example, *although* suggests that you think twice about buying Italian clothes, *even though* suggests you buy them anyway!

### Now open the book ...

The quotation is from a story by Oscar Wilde. There is information about Oscar Wilde in Unit 4, and a set of his quotations in *Progress Check 1*, if you want to tell the class more about him now.

### 1 First Impression

- a How much do the class know about the items in the texts? Do they know that the Irish have a reputation for being good comedians? And that Germans build good roads and Belgians brew good beer? Do they know any types of Belgian beer? And, finally, is this just fun or racism?
- b/c After re-writing the examples, the class discuss what they have done. Allow them to include activities other than the ones mentioned.

### 2 Listening

#### Words and expressions

Language reflects the culture of the society which uses it. • I think it's important for people to know if something they say offends people from other cultures. • Even though foreigners may not say please and thank you, we shouldn't get hot under the collar about it.

- a/b Students read the background to the listening and discuss if they have noticed that English has more polite forms.

**Tapescript**

**Interviewer:** Good evening and welcome to *Who's In Town*. Tonight, my guest is Professor William Matthews from the University of London, who's in town to talk about language and culture. Good evening and welcome to New York, Professor Matthews.

**Professor:** Thank you.

**Interviewer:** Can I call you Bill?

**Professor:** Sorry?

**Interviewer:** Is it all right if I call you Bill?

**Professor:** Er ... all right ...

**Interviewer:** So, Bill, I read somewhere that you think that the Americans and the British don't understand each other even though they speak the same language.

**Professor:** That's not exactly what I think, but yes, language reflects the culture of the society which uses it. So, in spite of the fact that they speak the same language, there is a great difference in what Americans and other English-speakers mean when they use it.

**Interviewer:** For example?

**Professor:** Well, let's compare these two questions: *Do you want some coffee?* and *Would you like some coffee?* What's the difference?

**Interviewer:** I don't know. Don't they mean the same thing?

**Professor:** Well, yes they do, but *Do you want some coffee?* is more informal and direct, and *Would you like some coffee?* is more formal and polite.

**Interviewer:** Yeah ... *Would you like some coffee?* sounds kind of British to me.

**Professor:** Yes, maybe ... a waiter in a restaurant here in New York might say: *Do you want some coffee?* even if he didn't know the customer. An English waiter would probably say: *Would you like some coffee?*

**Interviewer:** And you think that's important?

**Professor:** Yes, I do. I think it's important for people to know if something they say offends people from other cultures, even if they speak the same language.

**Interviewer:** I see.

**Professor:** However, far more misunderstandings take place between speakers of

different languages when they try to communicate with each other. Problems of communication are often the result of the way speakers of different languages say the same thing.

**Interviewer:** Can you give us an example?

**Professor:** Yes, indeed. For English-speaking people, the words *excuse me*, *please* and *thank you* are very important.

**Interviewer:** And this is not true for people who speak other languages?

**Professor:** Not always, no.

**Interviewer:** You mean speakers of other languages are not very polite?

**Professor:** No! I don't mean that at all! You see, other languages express politeness in a different way.

**Interviewer:** For example?

**Professor:** Well, most languages have a formal and an informal way of saying 'you'. We don't have that in English. We say 'you' to people we know well, and 'you' to people in authority, or people we have just met.

**Interviewer:** Is that important?

**Professor:** Absolutely. It's quite different in some other languages. Take Spanish, for example, a language which is spoken by a lot of people here in New York.

**Interviewer:** Yeah, all the taxi drivers ...

**Professor:** Well, in Spanish, the informal 'you' is *tu*, and the formal 'you' is *usted*. *Usted* is a short way of saying *Vuestra merced*, which means 'your grace'. So, if you translate informal and formal Spanish questions, you get, for example, *Do you want some coffee?* and *Does your grace want some coffee?*

**Interviewer:** That sounds like something you would say to a king, or someone like that.

**Professor:** Exactly! So, the formal version is very, very polite indeed. But a Spanish speaker will probably translate both the formal informal question as *Do you want some coffee?*

**Interviewer:** That's really ... interesting.

**Professor:** Well, actually it is very interesting, and very important, too. Now, imagine that you want to ask a waiter to give you a glass of water, what would you say?

**Interviewer:** What would I say?



- Professor:** Yes.
- Interviewer:** If I wanted a glass of water?
- Professor:** Yes.
- Interviewer:** Depends how well I know the waiter, and how thirsty I am ...
- Professor:** Well, in many languages there are formal and informal commands ... in Spanish, you have *dáme un vaso de agua* ... formal and *déme un vaso de agua* ... informal. Both of them are translated as *Give me a glass of water*, which is very informal in English. But *dáme* is the *usted* form and is very formal. If you say *dáme*, you don't need a polite expression like *excuse me*, *would you mind*, etc. So although Spanish is a very polite language, Spanish speakers use fewer expressions like *excuse me*, *please* and *thank you*.
- Interviewer:** I get the picture. What you're telling us is that even though foreigners may not say *please* and *thank you*, we shouldn't get hot under the collar about it.
- Professor:** Well, there's more to it than that.
- Interviewer:** Well, thanks a lot for coming into the studio, Bill. Ladies and gentlemen, Professor Bill Matthews.
- Professor:** William Matthews, actually.

**Answer**

The interviewer is bored, and is 'playing for laughs', and not taking the professor very seriously, which clearly offends him.

**Grammar Spotlight**

Read the notes in the introduction about this section. Ask students to read the examples aloud, and ask other students to provide extra information about the examples. In the first example, about the soccer match, the second student who speaks has to say something about the weather, the game, etc. Remember that if you ask people to provide extra information which is not on the page, you must accept whatever they say, otherwise they won't understand the rules of the exchange.

**3 Reading**

This reading text is the first literary piece in the book.

**Words and expressions**

angular face • assuredness • brashness • initially • lanky body • (ethnic) minorities • on the verge of (= about to) • opinionated manner • palm (of the hand) • squeeze

c

**Answers**

- 1 He doesn't believe this.
- 2 He does believe this.
- 3 He doesn't believe this.
- 4 He does believe this.
- 5 This is an inaccurate paraphrasing of his opinion.

**d** It is obviously difficult to ask students to discuss something from their own culture, society or language that they all know about, in this case, whether your language has a formal and informal *you*. In this and other situations in the book, we have devised a system where you have to imagine that you are explaining something in English to someone from another country.

**e** The second listening invites students to listen to the socio-cultural aspects of the conversation.

The following is an extract from the general note about literary reading texts which appear in the introduction to the Teacher's Book:

About half of the authentic reading texts in *Prospects Advanced* are from literary sources, most of them from novels. The novels are a mixture of classic and modern, well known and new. To begin with, they are used mainly as comprehension texts, but as the book progresses, more attention is paid to character, style and use of language. However, **feel free to talk about the style and content of the text at any time.** At various stages of the book, we will offer you suggestions as to how to do this. Also, **don't forget to ask students if they found the texts interesting or dull, and if they would be interested in reading the entire book in English or in translation.**

Please remember this general note as you work on the comprehension and other reading skills activities in the Student's Book.

- a/b** Students should read the background notes and then check the vocabulary items, using a dictionary if necessary. All the words describe people: *brash*, *assured* and *opinionated* describe a confident character; *angular* and *lanky* are physical, and suggest a tall person.

c

### Answers

- 1 Ted's parents come from New York; Rose's parents come from China.
- 2 No. The other boys were Chinese. Also, Ted was more confident.
- 3 Ted's mother was definitely not! Her behaviour at the party. Rose's mother was probably not.
- 4 Ted's mother's behaviour was superficially friendly but antagonistic.
- 5 To make Rose aware that he wasn't ready for a long-term relationship (but also to try to dissuade Rose from being interested in marrying him).
- 6 The late 60s or early 70s; the time of the Vietnam War.

- d** This is the first activity in the book that looks at the more serious side of racism. On the surface, Ted's mother is warm and friendly; she squeezes Rose's arm, for example, but her words are racist.

## 4 Speaking

- a** This is a group activity. There are five photos showing different cultural and sporting activities in different countries, which are India, Hungary, Turkey, Poland and New Zealand. Students may know one or more of them, but as usual, it is not their general knowledge that is being tested. Encourage them to guess or deduce something about the occasion, eg they may know that the River Ganges in India has very important religious significance.
- b** This activity enables confident students to practise their summarising skills.
- c** Students are now directed to page 109, where they will find the information. They can then write a comparison between what people in their group said and what the events actually are. Again, the important thing here is to make

comparisons, not to criticise people for guessing wrongly.

## 5 Writer's Block

This activity is designed to stretch students' writing ability. As often as possible, Writer's Block is seen from a native speaker standpoint – unimaginative writing is extremely common among native speakers of all languages.

- a** Graham Miller's application letter is awful! Dull, short sentences and no attempt to make what he has done seem remotely interesting. Students should easily be able to improve the style. Encourage them to do that before they look at activity 5b in detail.
- b** Discuss the suggested improvements with the class. Most of the suggestions are, of course, suitable for all written work. With the changes in mind, you can either work on improving the letter on the page, or ask the class to write one themselves by imagining that they have the skills and experience required.

## 6 Word Stress

- a** Students are going to encounter a lot of words, old and new, remembered and half-remembered, in this book. As with other levels of *Prospects*, we want to make sure that pronunciation practice plays an important part in the learning or revising process.

Decide if you want to read out the information or have students work on it by themselves or in groups. This is a reference activity, but there are points at which students are required to offer examples of their own.

If you are doing this as a whole-class activity, it helps if you can contextualise or ask questions about some of the words. In section 6a, you can ask students to comment on each word as they are read, eg *academic* – an adjective and a noun. What does it mean when it's a noun? (someone who teaches or does research in an academic institution); *accommodation* – close your books and tell me how many *c*'s and how many *m*'s?; *automatic* – name three automatic machines that you have seen today.



- b** Some of the words are in italics. Students think of adjectives related to the words in italics, eg *information* – *informative*. They can use dictionaries to carry out these activities.

### Answers

All the words are stressed in the same way as the words in the list.

- 1 *conformity*
- 2 *complexity*
- 3 *infinity*
- 4 *possibility/probability*
- 5 *compatibility*

- c/d** Play the cassette after each section, or at the end of the activity.

### Tapescript

#### a

academic accommodation automatic  
communication destination imagination  
information misunderstanding musician  
oriental politician realistic

#### b

ambassador authority communicate  
electricity experiment interior minority  
photographer predictable professional  
society unfortunate

#### c

definitely dictionary interesting  
inundated isolated secondary

## 7 Interactive English

These activities are designed to create an international environment in the classroom, where students can talk about their own country, or ask about other countries, even though they are working with students in their own class.

The first paragraph is socio-cultural information about talking to English-speaking people. Then there is a section where students can think of questions they would like to ask people of other nationalities.

While they are working in groups, encourage them to comment on each other's style of questioning. Remember, polite forms matter!

## 8 Forum

As a follow-on from the previous activity, students now engage in a forum where one student or a group of students act as spokesperson for your country and its customs, and the rest of the class pretend to be visitors to your country. They ask questions that in fact they know the answers to. This may sound like a strange activity but it works. Students who have to answer the questions need to think carefully about how to describe aspects of their own culture and lifestyle, and everyone in the class becomes aware of the complexities of describing 'simple' things to people from other societies. This is particularly noticeable when students try to describe typical national dishes.

## 9 Discussion

This is the opportunity to allow students to talk about any racial or social group conflict that exists in your society. If, for any reason, you feel this could be dangerous, skip the activity.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

# Unit 2 Extra!

## 1 Introduction

- a** The first text is from *Notes from a Small Island* by Bill Bryson.

### Words and expressions

boulders • delve among • floppy • fluttering •  
huddled • impenetrable murk (= darkness) •  
numbed (= very cold) • piercing (wind) •  
shrink • trudge (= walk)

- b** The second text is from *Tiger Balm, travels in Laos, Vietnam and Cambodia* by Lucretia Stewart.

**Words and expressions**

moving (adj) • resigned (adj) • tentative •  
toddler (= small child) • touching (adj)

**2 Reading**

Discuss this with the whole class. Bill Bryson's aim is to amuse; Lucretia Stewart's is to move us about the plight of the children she met.

**3 Explanations****Answers**

- i moved so that there was space for us
- ii looking ahead into the thick mist
- iii begging without too much pressure and not expecting much
- iv even though Mr Dang had forbidden it
- v play and leisure were nice things that they rarely experienced

**4 Style and vocabulary****Answers**

- a i rocks ii things you eat  
iii fizzy drinks iv small children
- b Probably because the bread is damp.  
*Floppy* is used to describe computer disks.
- c There was no sensation in them because they were cold.

**5 Opinion**

Discuss this with the whole class. Which students find an amusing account of how people live more acceptable than one which makes us think about hardship?



# Stereotypes

The Talking Points sections consist of two parts, soundbites, discussion and debate, and writing. There are recommendations in the following notes which apply to all Talking Points sections.

When you open the book, the first things students notice will be the illustrations and the main question.

## Soundbites activities

We recommend that students read and listen to the soundbites first. There are two main reason for this: firstly, they may note some useful words and expressions that they may want to use when they give their own comments and secondly, they may want to react to some of the things they have read and heard. However, if you like, students can comment on the question at the beginning of the lesson.

In this soundbites section, students are going to read what native English speakers know about countries in Central Europe. You will find that they don't know very much at all.

As with all the soundbites, these are studio recordings based on genuine interviews. The fact is that the average British person knows very little about the outside world and doesn't seem to be too worried about it.

As students read the soundbites about other countries, ask them to say if they agree with what they have heard or if they know more, different or more accurate information.

Students then listen and make a note of extra things that the people say (indicated in bold).

### Tapescript

What ideas do you have of Central and Eastern Europe?

*Speaker 1:* I always associate Romania with gymnastics, especially women's gymnastics. They seem to win lots of medals in the Olympic Games every

time so I have an image of Romanians as being super-fit. And someone told me they're very good at skiing. Is that right?

*Speaker 2:* I have a very romantic image of Poland that comes from my grandmother. She told me about the Polish airmen who came to Britain during the war and were all very good-looking. In fact, I think my grandmother was in love with one before she met my granddad! I also know that Warsaw was badly bombed and the centre was rebuilt in the same style as the original.

*Speaker 3:* I hear music when I think of Hungary – Liszt and Bartok and fiery violin music. And Hungarians like eating lots of spicy food – don't they? And weren't there a lot of avant-garde Hungarian film directors?

*Speaker 4:* When I think of the Czech Republic, I think of their football team. They always seem to have very skilful players. Someone told me that Prague is the most beautiful city in Europe. Is that right?

*Speaker 5:* I didn't know anything about Slovenia until I read a really interesting newspaper article recently – now I know it's great for sport, skiing, food and Lipizzaner horses. I thought it was so interesting that me and my girlfriend are going there for a holiday.

*Speaker 6:* I know absolutely nothing about Slovakia, but I did meet a couple of Slovakian boys and I remember that they were very tall. I imagine Slovakia has unspoilt countryside, medieval villages and castle ruins overlooking the Danube – the sort of place you'd go to if you wanted a walking holiday.

## Discussion and Debate

In this section, the instructions are self-evident. In the Teacher's Book it has been assumed that you have the Student's Book open at the relevant page and that you have already read the instructions.

## Prospects Advanced

## Talking Points 1

### Warm-up

You will need to divide the class into a variety of different groups for many of these activities. Also, the time recommended for some of the activities may seem very short, but you can always give them more.

### Word portraits

When the instructions are as long and complex as these, we recommend that you read them all out to the class before you start, or you ask a student or some students to read them out. A very useful device is to tell the class to close their books and ask one student to read out the instructions. Any students who have difficulty understanding have to ask another student (not the one reading) for guidance. The reader listens to the second student's explanation and says if it is accurate.

Miming a nationality is a funny, memorable and occasionally hilarious activity, and also quite difficult. If you think that the caricatures of the nationalities which are being mimed are offensive, ask the student to modify the mime.

### Typically British?

Ask the class to tell you what, if anything, they know about the British people in the group.

Musicians: The Beatles are the most famous British music group of all time; Elton John is now in his 50s,

but has been one of the most successful recording artists in the world, his tribute song to Princess Diana, *Goodbye England's Rose*, was the best-selling single of all time in Britain; the Spice Girls started the fashion for all-girl bands, but have faded from the pop scene since the start of the 21st century.

Actors: Hugh Grant was the lead actor in *Four Weddings and a Funeral*, the most successful British film of all time; Kate Winslet starred in *Titanic*, the most successful film of all time; Sean Connery, who is in his 70s now, was the original James Bond, and still makes films; Anthony Hopkins was Hannibal Lecter in *The Silence of the Lambs* and *Hannibal*.

Comedian: Everyone knows Mr Bean!

Designer: Alexander McQueen and Stella McCartney, who are both about 30, are the most successful British designers of the modern era.

### Writing

Ask the class to read the extract from the self-help book and comment on its value in their country, eg is it true that you should never use a person's first name unless you have been asked to do so? As students may be aware, this is absolutely not the case with English-speaking young people.

The last activity requires the class to up-date the information for a new guide book. This is a good homework activity.



# UNIT 3

## Trains and boats and planes

Topic/Vocabulary:	Transport
Structure:	Passives
Reading:	Scanning for specific information in a text
Writing:	Writing an account of a journey
Speaking:	Talking about a personal experience
Listening:	Making notes asking questions for more details
Other:	Wordbuilder: adjectives and adverbs

### Before you open the book ...

Everywhere we go, teachers tell us that the passive voice causes students constant problems, so we have included a unit which deals with this specifically. The authentic texts in the unit are about the new Hong Kong airport; a general piece before it opened and a news report about the chaos on the day it opened. The first piece contains no passives, the second contains some useful examples, including a passive infinitive, often ignored in the teaching of passives at this level. See *Grammar Spotlight* for further information.

### Now open the book ...

Ask a student to read out the quotation and ask others to say what they think it means. Robert Benchley was a writer. He was the father of Peter Benchley, the author of the novel *Jaws*, which is featured in Unit 18.

### 1 First Impression

#### Words and expressions

adjust • fall back (= move back) • gather speed • helmet • hurtle • lap (= part of the body) • motionless • propellers • rug • smelling salts • steamer (= ship) • steward • thunder (vb) (= make a lot of noise) • turf • wad of cotton wool • wrap

The text was obviously written in the early days of commercial air travel, probably the 1930s. What is different today? Smoking in the cockpit; pilots wearing helmets; planes taking off along rough turf (ie grass).

#### Information box

A steamer is an old-fashioned word for a steam-driven ship. Smelling salts used to be given to people who fainted.

### 2 Vocabulary

a

#### Answers

These verbs have something to do with travelling by train, boat or plane.  
*check in* (at an airport); *get off/on* (a train/boat/plane); *pick (someone) up* (at an airport/station); *pull up* = stop (a train can pull up); *set off* = start a journey; a plane *takes off* and *touches down*; *wait for* (a train)  
 you *check out of* a hotel; you *set up* a company; you *take on*, eg responsibility for something

b

#### Answers

- **what a plane does and/or what a train does**  
*pick up*; *pull up*; *set off*; *take off*; *touch down*; *wait for*
- **what a passenger does at an airport or at a railway station**  
*check in*; *get off/on*; *set off*; *wait for*

c

#### Answers

- |                |              |
|----------------|--------------|
| 1 set off      | 2 picked up  |
| 3 touched down | 4 checked in |
| 5 get off      |              |

### 3 Speaking

**a/b/c** The aim of this activity is for students to give a short speech to the rest of the class.

If you think that some students may feel a little excluded from this activity, you may want to skip it. On the other hand, in our experience, students enjoy sharing travel information, particularly if you encourage them to bring photos of their journeys. Note the details which are asked for in activity 3b. Make sure students have considered all the points before they speak.

### 4 Writing 1

This is a homework activity. Note that students are asked to write about something they heard during the previous activity, not one of their own journeys.

### 5 Reading 1

This reading text is about Hong Kong's new airport.

#### Words and expressions

bank (vb) (= turn) • proximity

**a**

#### Answers

- 1 2
- 2 One is modern, the other is old.
- 3 Air travel will be safer and more comfortable.

**b**

#### Answers

- 1 remarkable proximity
- 2 densely-packed high-rise apartments
- 3 bank sharply
- 4 incredibly
- 5 man-made island

**c**

The examples will make it clear to students the difference between a simile and a metaphor. If you want to give them definitions, a simile is a figure of speech which indicates the similarity of something to something of a different kind. Similes normally contain the words *as* and *like*.

There is more about the use of similes, especially in poetry, in Unit 19. A metaphor is a figure of speech in which a word or phrase suggests a resemblance between an object, person or action and something but does not describe it literally. So, *the boxer fought like a lion* is a simile, but *the boxer was a lion in that fight* is a metaphor.

### 6 Reading 2

This reading text is about the same airport two months later.

#### Words and expressions

bewildered • chaos • faulty • fiasco • go astray • shift (vb) (= move) • stranded (adj) (= left with nowhere to go)

**a** A quick reading of the text tells you that things are not what the author expected. All was chaos and confusion.

**b**

#### Answers

got lost – *went astray*  
 moved – *shifted*  
 not working well – *blank or inaccurate*  
 a ridiculous situation – *fiasco*  
 very confused – *bewildered*

**c**

#### Answers

The following words indicate that something has gone wrong:  
*descended into chaos* – general breakdown  
*crashed* – computers  
*missed flights* – failed to catch their planes  
*went astray* – luggage was lost  
*stranded* – unable to get where they wanted to go  
*defective* – not working properly

**d**

#### Answers

The following are verbs: *closed, crashed, delivered, missed, opened, shifted, welcomed*

The following verbs are used actively:  
*crashed, missed, closed, welcomed*



The following are used passively: *shifted*  
*delivered* (passive infinitive), *opened*

In these contexts, *crashed* and *closed* cannot  
be used passively because they are intransitive.  
In other words, they don't take an object.

### Grammar Spotlight

Read the notes in the introduction about this section.

The commonly held view is that the passive is used  
(a) when the agent isn't known: *My car was stolen.* or  
(b) when the object is more important than the agent:  
*The president has been kidnapped.* Evidence suggests  
that a third element, stylistic balance, is equally if not  
more important in written English. The following  
example appears in the second news report.

*The airport was formally opened last week by Chinese  
President Jiang Zemin.*

The passive is used here even though it fails to meet  
the conditions of (a) or (b). Ask students to make the  
sentences active, and to say if the sentences feel,  
look or sound different.

## 7 Listening

This text is the story of the building of the Channel  
Tunnel between Britain and France.

**a** Ask students to read the start and predict what  
the listening text will be about. It doesn't  
matter if they can't, of course.

**b**

### Answers

Dates:

1885: start of tunnelling

1974: new tunnel

1980s: plan finally comes to fruition

6 May 1994: Tunnel opened

Statistical information:

first tunnel 2.4 metres wide and 2 kilometres  
long

200 financial institutions lent money

9 billion pounds cost

2 tunnels 40 metres below the seabed

50 kilometres long; 38 kilometres under the sea

Seikan tunnel 4 kilometres longer

formerly 6 hours London-Paris; now 3 hours

### Tapescript

In 1885, Ernest de Beaumont started tunnelling  
towards France in an extraordinary boring  
machine. Beaumont's tunnel was 2.4 metres wide  
and two kilometres long. He and his workforce  
stopped when the British government refused to  
pay for it. There have been many attempts to dig  
a tunnel under the Channel since then.

In 1974, workers started digging a new tunnel but  
once again, the British and French governments  
thought it was too expensive and work stopped.  
During this attempt, they found Beaumont's  
boring machine. The machine wasn't working, but  
Beaumont's tunnel was still in good condition.

Eventually, in the 1980s, the French and British  
governments agreed to support the building of a  
tunnel, but not to pay for it. More than 200  
financial institutions lent money to Trans Manche  
Link, the company which built the tunnel.

So now there is a rail tunnel which connects  
England and France under the English Channel.  
It's called the Channel Tunnel and it finally  
opened on the 6th May 1994. By the time work  
had finished, the cost had exceeded nine billion  
(thousand million) pounds, making it the most  
expensive construction job ever in Europe.

There are actually two rail tunnels under the  
Channel. They are side by side about 40 metres  
below the seabed. The tunnels are 50 kilometres  
long, 38 kilometres of which is actually under  
the sea. The Channel Tunnel is not the world's  
longest rail tunnel. The Seikan tunnel, which  
connects the islands of Hokkaido and Honshu  
in Japan is four kilometres longer.

It used to take at least six hours to travel from  
London to Paris by train. Passengers used to take  
the train to Folkestone or Dover, and cross the  
Channel on a ferry. Now you can take Eurostar  
direct from London to Paris and Brussels through  
the tunnel. It takes about three hours to Paris  
and a little longer to Brussels. There is also a  
train which carries cars, buses and trucks called  
Le Shuttle.

**c/d** These are a peer teaching activity and a mingling  
activity. The questions that students write down  
are to be asked to other students.

**8 Writing 2**

- a** Students answer the questions, then complete the slogan.

**Answers**

- 1 The River Thames
- 2 Buckingham Palace
- 3 Arsenal, Chelsea, West Ham, Tottenham Hotspur (Spurs), Fulham, Charlton Athletic

- b** The writing activity is a formal letter. Remind students that they should write their address in the top right corner, write the address they are writing to on the left hand side, with the date below, use formal language and avoid contractions.

**9 Wordbuilder**

- a** This is a deceptively simple activity, showing how adjectives become adverbs, and how the two different parts of speech are used. As with most things, there are aspects which students may never have encountered before, eg the four different spelling types.
- b** Three examples of the use of adverbs appear in the text about Hong Kong airport. Students should be encouraged to explain in their own words the three different uses and word orders. The first adverb is modifying a verb and comes after the verb; the second is modifying an adjective and comes before the adjective; the third is a compound adjective which includes an adverb. Because the adjective appears before the noun, it is hyphenated. You can remind students that, if *densely packed* appeared after the noun, it would not be hyphenated, eg *The high-rise apartments are densely packed*.
- c** We suggest that you write examples on the board which may or may not be suitable and let students decide, eg *Not surprisingly, the popular president was re-elected. Not surprisingly, there was a party after the earthquake.*  
The second of these is clearly inappropriate. Ask students to write one appropriate and one inappropriate example for all three of the sentence adverbs.
- d** There are three illustrations to show how we make adverbial phrases with adjectives that

already end in *-ly*. Students are asked to think of examples of how to use one of these adverbial phrases.

**10 Speaking**

- a/b** The aim is for groups of students to concentrate on one particular means of transport. Then the class re-groups and each student tells others what their group decided.

**11 Find out more about ...**

- a/b** This can be a project which students do together. As well as asking for information from the airport/railway station, students should be able to find more information on the internet.

**Fridge, Dustbin or Suitcase? and Word Associations**

Read the notes in the introduction about these activities.

# Unit 3 Extra!

**1 Introduction**

- a** The text is an extract from *My Year of Meat* by Ruth Ozeki.

Ruth Ozeki is a Japanese-American film maker. Her book is a semi-autobiographical account of a similar Japanese-American woman. The woman in the extract, Akiko, is Japanese and is making her first visit to the USA.

**Words and expressions**

cloaked in (= covered by) • crooked • gravel • haul (vb) (= pull) • herald (vb) (= announce) • magic carpet • peck (vb) • porch • rusty • skeletal • skip across • swamplands • tattered • wooden shanties • wreck

**2 Vocabulary**

- a** Words and expressions that describe places and scenery, eg *deep-blue swamplands; enormous fields*



*of tobacco, cotton and wheat; wooden shanties lining the track; crooked porches; dirt roads*

Ask students to choose five expressions, and then think of similar things that people would see if they took a train journey across your country

- b** Students choose vivid images and say why they like them. Ask the whole class to describe the pictures of the things that Akiko describes. Can they relate it to films that they have seen?

### 3 Interpretation

#### Answers

**a**

She is delighted and impressed at first, surprised and a little shocked when she sees the evidence of poverty.

**b**

She is not surprised. *No wonder ...* is a confirmation that it's the right thing to do.

**c**

She tried to imagine where they lived and where they were going.

### 4 Reaction

- a/b** Students' own images of the United States are probably based on film and TV (but make sure you check in case people have images gained from, eg reading, listening to music, penfriends, etc). Opinions may have changed because of the descriptions of poverty.

### 5 Travel writing

Remind students that they are not writing a letter to a friend, or a composition for the teacher. They must imagine that they are writing for people who don't know them.

# UNIT 4

## Working with words

Topic/Vocabulary:	British and American writers
Structure:	Relative clauses; verbs of perception
Reading:	Recognising when and where a text was written
Writing:	Biographical details
Listening:	Listening for specific information
Speaking:	Saying what you already know about a list of authors
Other:	On Air: radio news programme Sound practice: intonation

### Before you open the book ...

There are two quite complex literary extracts in the main unit, and a demanding activity on the Extra! page. Eight writers are mentioned in activity 2, but there is no problem if students have never heard of them.

However, if literary appreciation is an important part of the Matura or other school-leaving examinations, then it is probably advisable that students start making their own personal notes about the writers and styles that are featured in this book. For this reason, also, the listening text provides some biographical information about some of the writers mentioned.

The structure items in this unit should be revision for students. If not, the texts and Grammar Spotlight provide instant practice possibilities.

### Now open the book ...

The quotation is from William Faulkner (1897–1962), the American novelist who specialised in portraying life in the southern United States.

### 1 First Impression

**a/b** This is a discussion about what you would take with you on a long train journey. If you have

already dealt with the long train journey in Unit 3 Extra!, you can start by asking students to remind you what Akiko did during her train trip.

Alternatively, start the activity with a show of hands. Read out the choices of things to pass the time and ask people to put their hands up when the thing they would take is mentioned. People who don't put up their hands have to say what they would do on a long train journey. Sleeping and looking out of the window are not options!

### 2 Speaking

There is information about Brontë, Clarke, Greene, Steinbeck and Wilde in activity 3. Here is some extra information about the others.

Jack Kerouac wrote *On The Road*, an extract from which appears in Unit 12. *On The Road* was a bible for young Americans in the late 1950s and later, with its exuberant writing style and tales of wanderlust.

Kurt Vonnegut is an American writer whose most famous novel is *Slaughterhouse Five*, inspired by his experience as a prisoner of war, when he survived the fire-bombing of the city of Dresden because the prisoners of war were being kept in a slaughterhouse. Vonnegut is often wrongly described as a science fiction writer. In fact, his novels are mainly critical satires of the world and the USA in particular.

### 3 Listening

The text is about five famous writers.

**a** Remind students that there is no reason why they should know anything about any of these artists, and praise any information that you receive.

### Answers

- |                   |                  |
|-------------------|------------------|
| 1 Oscar Wilde     | 2 Emily Brontë   |
| 3 Graham Greene   | 4 John Steinbeck |
| 5 Arthur C Clarke |                  |

**b** Ask students to divide a sheet of paper into five parts and write the names of the five writers



from 3a. Then they should divide the sections into three sub-sections: private life, subjects, most popular books. Then they listen and make notes for as many of the sections as possible.

### Tapescript

Emily Brontë was one of three novelist sisters, the other two being Anne and Charlotte. She was born in 1818 in Thornton, a village in Yorkshire. Two years later, the family moved to Haworth, a small village in the hills where her father became the curate. Emily Brontë wrote only one novel, *Wuthering Heights*, but it is the most famous of all the novels written by the sisters. *Wuthering Heights* is a house set in the bleak hills of Yorkshire. It is occupied by the Earnshaw family. Their lives are changed forever by the arrival of a foundling, a child with no home, who is named Heathcliff. The novel is a powerful story of the passionate relationship between Catherine Earnshaw and Heathcliff. There is an extract from *Wuthering Heights* in this unit.

Many people believe that Graham Greene is the greatest English novelist of the twentieth century. He was born in 1904. After graduating from Balliol College, Oxford, he worked for four years as sub-editor on *The Times* newspaper. He continued to work as a journalist even after his reputation as a novelist was established and he became literary editor of *The Spectator*, a right-wing magazine, in 1935. In 1941, he was recruited by the Foreign Office and spent two years in Sierra Leone. It is generally believed that he worked as a spy during this period, and many of his novels detail the underworld inhabited by people who live just outside the law. You will find an extract from his comic novel *Travels With My Aunt* on the extra page of this unit.

Arthur C Clarke is the world's best-known and best-selling science fiction writer. He has won many awards, not only for his writing, but for his inspirational role as a forecaster of life in the age of science. He wrote the book which inspired the classic science fiction film *2001: A Space Odyssey*. You will find an extract from his novel *Rendezvous with Rama* in Unit 20 of this book.

Oscar Wilde, who was born in 1854, was a playwright, novelist, essayist and poet. He was born in Dublin, in the Republic of Ireland. Although his writing is good, Wilde is actually better remembered for his wit. On arriving in the United States for a lecture tour, he was asked by a

customs officer if he had anything to declare, to which he replied: 'Only my genius'. He was famously imprisoned in Reading Gaol. When he was released, he went to live in Paris, where he died in poverty. His last words reflected the unpleasantness of his surroundings. He is reputed to have said: 'Either this wallpaper goes, or I do.' You will find more quotations from Wilde in the *Progress Check* after Unit 5.

John Steinbeck was born in California in 1902. He studied science at Stanford University, then worked as a labourer, caretaker and fruit-picker. His most popular book, *The Grapes of Wrath*, was written in 1939 and tells the story of a family of immigrants seeking work in California. Steinbeck constantly returned to the themes of migration, broken promises and disappointments in the United States. There is an extract from *The Grapes of Wrath* in this unit.

## 4 Reading 1

This text is a brief biography of Graham Greene.

### Words and expressions

distinguish • influential • promotion (= to a higher position) • recruit • reputation

- a** This is a chance for students to remind each other of what we have already heard about Graham Greene.

**b**

### Answers

The text should read as follows:

Graham Greene, 5 who many people believe to be the greatest English novelist of the twentieth century, was born in 1904 and educated at Berkhamstead School, 3 where his father was headmaster. After graduating from Balliol College, Oxford, he worked for four years as sub-editor on *The Times*, 8 which at the time was regarded as the most influential newspaper in the English-speaking world. With the publication of his fourth 'novel', *Stamboul Train*, 2 which he called 'an entertainment' in order to distinguish it from more serious work, his reputation was established.

In 1935, he made a journey across Liberia, 4 which he described in *Journey Without Maps*, and on his return, he became film critic of *The Spectator*, 7 which is a right-wing literary magazine. He became literary editor of the same magazine after working there for five years, 9 which was regarded as an extraordinary promotion by some readers. In 1941, he was recruited by the Foreign Office, 6 which probably meant he was working as a spy, and spent two years in Sierra Leone. His novel *The Heart of the Matter*, 1 which is set in West Africa, is considered by many to be his finest book.

- c Students now compare what they have read with what they heard earlier to see what new information has emerged.

### Grammar Spotlight

Read the notes in the introduction about this section.

## 5 Writing

This biographical description is a very good homework task.

## 6 Reading 2

The first extract is from *The Grapes of Wrath*, the exceptional novel by John Steinbeck about the working conditions of farm workers in California. The second is from *Wuthering Heights*, Emily Brontë's classic story of love, passion and tragedy, which is set in Yorkshire. The word *wuthering* refers to the strong sound made by the wind, a perfect metaphor for the contents of the book.

### Words and expressions

#### The Grapes of Wrath

beaked (nose) • bridge (of the nose) • celery stalk • forehead • (eye) lids • moulting (leaves) • perspiration • protruding (eyeballs) • sensual • solemnly • stringy (neck) • temple (= side of forehead) • trunk (of a tree) • whistle

#### Wuthering Heights

brow • burden • dusk • latch • linger • mellow • sallow • singular (= unusual) • still (adj) (= quiet) • stir (= move)

*Sallow* describes skin which is an unhealthy pale or yellow colour.

- a Ask students at which point they decided that the first extract was written in the 20th century, and that it was set in the US.

b

### Answers

- 1 You *whistle* by putting your lips in a circular position. You can also whistle by putting your fingers in your mouth.
- 2 Leaves *moult* in autumn.
- 3 If something *protrudes*, it's more noticeable.
- 4 You carry a *burden*, either literally or metaphorically.
- 5 *Stir* in this sense, about a person rather than a cup of coffee, is a slow movement.

c

### Answers

- 1 He was sitting down.
- 2 He wasn't expecting Joad. They showed no signs of knowing each other.
- 3 His head.
- 4 He was probably old, thin and generally in good health, considering the place where he lived. Students should now give their own evidence from the text.
- 5 Yes. Half of his face was above his eyes.

d

### Answers

- 1 True.
- 2 False. She didn't recognise him immediately, but she knew him.
- 3 False. She thought he sounded foreign.
- 4 False. She remembered him when she saw his eyes.
- 5 True.

e

### Answers

These words are used to describe faces: *heavy protruding deep-set singular* (eyes); *brown shiny*



sallow (cheeks); full humorous sensual (mouth);  
beaked hard (nose); abnormally high (forehead);  
delicate blue veins; dark (face)

- f The writing task is an e-mail description based on words from the reading text.

## 7 Work it Out ➡ Grammar Spotlight

Read the notes in the introduction about this section.

## 8 On Air

- a Students should be able to do most of this activity by a process of elimination. They may know that Brighton is on the south coast of England. Havana is in Cuba, and someone travelling abroad connects with *Travels With My Aunt*. *The Third Man* is a classic film noir set in Vienna and espionage suggests *The Confidential Agent*.

### Answers

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

b

### Answers

- No.
- A petty (small) criminal.
- Drug smuggling.

### Tapescript

- A: Don't you think that a lot of Greene's work was too serious ... depressing ...  
B: Well, no, Greene's novels were a mixture of serious pieces and more entertaining work.  
A: So for example, *Brighton Rock* ...  
B: Oh, *Brighton Rock* is one of his most serious pieces.  
A: Serious?  
B: Absolutely. It's set in Brighton, of course, on the south coast of England, and the central character is a petty criminal. Not nearly as

exotic as some of his other novels, but nevertheless, an extremely serious examination of the struggle between good and evil. I mean ...

A: There wasn't a war or some kind of international crisis going on ...

B: Exactly! That's why people think it's less important ...

A: But you don't agree ...

B: No, not at all. There are other books which are very light ... you would include ...

A: *Travels with my Aunt* ...?

B: Absolutely. It's a very amusing and rather amoral book.

A: Amoral?

B: Oh yes, it's about a former bank manager who finds colour and excitement in his life by travelling with his aunt, who is much older than he is. And they get up to all sorts of terrible things ...

A: Drug-smuggling ...?

B: Yes.

A: Did Greene always want to be a novelist?

B: Well, I think he always wanted to be a writer. I think his ambition was to be a journalist.

A: A what?

B: A journalist.

A: Oh, right. Do you think he was a spy?

B: Maybe. Many of his novels deal with the moral rights and wrongs of ... of ...

A: Spying.

B: War and spying, yes. His 1939 novel *The Confidential Agent* deals with the Spanish Civil War, and *The Quiet American* deals with the first Vietnam war, the war of liberation against the French. I have to say none of the characters come out of these books smelling of roses.

A: No, indeed.

c

### Answer

None of the characters come out of these books smelling of roses. means that there are no characters who are completely good or heroic. All Greene's characters are flawed in some way.

# Unit 4 Extra!

Students will have learnt something about Graham Greene in the main unit. These extracts are taken from one of his lighter books, a charming comedy about the adventures of a boring retired bank manager and his eccentric currency-smuggling aunt.

## 1 Introduction

- a** The first text is an extract from the sleeve notes of *Travels With My Aunt* by Graham Greene.

### Words and expressions

currency regulations • dahlias • funeral •  
pot (= marijuana) • septuagenarian •  
shiftless • twilight • veteran (= someone who  
is experienced)

- b** The second text is an extract from *Travels With My Aunt*.

### Words and expressions

adequate • air (= look) • clergyman •  
compose oneself • cremation • crematorium •  
expectation • funeral service • graveside •  
immortality • monumentally • Neanderthal •  
pay one's last respects • pension • prayer •  
premature • redundant • silver handshake  
(= money received when you leave a company) •  
slight stirring (= small movement in expectation  
of something) take-over

## 2 Adding colour

### Answers

The extra details are located as follows:

1 e 2 d 3 i 4 j 5 l 6 h 7 g 8 a  
9 b 10 f 11 k 12 c

## 3 Vocabulary

**a**

### Answers

The words appear in one or other of the reading texts.

- i dahlia
- ii the Westminster
- iii major
- iv pot
- v cremation
- vi septuagenarian
- vii CIA
- viii premature
- ix currency
- x redundant
- xi serious
- xii coffin

**b**

### Answers

a i b i

## 4 Opinion

There are two discussion tasks here. The first deals with students' own reactions to the extract, and the second is about dealing humorously with the events of a funeral.

### Before the next class ...

If you are planning to skip *Talking Points 2*, the next unit deals with the lost civilisation of Machu Picchu in Peru. We strongly recommend that you ask students to find out anything they can about this and other sites of archaeological interest, both in Latin America and closer to home, before you start using the material in the unit.



# Stress

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

Ask students to read the soundbites and discuss whether they think they were said by boys or girls.

The extra information is in bold in the Tapescript.

When they listen, they have to check the use of a series of multi-part verbs with *out*. Here are the verbs and their meanings:

*stress (someone) out*: make someone feel stressed

*hang out with*: spend your leisure time with (usually doing very little)

*drop out of (school)*: leave school earlier than you would be expected to leave

*grow out of*: stop doing something as you get older

*work out*: understand by solving

*chill out*: relax

As with all multi-part verbs, they all seem to be quite informal, but *drop out of*, *grow out of* and *work out* are the most common ways of expressing these ideas and can be used as 'formal' expressions. The others are more likely to be heard in spoken rather than written English.

There are other words and expressions that students can try to change to make the soundbites more formal:

*to be cool*: to look sophisticated or trendy

*getting in with the right crowd*: making friends with the right people

*rows*: arguments

The sentence completion activity gives students the chance to say what they think causes stress.

### Tapescript

What do you find stressful?

*Girl*: The number one cause of stress is definitely exams. What happens if I don't pass? **Do I drop out of school?**

*Boy*: Trying to look good. Ever tried to be cool with the opposite sex when your hair looks

all wrong? **I think my hair stresses me out more than anything in the world.**

*Girl*: Being tough enough so that you don't get bullied. Getting in with the right crowd.

**If you don't hang out with the right people at school, life is hell.**

*Boy*: Having to win. I'm in the hockey team and if you miss a penalty, it's as if you've committed a crime. **It's a sport, but it feels like war. I wish everyone would chill out a little.**

*Boy*: My Mum. We have lots of rows – mostly because she won't let me go out during the week if I have homework to do. She wants me to be a lawyer but she's going to be disappointed. **She knows I want to be a fashion designer but she thinks it's just something I want to do now, and I'll grow out of it. Well, she's wrong!**

*Girl*: My friends. You'd think we'd support one another but we always seem to be quarrelling. **I can never work out why we argue so much.**

## Discussion and Debate

In this section, the instructions are often self-evident. In the Teacher's Book it has been assumed that you have the Student's Book open at the relevant page and that you have already read the instructions.

Make sure you read all the instructions to the class before they start, or ask students to read them out.

The main activity starts with a survey, and students prepare the questions for the survey in groups. They must then find five people to answer their questions.

## Writing

Students write down some tips for how to beat stress in everyday life. Some examples are given to help them start, but insist that they think of their own as well.

## Before the next class ...

The next unit deals with the lost civilisation of Macchu Pichu in Peru. **We strongly recommend that you ask students to find out anything they can about this and other sites of archaeological interest, both in Latin America and closer to home.**

# Lost and found

Topic/Vocabulary:	Ancient civilisations
Structure:	Speculating about the past; compound adjectives
Reading:	Understanding complex words from contexts
Writing:	Application for a travel grant
Speaking:	Talking about ambitions
Listening:	Putting events in order
Others:	Social Skills: talking to strangers Vox pops: ambitions

## Before you open the book ...

The main text in the main unit is about Machu Picchu, the amazing Inca settlement which was discovered in 1911. The listening text tells something of the rise and fall of the Incas, and the destruction of their civilisation by the invading Spanish in the 16th century.

Although there is enough information about Machu Picchu and the Incas to satisfy the needs of students who know absolutely nothing about them, this is one of those units that cries out for extra input from students themselves. If possible, talk about this unit a few days before you reach it, and encourage students to do some research, in encyclopaedias, history books and the internet, so that they can come to the class with information they can contribute.

The first structure item, speculating in the past, should not be a problem for students at this level. The second, compound adjectives, is a useful lexical-grammatical item which should help them develop their vocabulary formation skills.

## Now open the book ...

The quotation is from Samuel Johnson, a great 18th century writer, thinker and compiler of his famous ground-breaking dictionary. It's a complex quote, but well worth spending a few moments 'unravelling'. What does he mean? That the past is *more important* than the present? Probably not – but an awareness of the past, and of the possibilities of the future, makes us better people.

About the dictionary, Johnson also said: 'I decided to compose my own dictionary when, in an existing dictionary, I saw this definition: Horse: an animal well known to Man.'

## 1 First Impression

Congratulate anyone with any additional interesting information.

## Answers

- Latin America includes Mexico in North America, and the countries of Central America (Nicaragua, Panama, etc).
- South America refers to the countries of the South American continent, in other words the countries south of Panama.
- The Amazon is the longest river, and the Andes form the biggest mountain range, the backbone of South America.
- Almost all the countries of Latin America speak Spanish, except Brazil, where they speak Portuguese, and one or two smaller countries where English and Dutch are still quite important. They are former colonies of Britain and the Netherlands,
- Spanish and Portuguese are spoken because they were the languages of the countries that colonised the region.

## 2 Speaking 1

**a/b** The research that we suggested will be of great importance here. The other main original inhabitants of the region were the Aztecs and the Mayans, although there were many more tribes and peoples, most of whom were wiped out by the invading colonists. Peru, where Machu Picchu is situated, is on the north west coast of South America. The capital is Lima.

## 3 Reading

The text is about the discovery of Machu Picchu.



### Words and expressions

The words in *italics* are highlighted in activity 3b.

*abundantly* clear • anthropologist •  
(the) chosen few • condor • *conjecture* • dwelling  
(= home) • dynasty • excavate/excavation •  
fall victim to • *gasp* with astonishment •  
*intricate* • *perched* • perilously • pick one's way •  
ritual • *tangle* (n) • vast majority

- a** Students might predict that he found wild animals, snakes and lizards, evidence of human sacrifice and possibly metal tools. He is unlikely to have found buildings in perfect condition and paved roads.

**b**

### Answers

*tangle*: knotted and twisted together  
*gasped*: take a deep breath due to surprise  
*perched perilously*: situated in a dangerous high position  
*intricate*: complicated  
*abundantly*: very  
*picked his way*: walked with difficulty through obstacles  
*conjecture*: speculation, discussion

**c**

### Answers

- 1 Very important people (the chosen few).
- 2 They worshipped the sun.
- 3 aqueducts, cultivated farmland, terraces
- 4 Huge. The hole in its head is the entrance to a cave.
- 5 Probably sacrifices and other offerings to the sun, which they worshipped.

**d**

### Answers

- 1 *We still know nothing about the fate of the city's inhabitants.*
- 2 *They may have fallen victim to an epidemic.*
- 3 *Excavations at the site have only added to the mystery.*

## 4 Work it Out ➤ Grammar Spotlight

Read the notes in the introduction about this section.

## 5 Listening

This is the most challenging listening text in the book so far. In addition to descriptions of extraordinary events, students are also going to hear some mythological information, and some unusual Inca names.

- a** Students read the list of things that Incas might have done.

### Answers

They did all the things listed except the last. They didn't sail across the Atlantic.

**b**

### Answers

- 1 *conquered*: defeated
- 2 *glittering capital*: beautiful, sophisticated city
- 3 *road network*: a system of roads
- 4 *handful of*: just a few
- 5 *bitter*: horrible, with terrible acts of violence
- 6 *huge ransom*: a lot of money to release a hostage
- 7 *ceremonial value*: no commercial or trading value
- 8 *fell apart*: ended, disintegrated

- c** By reading the sentences in this activity before they listen, students will also become familiar with some of the strange names and unusual activities that may have taken place during the Inca period. You may want to play the tape twice or three times so students can make the notes they need.

### Answers

The order of events is:  
6, 2, 5, 7, 3, 1, 4

### Tapescript

**A**

Peru was at the centre of the Inca Empire that once stretched the length of South America. Legend has it that the Incas began when the sun

god Inti sent Manco Capac and Mama Ocllo to civilise mankind. The couple emerged from the waters of Lake Titicaca carrying a golden stick and stopped when they found a place where the stick would sink easily into the ground. That place was Cuzco.

Another legend suggests that Manco Capac<sup>k</sup> was the leader of a tribe of cave-dwelling people who lived high in the Andes mountains. The Inca nation became an empire during the reign of Incan Pachacutec, who conquered other Indian nations. Cuzco became a glittering capital, as large as any city in Europe.

The Incas did not destroy the nations that they conquered. Instead, they allowed them to live their normal lives, except that they had to worship the sun as their supreme god. The Incas sent experts to the conquered nations to teach them, but also to learn from them. In this way, all parts of the Inca empire shared medical knowledge, weaving and pottery techniques and irrigation skills. They built a road network that stretched from Colombia to Chile, with roads leading into Argentina. The Peruvian desert, one of the world's driest, was irrigated. They invented ways to store crops. There was no hunger. The buildings in cities such as Machu Picchu are a testament to their architectural skills.

Anyone who entered the city of Cuzco at this time was greeted with the phrase: 'Ama Sua, Ama Quella, Ama Lulla', which means: 'Don't lie, don't steal, don't be lazy'. This indicates what the Incas felt was important in a co-operative society. In fact, laziness was punishable by death.

The Inca dynasty lasted little more than a century from 1400 to 1532, but during that time it was one of the most advanced societies on the planet. And yet this powerful and intelligent civilisation was destroyed by a handful of Spanish soldiers, who just happened to arrive at the right time.

When Francisco Pizarro landed in Peru in 1532, the Inca Empire was recovering from a bitter civil war. The Inca Emperor Huayna Capac had died, and his two sons fought a five-year civil war against each other to succeed him. It had just ended when Pizarro arrived.

- d** Make sure that students have discussed and digested the information from part a before they listen to part b. Also make sure they have read the details of what they have to listen for before you switch on the tape.

## Answers

- They arrived at the end of a terrible Civil War; the Incas thought they were divine.
- Pizarro arranged to meet the emperor but it was a trap.
- He threw away a bible.
- They didn't return the emperor even after the ransom had been paid.
- They destroyed the temples and also the sophisticated farming system.

## Tapescript

### B

The Spanish quickly took advantage of the confusion caused by the civil war. Their invasion was greatly helped by an Inca legend that predicted the arrival of tall white gods who would be sent by the sun. It is easy to understand why the Incas thought that the Spanish were their new rulers. The Spanish had sailing ships and horses, which the Incas had never seen before. Many people were convinced that the invaders were divine.

Pizarro invited Atahualpa, the new emperor, to meet him and he agreed. The meeting was a trap. When the emperor and his entourage arrived, the Spanish fired cannons at them and charged at them on their horses. Thousands of Inca guards were killed and Atahualpa was taken prisoner.

The Spanish demanded a huge ransom for the emperor's life. Pizarro ordered a room to be filled once with gold and twice with silver. The Incas managed to find the gold and silver, which had only ceremonial value for them, and gave it to the Spanish. But the Spanish didn't keep their word. As soon as the gold and silver were delivered, Atahualpa was killed.

It is said that he was killed because when he was given a Bible, he touched it, smelt it and threw it to the ground, thinking that it was useless. Atahualpa had never seen a book before. It is unlikely that he was trying to offend the soldiers of Catholicism.

The Inca Empire fell apart. The Spanish marched to Cuzco, where they stole every piece of precious metal they could find. They destroyed temples and works of art and forced the Indians into slavery. The collective farming system which formed the basis of Inca society was destroyed, as well as the system of aqueducts which provided irrigation. Things had changed for ever. The Inca



civilisation disappeared and with it the skills, talent and architectural genius that gave the world the beauty of Machu Picchu.

## 6 Writing 1

The writing task is a report, aimed at a school magazine, and intended for students who have not read or heard any of the information in this lesson. In other words, students must write what they have learnt, and then speculate about what might have happened to the Incas.

### Grammar Spotlight

Read the notes in the introduction about this section.

## 7 Vox pops

**a/b** This is a group listening activity, where each person in the group listens for specific information relating to one of three people they will hear. Make sure everyone reads the list of things they have to listen out for, and draw their attention to the note at the end of activity a.

### Tapescript

**Helen:** Hello, my name is Helen Aston. I'm at sixth form college here in Oxford, and I'm here with two of my friends. Well to be more precise, I'm actually with my best friend Lucinda, or Lucy, who is in the same class as me, and her cousin Sam, who I don't actually know. Where is it you live?

**Sam:** I'm from Canada.

**Lucinda:** He's from Montreal.

**Helen:** Right. Sam is actually on a round-the-world trip, is that right?

**Sam:** Right. I'm taking a year out before I go to college.

**Helen:** Where have you been so far?

**Sam:** Well, this is the start of my trip. I arrived from Montreal yesterday and I'm planning to do Europe in the next three months.

**Helen:** Do Europe ... I love that expression ...

**Sam:** Pardon me?

**Lucinda:** Don't worry about her.

**Helen:** So, where do you plan to visit?

**Sam:** Well, I'm going to France and Italy and

after that, my plans are pretty open ... I definitely want to see a lot of Central Europe, Hungary, Poland, Romania ...

**Helen:** Hey, that sounds terrific!

**Sam:** Yeah, I'm really up for that ... my grandparents are all from that part of the world ...

**Lucinda:** So are mine ...

**Sam:** Right ... and then maybe I'd like to spend some time on a Greek island before I head off to India.

**Helen:** What a fabulous idea! And Lucy is going with him, isn't that right, Lucy?

**Lucinda:** Not exactly. We're going to Paris together but then I'm coming home. I can't afford to do all the rest.

**Helen:** Which is not really surprising, as Lucy has just bought her own air ticket, travelling in the opposite direction. Where are you off to, Lucy?

**Lucinda:** Mexico.

**Sam:** Great idea!

**Lucinda:** I'm spending my gap year in Latin America.

**Sam:** Are you planning to go there by yourself?

**Lucinda:** Yes, why?

**Sam:** Is that wise?

**Lucinda:** I can look after myself.

**Helen:** What are you planning to do?

**Lucinda:** I want to visit the ancient sites of the Aztecs and the Incas.

**Sam:** The Incas?

**Lucinda:** Yes.

**Sam:** The Incas weren't in Mexico.

**Lucinda:** I know that! I want to visit the Aztec pyramids.

**Sam:** Pyramids? Aren't the Pyramids in Egypt?

**Lucinda:** There are pyramids in Mexico as well. Anyway, I'm going to try to get down to Peru and visit Cuzco and Machu Picchu as well.

**Helen:** That'll cost you an arm and a leg.

**Lucinda:** Maybe.

**Sam:** What about you, Helen? Are you planning any trips to other countries?

**Helen:** Well, I haven't got as much money as some people ...

**Lucinda:** Oh come on ...

**Helen:** But I'm going to spend a little time in the summer in a really nice place.

**Sam:** Where?

**Helen:** My grandmother's house.

**Sam:** And where's she?

**Helen:** In a little village on the south coast of Ireland. It's quiet, it's beautiful ...  
**Lucinda:** It's boring ...  
**Helen:** It isn't boring ..  
**Sam:** It sounds wonderful. Maybe I'll try to get there too.  
**Helen:** You're very welcome.  
**Sam:** Do you have any other travel plans?  
**Helen:** No plans, just ambitions ... India, China and I really, really want to go to Prague.  
**Sam:** Oh, well, I'll make sure I get there, too, and I can tell you all about it.  
**Helen:** Great!

**c**

### Answers

- I'm going to stop studying for a year.
- I'm planning to travel round the whole of Europe.
- I really want to do that.
- I'm spending a year between school and university in Latin America.
- I'm not afraid of strange situations and I can defend myself.
- That'll cost you a lot of money.

## 8 Writing 2

The writing task is a formal letter, asking for a travel grant. Students who are genuinely interested in doing this may want to address a real letter to a real grant-giving organisation, if one exists in your country (eg the Soros Foundation).

## 9 Social Skills: Talking to Strangers

**a** This is a very important socio-cultural lesson. It cannot be stressed enough that most English-speaking people expect to hear polite forms if they are addressed by strangers.

The following are acceptable opening lines:  
*Excuse me ... Sorry to trouble you ... Could I ask you something ... ?* The following is rude: *Listen, I need some information. How do you do?* is inappropriate unless you have been introduced, or you are at a meeting of some kind. *Help me, please ...* is also a bit abrupt.

**b** Students listen to the strategies and decide which are successful.

### Answers

The first is rude, the second is too polite, and the third is puzzling for the listener. None are advisable to the non-native speaker.

### Tapescript

**Woman 1:** Look, I'm completely lost and I can't read this stupid map. I need to get to Victoria Station as soon as possible and I wonder if you can tell me where on earth I am!

**Man 1:** Sorry?

**Woman 1:** Where's Victoria Station?

**Man 1:** It's round the corner.

**Woman 1:** Thank you!

**Man 1:** Don't mention it ...

**Man 2:** Er ... excuse me?

**Woman 2:** Yes?

**Man 2:** I'm sorry to trouble you. Do you work here?

**Woman 2:** No, I don't.

**Man 2:** Oh! Sorry! I do apologise!

**Woman 2:** That's all right. I think that woman over there works here.

**Man 2:** Thank you. Thank you so much.

**Woman 2:** That's all right.

**Man 2:** And once again, many apologies for disturbing you.

**Woman 2:** That's all right.

**Man 2:** And apologies for thinking that you worked here.

**Woman 2:** It's all right – really!

**Man 3:** Hi, there! My name's Tom Morrison (*upward intonation*). How you doing?

**Man 4:** Er ... I don't – have we met?

**Man 3:** Have we met?

**Man 4:** Yes.

**Man 3:** I doubt it. I only arrived here yesterday. Were you ever in Seattle?

**Man 4:** Er, no.

**Man 3:** Then we haven't met.

**Man 4:** Oh, sorry, when you said 'How you doing?' I thought we must know each other.

**Man 3:** No. I just wanted to know if you could change this five-pound note so I can make a telephone call.

**Man 4:** Oh, right. Yes, I can.

**Man 3:** Thank you.



- c This activity is a pair-work role-play, where students play the parts of a stranger and a local person.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

## Unit 5 Extra!

The extracts are all about evidence of ancient civilisations which have been found in Central Europe.

### Words and expressions

#### Mayan village in Ukraine

aerial photography • ardent • (the) Copper Age • figment of the imagination • forest-steppe • harvest (vb) • sceptical • smelt metal • unearth (= find)

#### Pre-historic Croatia

ashes • packed with (= full of) • pagan sanctuary • pile • relics (= remains) • sacrifice

#### Biskupin

breakwater • causeway • defence rampart • drive (into the ground) • marshy • peninsula • settlement (= encampment) • slanting stake • swampy

#### Venus of Vestonice

fertility

## Unit 5

### 1 Context

Students have to identify the source of each extract. The answers are at the bottom of the page.

### Answers

- 1 a newspaper 2 a travel guide  
3 an encyclopaedia 4 a school essay, possibly a letter

### 2 Vocabulary

### Answers

- a unearthed; discovered; reveal the existence of  
b sculptures; paintings; pottery  
c tools; bread; fires  
d medical operations; wild pagan parties; sacrifices

### 3 Writing

Students are first asked to say which writing style they find most interesting. We expect that they will choose either the news item or the travel brochure. They are then encouraged to write something in the same style about a mysterious place in their country.

### Before the next class ...

The next part of this book is the *Progress Check*, which is in the form of a test. You may want to skip that for the moment and go on to look at Unit 6. If this is the case, encourage students to find information about the fall of the Berlin Wall.

## PROGRESS CHECK

# 1

As we mentioned in the introduction, *Progress Checks* are designed as tests, so there are no pre-reading or pre-listening activities to prepare students for the contents of the texts, or to prepare for the activities. However, we have identified words and expressions that may be difficult, or expressions that are used in unusual ways.

### 1 Reading

The reading text is an extract from a short story by American writer Kurt Vonnegut.

#### Words and expressions

bottled up (= contained) • burned up (= angry) • eat into (= annoy) • fervently • figure out (= work out) • go right through the roof (= get angry) • good blood (= ancestors of a high class) • guess (US usage) (= think) • keep from (= avoid) • motto • physician

seat is in an upright position and your tray table is folded away. Please also make sure that your hand luggage is safely stowed away in the overhead lockers or under the seat in front of you. Any passengers who have been using a headset are requested to return it to a member of the cabin staff. Passengers who are leaving the aircraft here are reminded to make sure that they take all their hand baggage and personal possessions with them. If you are continuing on to Miami, we have to inform you that, due to the late departure of the plane, our station stop here in New York will only be 30 minutes, so you will have to remain on board the aircraft. For those passengers leaving us here, we would like to thank you for flying Air GB, and we hope to see you again soon. We wish you a very pleasant stay in New York, or if you are returning home, welcome back.

### Answers

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

### 2 Listening

a The text is a pre-landing announcement on board an aircraft.

### Answers

- 1 The plane is about to arrive.
- 2 No, she's a stewardess.
- 3 Go back to their seats; fasten their seat belts; make sure their tray table is stowed away; make sure their hand luggage is under the seat or in the overhead lockers; give back the headsets.
- 4 The station stop is short so they can't leave the plane.
- 5 Miami.

#### Tapescript

**Stewardess:** Ladies and gentlemen, as you can see, Captain Barrett has switched on the seatbelt signs, so I would ask you to return to your seats, fasten your seatbelts and make sure that your

### b Do it yourself

This is the first of the Do it yourself activities. The purpose of the DIY sections is as follows: all the *Progress Check* listening texts have been chosen because they relate to a working situation that someone with good English skills may find themselves in: working for an airline, in a hotel, in a top restaurant or as a tour guide. In this case, it's an airline.

Working in groups, students adapt the announcement that they heard to include details that are more relevant to their country – your national airline, for example, and destinations in your country. Then someone from each group performs the new announcement.

If you like, you can record them.

### 3 Writing

The important things about this writing activity are as follows:

- the format of the letter should be right
- the letter must answer all the questions in the original letter



## 4 Use of English

### Answers

(Alternatives are possible)

- 1 The best thing to do with good advice is (to) pass it on.
- 2 My genius is the only thing I have/need to declare.
- 3 Unimaginative people think consistency is a good thing.
- 4 You can't teach anything (that is) worth knowing.
- 5 The problem with good kings is that they are enemies of modern democracy.
- 6 It's certain that you/one will be found out sooner or later if you/one tell(s) the truth.

## 5 How much do you remember?

### Answers

- 1 Up to £100,000 per minute.
- 2 Unique Selling Point.
- 3 Chinese-American.
- 4 That he had to concentrate on his studies; also, people might not understand if he had a relationship with an Asian.
- 5 It was dangerously close to where people lived.
- 6 As big as a football stadium.
- 7 An entertainment.
- 8 Near the door of the house.
- 9 The man who discovered Machu Picchu.
- 10 Francisco Pizarro.

## Progress test 1 (page 140)

This Progress test should be used once Units 1–5 have been completed in both the Student's Book and the Workbook.

Give each student a copy of the test. The test should take 30 minutes. The test has been designed so that it can be marked easily to give a total score out of 100%.

### Answers

#### 1 Vocabulary

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

#### 2 Use of English: cloze test

1 without 2 who/that 3 to 4 would (might)  
5 with 6 pay 7 over 8 for 9 so 10 make

#### 3 Phrasal verbs

1 Sue looked up to her boss ...  
2 ... I'm turning down your offer ...  
3 ... I find out about the cost ...  
4 ... ways of getting rid of a headache.  
5 We had to call in ...

#### 4 Reading comprehension

Mark scheme: 1–4 2 points each (8 points)

5 1 point for each part (7 points)

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

#### 5 Writing: mark scheme

##### Content

4 points: all points clearly understood  
3 points: one area of misunderstanding – otherwise points clearly made  
2 points: text understandable as a whole but several places not clear  
1 point: some ideas expressed but not clear what student wanted to communicate  
0 points: no ideas expressed clearly

##### Vocabulary and structure

4 points: wide range of structures, idioms, linking words, rich and appropriate vocabulary  
3 points: good range of structures, etc and good vocabulary for the topic  
2 points: average range of structures, etc and of vocabulary  
1 point: poor range of structures, etc and of vocabulary  
0 points: both structures and vocabulary insufficient for the level

**Accuracy**

2 points: errors minor and very few

1 point: various errors but none that impede  
comprehension at all

0 points: frequent errors, some of which are  
major and interfere with communication  
of content

**Total: 10 points**

**TOTAL SCORE FOR PROGRESS TEST ONE:**

**50 POINTS = 100%**



# Changes

Topic/Vocabulary:	Past v present
Structure:	Participial clauses (1)
Reading:	Predicting the ends of paragraphs
Writing:	Writing a letter of sympathy
Speaking:	Plus-minus discussion
Listening:	Listening and making notes of unfamiliar words and expressions
Pronunciation:	Sound Practice: Diphthongs

## Before you open the book ...

This unit deals with the subject of change from two different perspectives. The first half of the unit deals with the changes that took place in Berlin, and the main reading text describes events in Hungary that led directly to the fall of the Berlin Wall. You may want to start the class by asking if anyone knows what the connection is. The second part of the unit deals with the changes brought on by old age. The poem by WB Yeats in the main unit is a gentle nostalgic piece about growing old. The poem in Unit 6 Extra! is a much more turbulent piece by Welsh poet and essayist Dylan Thomas.

The structure item is participial clauses, which often appears in transformation and Use of English tests. Using them correctly will also add to the sophistication of students' written work.

You can start the lesson by talking about Berlin past and present, using examples of how things are now and how things *used to be*.

## Now open the book ...

The quotation is from the song *Wind of Change* by the Scorpions. The Scorpions are a band from Hannover in Germany, who never had a great deal of success until they released *Wind of Change* at the end of the 1980s.

## 1 First Impression

- a The photos were taken before and after the fall of the Berlin Wall in 1989. The photo on the left shows a **stark**, lonely place, whereas the photo on the right shows how the Brandenburg Gate has once again become a noisy, colourful area.
- b The changes that took place in Berlin, in many ways the **catalyst** for a lot of other changes, may be part of the **curriculum** in modern history classes at your school. If so, encourage students to tell you what they have learnt about it in other lessons.

## 2 Reading 1

This text is about the recent history of Berlin.

### Words and expressions

air-lift (vb) • anachronism • architectural masterpiece • at its height • battleground • blockade • bring (the city) to its knees • (the) Cold War • deteriorate • frosty • military base • seal off • somewhat (= a little) • superpower • suppress • thaw • uprising

- a The dates that are referred to in the text are 1945, 1948, 1949, 1952, 1961 and 1989. Can students provide any significant events that took place in your country at those times?
- b Here are suggested endings to the paragraphs. Other wordings are of course possible.

## Answers

Para 1: ... was in the eastern part.  
 Para 2: ... starve the western part of the city.  
 Para 3: ... divide the city into two parts.  
 Para 4: ... allowed to do so.  
 Para 5: ... Hungary officially opened its border with Austria.  
 (This is the first sentence of the listening text.)

c

**Answers**

- 1 The relations were unfriendly.
- 2 They wanted to make their lives difficult.
- 3 The Cold War was more serious than before.
- 4 The crossing points were closed.
- 5 *thaw* refers to a warming of the temperature after cold (eg frosty) weather.

**d** Read the original sentences in activity 2c one by one and invite students to think of a similar expression in their own language, translating it into English and comparing it with the original.

**e** Students discuss briefly if there is anything they have learnt from the reading text. Some students may be unwilling to admit that they don't know some recent history, but remind them that you are not testing them on their knowledge of events, but are merely interested to know if they have learnt something new.

**3 Listening**

**a** Students are invited to say what they know about the events which are mentioned at the end of the reading text in activity 2.

b

**Answers**

You would expect to hear all of them except *holidaymakers* and *picnic*.

**c** This activity gives students the chance to control the flow of information. They take notes during a first listening, and then listen again for words they had a problem with and ask you to stop the cassette when they hear a word they need to write down again. Spelling is not important at this point. Each student should feel confident that they can ask to hear a word again without the teacher or other students thinking that they are wasting the class's time.

**Tapescript**

In the early hours of the morning on the 11th September 1989, Hungary officially opened its

border with Austria. The border between the two countries is 350 kilometres long and was heavily defended. It consisted of a strong, high wire fence with an electrical alarm system which had been in place for 40 years.

By the end of the 1980s, the defence system had become obsolete and the Hungarian government had decided to get rid of it. The process started in the spring of 1989.

Knowing that the government was already planning to get rid of the fence, a group of people, including members of the Hungarian Democratic Forum, organised a picnic on the Hungarian-Austrian border near Sopron on the 19th August, 1989.

No one is sure how many people turned up for the picnic. Estimates vary between 3,000 and 10,000. The slogan of the event was: Break it down and take it with you! Everybody was encouraged to cut a piece of barbed wire and take it home. Later, pieces of the barbed wire were sold as souvenirs. Former president Bush of the United States (the father of President George W Bush) is said to have a piece.

A group of 150 East Germans, who had been on holiday in Hungary, took advantage of the destruction of the fence, crossing the border and escaping to Austria. Hundreds of others did the same later that day.

For the sake of the world's media, the organisers closed the border for a few minutes and then re-opened it, so that the world could see the event on television. This was the first of many dramatic television pictures which documented the changes that took place in the region. The picnic speeded up political and social changes in Eastern Europe and helped the unification of East and West Germany.

After the picnic, more and more East Germans in Hungary refused to go back to their country and made their way to the border crossing near Sopron. However, border guards and soldiers had sealed off the area. Many of the East Germans turned back and applied for asylum at the West German Embassy. Refugee camps were established and quickly became overloaded.

After weeks of confusion, the Hungarian government realised that something had to happen. Just after midnight on 11th September, the border with Austria was officially opened, nearly a month after the Sopron picnic.



- d** This activity has five lines taken directly from the listening text. The task is to add anything they know or can imagine. Below in italics are some questions you might want to ask them. Remember to ask for speculative answers if no one has any genuine information.

### Answers

- 1 The border between the two countries is 350 kilometres long and was heavily defended. *What did this defence consist of?*
- 2 Everybody was encouraged to cut a piece of barbed wire and take it home. *How do you think the border guards reacted to this?*
- 3 This was the first of many dramatic television pictures which documented the changes that took place in the region. *What other events and TV pictures do you know about?*
- 4 Refugee camps were established and quickly became overloaded. *Why?*
- 5 Just after midnight on 11th September, the border with Austria was officially opened. *What happened next?*

### Grammar Spotlight

Read the notes in the introduction about this section.

## 4 Writing

The writing activity is correcting a letter and writing a reply.

#### Words and expressions

bear no relation to • branch (of a family) • by comparison • derelict • dilapidated • dreadful • hideous • horrified • in its own right • monstrosity • prosperous • tatty • thrilled

**a**

### Answers

The letter is from someone who is on holiday. It may be the place where he was born, but he hasn't gone back to live there.

- b** The five spelling mistakes are amongst the most commonly misspelt words by British schoolchildren.

### Answers

*buildings* (buildings); *beatiful* (beautiful);  
*opposit* (opposite); *abandoned* (abandoned);  
*disappointed* (disappointed)

**c**

### Answers

- |                     |                       |
|---------------------|-----------------------|
| 1 <i>prosperous</i> | 2 <i>derelict</i>     |
| 3 <i>horrified</i>  | 4 <i>tatty</i>        |
| 5 <i>hideous</i>    | 6 <i>dilapidated</i>  |
| 7 <i>weird</i>      | 8 <i>disappointed</i> |

- d** Students write eight new sentences, using the words in 4c in new contexts. This is a good homework activity.
- e** This is an informal letter. Remind students that they can use contractions and that they don't need to write the address of the recipient on the left hand side of the page.

## 5 Sound Practice: Diphthongs

- a** The importance of good pronunciation of vowel sounds in English cannot be over-stressed. Whilst we are not recommending that students should try to sound like 'real' native speakers, the fact is that if you get a vowel sound completely wrong, the chances are you are saying a completely different word. And diphthongs, which are an unusual feature of English, provide more problems than most other vowel sounds. This is why we have brought the eight diphthongs of Standard English together (with the proviso that regional British English and US English contain more).

#### Tapescript

**a** /aɪ/ /aʊ/ /ɔɪ/ /eɪ/ /əʊ/ /eə/ /ʊə/ /ɪə/

- b** The following words contain a diphthong:  
boy coat cloud cold crime days  
face fire low like near noise older  
soul way

The following words don't contain a diphthong:

bore caught class called cream  
does force far law luck night  
knees order sell where

- b** The answers to this activity are in the tapescript.  
**c** Sentences should contain both the words in the pairs in activity 5b, eg

The boy bore no resemblance to either of his parents.

He caught the bus and then realised he'd left his coat at the bus station.

There wasn't a cloud in the sky the day our class went along the River Danube.

## 6 Discussion

- a** The four people are Paul Newman – an actor; Queen Elizabeth – the present Queen of England's mother; Alfred Hitchcock – the film director; Albert Einstein – the scientist  
**b** Ask students to do this brainstorming activity for words and expressions relating to old age alone. Then ask students to tell you the words and write them on the board.  
**c** We recommend groups of four or five, but an equal number of groups altogether. Asking students only to focus on positive or negative will focus their minds on the subject.

## 7 Reading 2

The reading text is the poem *When You Are Old*, by WB Yeats. Note that his name is pronounced /jaits/.

### Words and expressions

bend down • glowing bars (= of an electric fire) •  
grace • murmur • nodding (= going to sleep) •  
pilgrim soul

- a** Students should read the background information, then the poem, and use their dictionaries to find any words they don't know. Note that the rhyme scheme of the stanzas is ABBA, quite unusual.

**b**

### Answers

1 b 2 a 3 a 4 b 5 a

- c** Ask students to read the text again and find two examples of adjectives following nouns.

### Answers

shadows deep  
love false or true

- d** Here are some thoughts to help with this discussion. The poet may be writing about someone he used to have a relationship with, someone he loved but didn't stay with. Is he blaming himself for leaving? You can hear regret and sadness in his voice. The last three lines seem to suggest that the poet left, but it could be the woman who left, and his face might refer to love, rather than the man. *Love fled and paced upon the mountain overhead* suggests an unwillingness to be tied to a relationship.  
**e** Students give their opinion about the suitability of the readers' voices.

### Tapescript

When you are old

When you are old and grey and full of sleep,  
And nodding by the fire, take down this book,  
And slowly read, and dream of the soft look  
Your eyes once had, and of their shadows deep;

How many loved your moments of glad grace,  
And loved your beauty with love false or true,  
But one man loved the pilgrim soul in you,  
And loved the sorrows of your changing face;

And bending down beside the glowing bars,  
Murmur, a little sadly, how Love fled  
And paced upon the mountain overhead  
And hid his face amid a crowd of stars.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.



# Unit 6 Extra!

## 1 Introduction

- a** The first text is *Do Not Go Gentle Into That Good Night* a poem by Dylan Thomas.

Dylan Thomas (1914–53) is the most important Welsh poet of the 20th century. This poem was written at the time of the death of his father. The raging anger of the poem is its main feature.

### Words and expressions

blaze (vb) • bless • curse • deed • fork (vb) • frail • grave (adj) • grieve • rage • rave

- b** The second text is from *The Book of Ecclesiastes* (Chapter 3, verses 1–8).

### Words and expressions

cast away (= throw away) • embrace • gather • heal • mourn • pluck up (= pick eg crops) • refrain from (= stop) • rend (= break) • sew • weep

## 2 Meanings

Here are some possible answers and interpretations.

- No. It means that old people should not face the inevitability of death without a fight.
- Yes. Occasionally in the poem, it seems that Thomas realises the futility of the main often repeated message.
- This is a difficult line, but the meaning is probably what is suggested here.
- Another complex line; it probably means they are seeing clearly; *with blinding sight* is a brilliant image.
- Thomas wants his father to show some fight, to be angry at the disappearance of his life, but he also wants a final blessing from his father.

## 3 Discussion

Here are some ideas to help with the discussion.

- After a first reading, which images do you think are the strongest?  
Students will choose the ones that they notice.
- Why does Thomas use *gentle* rather than *gently*?  
Poetic licence: changing words for effect is the prerogative of the poet – the change from adverb to adjective gives the line a strong, rather rough, feeling.
- Which other words, or order of words, strike you as unusual?  
Students will choose the ones they think are unusual.
- Why does he use so much repetition?  
Repetition is common in poetry and song. In this case, the message is uncompromising and strong.
- What do you think inspired the poem?  
The fact that it was inspired by the death of his father should have become clear by now.

## 4 Different versions

### Answers

- God sets the time for sorrow and the time for joy.  
A time to weep and a time to laugh; a time to mourn, and a time to dance.
- The time for kissing and the time for not kissing.  
A time to embrace and a time to refrain from embracing.
- The time for tearing and the time for mending.  
A time to rend and a time to sew.

Students should say which ones they prefer. The first and second ones don't look like improvements on the original.

Possible re-write of *a time to cast away stones, and a time to gather stones together*.

A time to throw away stones and a time to collect stones. Again, this is more up-to-date language, but the poetry is lost.

## 5 Creative writing

Remind the class that poetry can break the rules of normal word order and grammar.

# UNIT 7

## Surfing the internet

Topic/Vocabulary:	The changing face of work and technology
Structure:	The same word as different parts of speech
Reading:	Reading and adding what you know
Writing:	Application letter for a job
Listening:	Listening for specific information
Speaking:	Discussing statistics
Word stress:	Changing stress in nouns and adjectives
Others:	Writer's block: expressing opinions Interactive English: dealing with a job interview

### Before you open the book ...

This is definitely a unit where TIPS comes into practice! See the introduction to this book to read what TIPS stands for.

Teenage students usually know more about computers and surfing the internet than their teachers do, so you can warm up for this lesson by letting them talk about what they know about computers and how they use them.

The structure item is words which are used as nouns, adjectives and other parts of speech. Start off by putting a random selection of words on the board and asking students if the words can be used as more than one part of speech. You can start with items which are in the room, eg *board, chair, door, table, desk, window, floor, book, pen, pencil*, etc. How many of them can be used as verbs as well?

Students may remember that *to board* can mean *to get on a plane/train/ship*. What about the others? If they have access to a good dictionary, they should find the following:

You can *chair* a meeting. You can *table* a motion/an offer/proposals. You can *floor* someone with a punch.

You can *book* a ticket. A referee can *book* a player. A writer can *pen* a story. You can *pencil* in an appointment with someone (if it isn't confirmed).

The good news for students is that by learning nouns, they are often learning verbs as well.

### Now open the book ...

The quotation is a play on words. The idea being that: if you surf, you are only on the surface; if you really want to get into the internet, you have to get under the surface, ie dive in.

#### 1 First Impression

The text is a short piece of information about the spread of the internet, which students may find interesting, followed by a discussion where they are given a series of opinions which they may or may not wish to agree with.

It is often presumed that anyone under the age of 30 is absolutely at home with a computer, whether they use it to play games, surf the internet or as a modern typewriter and filing system. In fact, this is not the case, so some students may feel reassured to know that there are others who don't feel computer-literate either.

#### 2 Vocabulary

a

#### Answers

*access* means to reach something, usually on the internet; it is also a noun

*click (on)* is what you do with the cursor when you want to open a file; it is also a noun, but its noun use is not really as widely used with reference to computers

*download* means to put something from the internet in a file in your computer; is also a noun but mainly used as a verb

*format* means to change the specification of something so that your computer can read it, it is also a noun

*store* means to file something in a particular place on your computer. Its noun use (a place where things are stored, or the US word for a food shop) is not really applicable to computers.



*surf* means to spend time looking at different things on the internet

b

**Answers**

- |                 |                 |                   |
|-----------------|-----------------|-------------------|
| 1 <i>click</i>  | 2 <i>access</i> | 3 <i>download</i> |
| 4 <i>format</i> | 5 <i>store</i>  | 6 <i>surf</i>     |

- c This is an activation activity of the key vocabulary to do with the internet. Ask students to add anything that they can to the information.

**3 Reading**

The reading text is taken from *Q Magazine*, one of Britain's most successful music magazines.

**Words and expressions**

advantageous • big fish (= big individuals or companies) • blacksmiths • brazenly (= shamelessly) • cool (= fashionable) • eye for the main chance • get-rich-quick • grab • hefty (= large) • irritating • manifold (adj) • moral right • ongoing • overweening vanity (= very vain) • personalised domain name • pornography site • predictably • quick-witted • revel in (= enjoy) • thrust into the limelight • well-publicised

**Information box**

*Overweening vanity* is an unusual expression; *overweening* just means *very big*; it is not an expression that students should worry about trying to use.

- a Students may scan the article and see that Madonna, Sting and Brad Pitt have all had trouble with their domain names. Congratulate anyone who has done this – don't criticise them for not predicting without the help of the article – they were reading with a purpose.

b

**Answers**

- Big companies, famous people.
- It's fashionable and easier to remember.

- You can always use it, even if your ISP ceases to exist.
- Lots of companies can help you.
- Someone already had bradpitt.com.
- He took the owner to court.
- Their names are not unusual (in Sting's case, it isn't his real name).
- They own the potential website names of 15,000 villages and hope to sell them to the villages for £500.

c

**Answers**

- |                          |                      |
|--------------------------|----------------------|
| • <i>hefty</i>           | • <i>manifold</i>    |
| • <i>advantageous</i>    | • <i>overweening</i> |
| • <i>well-publicised</i> | • <i>irritating</i>  |
| • <i>quick-witted</i>    | • <i>cool</i>        |

- d Here is some information about the four companies mentioned in the article.

Apple Computers produce, amongst other things, the Apple Mac computer, which works on a different system to an ordinary PC, although the most recent generations of Apples and PCs are compatible with each other. MTV is the world's biggest satellite music TV station. It began transmission in 1981, and opened a European station in 1987. Microsoft is the world's largest supplier of computer software. MacDonalds is the world's biggest fast food outlet.

- e This is a mingling activity where students share what they knew and find out new information from other students.

**4 Work it Out → Grammar Spotlight**

Read the notes in the introduction about this section.

a/b

**Answers**

Here are examples to put on the board for students:

Name as a noun: What's your name?

Name as a modifier: the name game (the title of the reading text)

Name as part of a verb: he's named after his father.

Note that to have an *in* with someone means to have some influence with them.

## 5 Listening

The listening text is about a website designer.

- a** This should be an easy question for students of the new millennium. Every company has a website, and someone has to design them.

**b**

### Answers

- 1 Alison didn't like the design of her company website of the company she was working for and designed a new one in her spare time; the company offered her the chance to work on the real one.
- 2 Her boss left and offered her a freelance job at her next company.

#### Tapescript

**Interviewer:** What exactly do you do, Alison?

**Alison:** I'm a freelance website designer. I design websites for companies who want to trade on the internet.

**Interviewer:** How did you become a website designer?

**Alison:** Well, I trained as a computer engineer, so I knew a lot about computers, but I didn't really know anything about design. Then I worked for a financial company for a couple of years, and it happened to be the time that they were going online. They paid a designer a lot of money to create a website for them. They showed the design to the employees before they opened the website. When I saw it, I thought it was awful.

**Interviewer:** So what did you do?

**Alison:** Well, I read a couple of books about website design – the basics are really very easy – and I created a new design for a website in my spare time. When I showed it to my boss, she was thrilled. She asked me to take over the design of the rest of their online pages.

**Interviewer:** So that's what you did.

**Alison:** Yes. Then I decided there was more money in working for myself, so I left the company and went freelance.

**Interviewer:** I see.

**Alison:** And I landed on my feet because my old boss left at the same time and opened a financial services agency. She asked me to create a website for them as well. And when I finished that, a big insurance company employed me to do their online help page. I was very lucky.

**Interviewer:** What are your plans for the future?

**Alison:** Well, I've got two or three very big projects on at the moment. After I've finished them, I wouldn't mind taking a holiday. But long-term plans? I'm going to carry on designing websites until I get bored. Then I'll do something else!

**c**

### Answers

- 1 Yes. The expression *happened to be* tells you this.
- 2 When she was at home.
- 3 No. *Take over* means that she would replace the other person.
- 4 No. *Going freelance* means working for yourself.
- 5 It's a good thing to do.

**d**

### Answers

- 1 Correct.
- 2 Incorrect.
- 3 Correct.
- 4 Not quite right. They're more likely to communicate with a company if they can access different parts of the company website.
- 5 Not exactly. People won't re-visit a website unless the information is up-to-date.

#### Tapescript

**Alison:** I think there are three important things about website design that either attract people or put them off completely. First and foremost, when



the web page opens, the initial images must be very attractive. The artistic value of the page must be as high as it would be if it was an advertisement in a magazine.

**Interviewer:** What's the second thing?

**Alison:** Well, a lot of websites are irritating because there's too much advertising. You often get a lot of colour and movement on the first page and you have to wait for a while before it settles down. I always recommend that the advertising part of the website should be restricted to a small corner of the page. I always tell my clients that they don't need flashing symbols or images that take a long time to register on the screen.

**Interviewer:** I see.

**Alison:** And the third important thing is that the site should be interactive.

**Interviewer:** Interactive?

**Alison:** Yes, it should be possible to get involved in some way – to access different pages yourself, to choose what kind of information you want to receive. If it's interactive, it's more personal for people. They're more likely to communicate with the company if they feel involved.

**Interviewer:** So those are the three most important things.

**Alison:** Well, there is a fourth, but that really goes without saying.

**Interviewer:** What's that?

**Alison:** You must make sure that the information on your website is up-to-date. If the information is old, you may as well forget about having a website at all. No one will come back to it if the information is old.

**Interviewer:** What final piece of information would you like to give potential website designers?

**Alison:** Make the most of everything that the computer offers you. For example, there are 210 different colours available to use. If you've got them, use them!

- follow the conventions of formal letter writing
- refer to all the requirements of the advertisement
- show enthusiasm and willingness to meet the demands of the job.

- b** Students may not know the word *discrepancies* in the rubric. It means that some things are not the same in the advertisement and the letter.

### Answers

- the advertisement said that interviews would take place in Brussels; the letter says Warsaw
- the advertisement said that all travel expenses would be paid *in advance*; the letter says that you will be reimbursed (paid back) *when you get there*
- the advertisement says that the work is based at one of their offices; the letter says that you will do most of the work at home

Students should write a letter, tactfully asking for an explanation of these discrepancies. It would be better at this stage not to sound too suspicious or accusing.

## 7

### Word Stress

- a** The answers to this activity are in the tapescript.

#### Tapescript

advantage – advantage  
description – descriptive  
system – systematic  
difference – different  
importance – important  
controversy – controversial  
independence – independent  
problem – problematic  
publicity – public  
enthusiasm – enthusiastic

- b** Students now write sentences using the adjectives which derive from the nouns in the list.

## 6

### Writing

- a** This is a letter of application. Remind students that they must do the following:

## 8

### Writer's Block

- a/b/c** Read the information with students. All the examples given are to do with the internet.

Asking students to give their own examples about different topics at this stage would probably lead to silence while they struggle to think of their own contexts. It would be better to look out for examples of these forms in later written work by the class.

- d** This a chance for students to activate the expressions immediately in a short written piece about the internet.

## 9 Interactive English

- a/b/** This is a very ambitious role-play and one which may have great importance if your students ever have to do a job interview in English. This is not as unlikely as it sounds. If they apply for a job with an airline or a top hotel or restaurant, they will have to give evidence of their English in an interview situation.

Half the class have the responsibility for interviewing the other half. Both sets of students have work to do to get ready for the interviews. We thoroughly recommend that you try all three of the interview types suggested in activity 9c.

# Unit 7 Extra!

## 1 Introduction

- a** The extract is from *Website Design Made Easy*.

### Words and expressions

brainwave • first impressions • float a company (on the stock market) • humdrum (= dull) • marketing medium • potential • prototype • sort out • stuck • virtual website

- b** The haikus should be understandable without any pre-teaching of vocabulary.

## 2 Sub-headings

### Answers

- Para 1: introduction; possibly also making money on the web  
 Para 2: tentative first steps  
 Para 3: creating the pages  
 Para 4: how to impress those who access your site

## 3 References

### Answers

putting *it* into practice – the brainwave  
 before *it* goes live – the prototype  
 experiment with *it* – the virtual website  
 once you've paid *them* – (the service provider, plural *them* because the service provider is a company)  
 within *this* – the main directory  
*it'll* be the first page they see – the cover page  
*It* has to be good – the cover page

## 4 Clarity of language

The writer helps clarify the business of website design by putting questions in the text and answering them and taking the reader through the process step by step.

## 5 Haiku

Writing haikus is not as easy as it looks because of the strict pattern; five syllables in the first line, seven in the second and five in the third. Students may want to try to write one in their own language first.

### Before the next class ...

If you are planning to skip *Talking Points* and go directly to Unit 8, remember that Unit 8 is about things that people are frightened of. Ask students to bring pictures of things that frighten them, so that you can discuss the aspect of phobias which says: it's OK to freeze when you see a real snake, not OK to freeze when you see a picture of one.



# Online

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

Preteach *stacks* = a lot.

## Answers

The missing words are in bold in the tapescript.

Internet uses: chat lines, reference, online shopping, downloading music

Other possible internet uses: listening to radio stations from other countries; pop star fan clubs; getting up-to-date travel information; sports information.

The danger which is mentioned is the kind of people that you might meet through the internet; students may be able to tell you how easy/difficult it might be to police the internet.

If there are experienced internet users in the class, they may want to tell other students some useful tips about what to do and what not to do.

### Tapescript

What do you do online?

**Ava:** I just love e-mail – you keep in contact with so many people that you'd never phone or actually write to. I do instant messaging with a group of friends – we all try to **go online at** the same time and have a chat.

**Jason:** It's great for reference. I had to find out about the American playwright Arthur Miller recently for my English coursework and there were loads of sites. You've got to have a good **search engine** though and it can take time to look through everything that comes up and reject the rubbish.

**Alan:** I'm wondering about **shopping online** – especially for food. Going to the

supermarket takes up a big chunk of my Saturday. But I worry that they'd send the wrong stuff!

**Max:** Music. I **download** stacks onto CD. Most of it's free. If you have to pay for an album, it's cheaper than in the shops!

**Lizzie:** Chat lines mostly – it's hard for me to meet people as I work shifts, so I'm hoping to find **the man of my dreams** online. People keep telling me it's dangerous but it's no more dangerous in my opinion than talking to a stranger in a pub, is it?

**Nigel:** I live online! I get free 24-hour **internet access**. The net is without doubt the most exciting thing that's ever happened in the history of the world.

## Discussion and Debate

Before the debate, it would be useful if the class, or some members of it, could visit the *homeworkhigh* website, to see how it actually tries to help people with their homework. They will find that in many cases, the service simply suggests where students can find the answers they're looking for, and suggests ways of improving your study skills.

Put the class into groups of four and then read out the roles which they will have to take. Make sure everyone is clear about what is intended by each set of instructions. Then suggest that people choose the role they want. If there are groups who are clearly disagreeing, then you must go over to that group and give each student a role.

When they have done this, draw their attention to the interruption strategies which are listed on the page. When the groups start discussing the topic, walk round and listen. If you hear a student interrupting rudely, or in their own language, remind them of the interruption strategies.

## Writing

Again, it would be helpful if some or all of the class have the opportunity to visit the two websites mentioned, to see if they deliver what they offer.

Then the class should brainstorm ideas about a new website. Start by eliciting ideas for websites that the class would like to see – local sports and entertainment

information; a translation service; live music and interviews with the stars.

Remember that this is first and foremost a writing task. The description of the site is what you are looking for as an end product. However, if you have the facilities at school and a technician who is interested in working on it, you could maybe try to design a home page.

**Before the next class ...**

Unit 8 is about things that people are frightened of. Ask students to bring pictures of things that frighten them, so that you can discuss the aspect of phobias which says: it's OK to freeze when you see a real snake, not OK to freeze when you see a picture of one.



# What are you afraid of?

Topic/Vocabulary:	Fears and phobias
Structure:	Prepositions in end positions and in relative clauses: <i>by, which, of whom</i>
Reading:	Dealing with unknown words and expressions in context
Writing:	Incorporating formal expressions
Speaking:	Finding people who share your opinion
Listening:	Listening for specific information
Speaking v Writing:	<i>of which/to which, etc.</i>

## Before you open the book ...

This unit is about things that people are frightened of. Ask students to bring pictures of things that frighten them. The essence of a phobia is stated in the reading text: *it's OK to be afraid of snakes but not OK to freeze when they merely appear on television*. Are there things that make the class freeze even if they are only on TV, or just a photograph in a book?

If you think at any stage that talking about this subject, or showing photos of spiders, snakes, etc is causing distress to anyone in the class, then immediately go on to a less troublesome activity.

The structure item is end-position prepositions, which is also featured in the Speaking v Writing activity, the section which explores the differences between spoken and written English.

## Now open the book ...

T S Eliot (1888-1965) was a poet and dramatist. The quotation is from Eliot's poem *The Waste Land*. It is also the title of a novel by Evelyn Waugh. Students should recognise the implication. It is possible to be frightened of anything.

## 1 First Impression

This is a discussion about the illustrated objects, which are some of the common things that people are afraid of.

## 2 Reading 1

The reading texts here and in activity 4 are taken from newspaper articles about phobias and how to deal with them.

### Words and expressions

The words in italics are highlighted in activity 2a.

agoraphobia • anxiety • blushing (n) • *bolts off* • *coin* (vb) (*a phrase*) • debilitating • disabling • disruption • escalate (= get worse) • essence • freeze (= to be unable to move) • out of all proportion to • paradox • phobia • pounding heart • steer clear of • *trembling hands* • untreated (ie, by doctors)

a

### Answers

*a phobia* is a compelling fear or dread of something

*a paradox* is a fact or statement that seems to contradict itself

*out of all proportion to* means, in this case, much bigger than it should be

*a pounding heart and trembling hands* are signs of fear and panic

*steer clear of* means to avoid

*debilitating* describes something that makes you feel weak

*bolts off* means, in this case, to get off a train in a hurry

*coined* means invented, or used for the first time

b

### Answers

1 No. They affect women more.

2 No. It's a phobia if you freeze when you see a picture of a snake, or a snake on TV.

- 3 Open space: a city square. Closed space: an elevator. Crowded space: a football crowd.
- 4 Your heart starts beating too fast and your hands tremble.
- 5 Avoidance cause more fear because it means you are not dealing with the situation.
- 6 When something happens that stops you feeling relaxed and calm.
- 7 You have to do something, usually escape from the surroundings.
- 8 Being unable to stand in a supermarket queue.

### 3 Vocabulary

a

#### Answers

(The answers are also on page 115 of the Student's Book.)

Acrophobia	high places
Algophobia	pain
Ailurophobia	cats
Arachnophobia	spiders
Aviophobia	means fear of flying
Bacteriophobia	germs
Claustrophobia	enclosed spaces
Cynophobia	dogs
Haemophobia	blood

- b** This is a chance for students to relate these phobias to their own or other people's experiences. Of the ones listed above, the most common are probably fear of high places, pain, spiders, enclosed spaces, dogs and blood.

As we said earlier, don't pursue this activity if you feel that it will cause distress to certain students.

### 4 Reading 2

- a/b** The texts are taken from phobia therapy courses.

Words and expressions in activities (a) and (b). The underlined expressions are dealt with in activity 4c.

and so forth (= and so on) • arachnid • at length (= for a long time) • bombard •

chiselled features • confront (= face) • crawl • fade away • gasp (n) (of disbelief) • motionless • palm (of the hand) • panic attack • saunter over • six-inch leg-span • taxi out • unnaturalness • worst case scenario

#### Answers

- a** The phobias which are being described are: aviaphobia (fear of flying) and arachnophobia (fear of spiders).
- b** Treatment 3 goes with phobia 2; treatment 4 goes with phobia 1.
- c** This activity is not designed purely to provide examples of phrasal verb questions ending with a preposition/particle. Here are examples of the kind of questions that the class should try to make:
- Where did the people saunter over to?*  
*What did they walk calmly past?*  
*What did they queue up to do?*  
*What faded away?*  
*What did he pass gently back to the keeper?*  
*What happened when the plane taxied out?*  
*What did he struggle to listen to?*  
*What was the unnaturalness of the process replaced with?*

### 5 Listening 1

- a** Anyone who has seen the film *The Omen*, or read the novel, should tell the class something about it.
- b** Teach the class that a *guttural sound* is one which comes from the throat.

#### Answers

- 1 Thorn is in his own house.
- 2 He was probably in the garden.
- 3 No. He knew there were people sleeping.
- 4 The sound of an animal; as far as he knew, there was no such animal in the house.
- 5 The woman switched on the lights.
- 6 No, he doesn't.



**Tapescript**

It was pitch black inside and the air seemed to ring with silence, Thorn feeling his way towards the stairs. There, he groped for a light switch, found none, proceeded silently upward, until he had reached the landing. He had never seen the house this dark, and realised that he must have been outside, lost in thought, for some considerable time. Around him he could hear the sound of slumbering breathing, and he walked quietly, feeling his way along the wall. His hand hit a light switch and he flicked it, but it did not work, and he continued on, turning a bend in the long angular hall. Ahead, he could see Damien's room, a faint shaft of light coming from under the door. But he suddenly froze, for he thought he heard a sound. It was a kind of vibration, a low rumble; gone before he could identify it, replaced only by the silent atmosphere of the hall. He prepared to step forward, but the sound came again, louder this time, causing his heart to pound. And then he looked down and saw the eyes. With a sudden gasp, he flattened himself against the wall, the growl rising in intensity as a dog materialised from the darkness and stood guard before the child's door. With his breath coming shallow, Thorn stood petrified, the guttural sound rising, the eyes glaring back.

'Whoa ... Whoa....' uttered Thorn on a shaking breath, and it caused the animal to coil tighter, as if ready to spring.

'Quiet down, now,' said Mrs Baylock as she appeared from her room. 'This is the master of the house.'

And the dog fell silent, the drama suddenly ended. Mrs Baylock hit a light switch and the hall instantly illuminated, Thorn left breathless, staring down at the dog.

'What ... is this?' he gasped.

'Sir?' asked Mrs Baylock, casually.

'This dog.'

'Shepherd, I think. Isn't he beautiful? We found him in the forest.'

The dog lay at her feet now, suddenly unconcerned.

'Who gave you permission ...?'

'I thought we could use a good watchdog, and the boy absolutely loves him.'

Thorn was still shaken, standing stiffly against the wall, and Mrs Baylock could not help but indicate amusement. 'Gave you a fright, did he?'

- c Students should have some fun trying to produce these sounds, particularly the ones of the dog.

**Answers**

The words which indicate a kind of noise are as follows: *slumbering/breathing; flicking a switch; vibration/rumble/growl/guttural sound* (the sound of the dog growling); *gasp; shaking breath*.

- d Here are some suggestions for the start of the conversation: Thorn probably insisted that the dog should leave and Mrs Baylock probably insisted that the dog should stay, on the grounds that the boy liked it. Thorn would then talk to his wife, who would have to take sides; probably the dog would behave like an angel when the child's mother arrived.

**6 Work it Out ➤ Grammar Spotlight**

Read the notes in the introduction about this section.

- b The following prepositions can be used after the example questions:  
 Who are you talking to/about?  
 What were you talking about?  
 Who does your sister work for/with?  
 What are you playing with? Note that *What are you playing at?* is an idiom; it means *What are you doing?* but is used critically for someone who is doing something wrong or inappropriate.  
 What are you frightened of?  
 Who did you go to the party with?

**7 Reading 3**

The text is an article from *The Observer*. It's a rather more light-hearted look at the problems of people's phobias. The story continues in the listening text.

**Words and expressions**

breeding programme • customised jewellery •  
 dump (vb) • frighten (someone) to death •  
 get on (very well) with (someone) • iguana •  
 omit (to do) • python • rarity • rat's skull •  
 straightforward • strip (a motorbike) (= take it to pieces) • supportive • tarantula

- a/b Ask the class to read the background and then predict the nature of the story from the given words. It seems clear that the writer had some

unusual pets which caused problems for the landlady. It is not immediately clear what part *rat's skull* and *customised jewellery* might have in the story.

- c A quick scan of the story will tell you that a cat escaped. This is the wrong answer! In the middle of the story, a cat tries to escape when it sees a python. It is only at the end of the story that we discover which of his pets escaped.

### Answer

A tarantula.

d

### Answers

- 1 got on very well with each other
- 2 there was the stand-off between my eleven-foot python and one of the cats
- 3 My landlady might not have minded snakes but she was very afraid of spiders.
- 4 I pleaded his rarity
- 5 I promised that my baby spider ... would definitely not get any bigger ...
- 6 she reluctantly agreed

- e Before the class hears the resolution of the story, they should write a narrative predicting what happened. Tell them not to use hypothetical language (eg *maybe there was a hole in the tarantula's cage*). Write the details as if they really happened.

## 8 Listening 2

This is a continuation of the previous text.

- a Notes about some of the previewed words.  
*bugs* means insects  
*evict* is what landlords do to tenants they don't want  
*in the clear* means that someone has escaped  
*a perch* is a place where a caged bird sits  
*a storage tank* is where water is kept

b

### Answers

- 1 Partly correct. The iguana knocked the lid off the tarantula's box. The tarantula escaped but wasn't eaten by the iguana.

- 2 Incorrect.
- 3 Correct.
- 4 Correct.
- 5 Partly correct. The tarantula was never found but conditions in the house are very suitable for him.

### Tapescript

The day the tarantula escaped, my landlady was at work. I had taken the box out of the aquarium to feed him and left the box on my desk with the lid closed but not pushed shut and gone to make a coffee. I heard a crash from my bedroom. I rushed upstairs to find that the iguana had in a fit of companionship jumped from his perch on to the box containing the spider knocking it onto the floor. The tarantula had made his escape.

I assumed that with a little patience I would recapture the spider, considering that he was now a good five inches across and very heavily built. Unfortunately, I hadn't closed the door and in spite of my massive search the spider was not found. By now, I could feel the panic rising, realising that if my landlady ever found out she would not only evict me but would never be able to set foot in her own house again.

I could never admit that the tarantula was at large, so my story had to be conclusive and final. Then it came to me – the iguana ate the spider. Brilliant. Providing it never occurred to my landlady that iguanas are vegetarian, I would be in the clear. Remarkably she did believe me and until now no one has discovered the truth.

Well, I say no one. The house was sold shortly afterwards and my landlady moved to Norfolk. If you consider the spider's living conditions – nice, warm bathroom, plenty of dark corners near the storage tank, lots of bugs, no shortage of water – I'd reckon his chances of survival were pretty good. I wonder how big he is now.

- c This time, encourage students to use speculative language. Refer them back to the *Grammar Spotlight* in Unit 5 if they have any problems.

## 9 Speaking

- a This starts as a mingler, where students try to find others in the class who are frightened of the same things that they are. If some macho students try to suggest that they aren't afraid of anything,



ask them to think of something that they are a little bit afraid of – eg guard dogs.

- b** The second part of the activity is designed to be a counselling session, where students help each other come to terms with their fears. No doubt the numbers will not be equally divided, and there will be five people seeking counselling from one person about the same fear, or one person being counselled by five about their fear. Ask everyone to report back at the end. The reporting back can be done as written work for homework.

## 10 Speaking v Writing

- a** Ask students to read the information in this section in silence.

**b**

### Answers

- 1 It's a document with which we can start planning for the future.
- 2 He owns an eleven-foot-long python of which he is very proud.
- 3 My landlady was a woman with whom it was not sensible to argue.
- 4 I was certain that he was the official to whom I had sent the letter.
- 5 Chemistry is a subject about which I know very little.

- c** Students write three of their own examples. If they can't think of their own examples, tell them to use *proud of*, *argue with*, *send to* or *know about*, and base their answers on the examples in activity a.

# Unit 8 Extra!

## 1 Introduction

The extract is from a short story by Spencer Kirkwood.

### Words and expressions

deafening roar of thunder • dialling tone • (the) elements (= the weather) • fork of lightning • groan open (= made a noise when opening) •

hiss (n) • immaculate • luminous dial • lurching noise • rumble of thunder • sliding doors • sway (from side to side) • three-piece suit

## 2 Explanations

### Answers

- i The weather.
- ii Probably because they were old or needed servicing.
- iii Appearance matters a lot to him.  
(Students may want to discuss this further. What does this say about the man?)
- iv Lurching is the slow movement forward of a heavy object. It could be a drunken man or a machine being dragged across the floor. It is this second sound that students should try to imitate.
- v The luminous dial was helpful because he could see it in the dark.

- b** Let students discuss this as a whole class. They may have widely differing views on what the lines say about the central character. It's quite clear that he is obsessed with expensive brand names, and seems to have a rather superficial, slightly cynical view of life.

## 3 Style

- a/b** Here are some ideas to get you started on a discussion of style.  
The main effect of short sentences is to suggest that the speaker doesn't seem to think very deeply about anything. The central character is not sympathetic at all, at the moment. However, he and the other person in the elevator are in some danger if the other man loses control. The central character may earn your sympathy if there is a successful outcome to the story.

## 4 Write on ...

This is a narrative activity to continue the story. Talk about the style of the next piece. Do you think the central character will narrate the episode in the elevator in the same cynical, rather arrogant fashion? Will the sentences still be as short? Elicit one or two ideas, write them on the board, then give this as a homework activity.

# The food of love

<b>Topic/Vocabulary:</b>	Pop music and classical music
<b>Structure:</b>	Question tags
<b>Reading:</b>	Recognising positive, negative and neutral comments
<b>Writing:</b>	Comparing two events
<b>Speaking:</b>	Saying what you know about composers and music
<b>Listening:</b>	Listening for specific information
<b>Pronunciation:</b>	Intonation: Rising and falling question tags
<b>Others:</b>	On air: radio programme Music Today Role play: interviewing a famous person

## Before you open the book ...

This unit deals with both classical and popular music. The popular music section deals mainly with the Beatles, using extracts from a book about their early success. The second part, and Extra! page, deal with classical music.

The structure item is question tags, an item which is infuriatingly difficult to remember. Here is a pre-teaching suggestion.

Elicit a series of question tags only from students and write them on the right hand side of the board. Continue eliciting until you have at least ten examples, making sure that some are affirmative and some are negative and that all persons are dealt with too, eg *isn't it? can't you? does he? wasn't she? didn't they? aren't there? am I?*, etc.

Now invite students to write a sentence on the board which matches the question tag. Insist that the subject of the sentence is not the same as the pronoun at the end of the tag (except *aren't there*, which has to start with *there are ...* and *am I?* which has to start with *I'm not*). So, for example, if the first example is *isn't it?* the sentence can't begin with *it's*. The example must be, eg *This room is very hot, isn't it?*

Thereafter, throughout the lesson, try to use question tags as often as you can, and encourage students to do the same. Remind them that generally speaking, question tags in English are regarded as informal.

## Now open the book ...

The quotation is one of the best-known lines from Shakespeare, but what does it mean? Like so many of Shakespeare's beautiful, memorable phrases, paraphrasing it makes it sound quite ordinary: when music plays, there is a chance of falling in love. Maybe students can find a deeper message. As the quotation comes from *Twelfth Night*, we doubt whether the message is too deep.

Here is a longer version of the same quotation if you wish to tell students.

*If music be the food of love, play on;  
Give me excess of it, that, surfeiting,  
The appetite may sicken and so die.  
That strain again! It had a dying fall:  
O! It came o'er my ear like the sweet sound  
That breathes upon a bank of violets,  
Stealing and giving odour!*

Before starting the main activities, draw students' attention to the newspaper extract, which, serendipitously, appeared on the day that we were working on this unit!

## 1 First Impression

**a/b** It is possible that no one in the class has heard of the Beatles. It is also possible that those who have heard of the Beatles don't like the music. This is not a problem. The unit deals with their song titles as language practice, and their early life as pop history. At no time are students asked to say if they like or don't like the music.

This doesn't mean that you can't ask them their opinions, of course. Our personal experience of travelling through Central Europe is that Beatles music is alive and well and being performed in clubs and bars by teenage bands. If there is a body of support for the band, allow the fans to have their say.



c

**Answers**

Other possible collocation are in brackets. Some liberties have been taken – these are 'poetic' titles, after all. If students come up with an alternative, ask them to say what the song would be about.

*All You Need Is Love* (Night/Everywhere)

*I Want To Hold Your Hand* (no other possibilities)

*Back In The USSR* (no other possibilities)

*A Hard Day's Night* (Love, Winding Road)

*Here There And Everywhere* (no other possibilities)

*The Long And Winding Road* (no other possibilities)

*Lucy In The Sky With Diamonds* (Everywhere)

*With A Little Help From My Friends* (Everywhere)

*You've Got To Hide Your Love Away* (Everywhere)

d

**Answers**

Five words containing the /aɪ/ sound: night, I, winding, sky, hide

Four words containing the /ɪ/ sound: is, in, with, little

Three words containing the /e/ sound: friends, help, everywhere

Two words containing the /əʊ/ sound: road, hold

One word containing the /ʌ/ sound: love

**2 Reading**

The reading text is from a book called *Shout! The True Story of the Beatles*.

**Words and expressions in part 1**

acquire • advance (vb) (= give money in advance) • battered (adj) (= old) • cluster (vb) • conveyance • cooking utensils • crewneck sweater • elaborate • go abroad (= to a different country) • recede • stern (n) (= back of a boat) • talk (someone) into (doing something) (= persuade) • tattered • top-heavy

Note the use of *were to (do something)*, which appears in the first line of the reading text and then twice more later in text. It means *the plan was to*.

a

**Answers**

Para 1: the vehicle they travelled in and its passengers

Para 2: their preparations for the journey

Para 3: a problem at the point of departure

Para 4: their arrival in Continental Europe

Not dealt with: saying goodbye to their families.

b

**Answers**

1 *battered, top-heavy, tattered*

2 Yes, he has been referred to. Otherwise, this first reference would be *a*, not *the*.

3 They had new pullovers but old luggage.

4 John Lennon persuaded them.

5 No, she was sitting on a hot gearbox.

**Listening 1**

The listening text is about the Beatles first trip to America.

a Based on the words and expressions in the list, it would appear that the Beatles were met by a lot of noisy fans, and their transport and accommodation were of the highest quality.

b

**Answers**

1 1000 at Heathrow; 5000 in New York.

2 John Lennon's.

3 Paul McCartney.

4 Four Cadillacs; two policemen (it is not clear if there were two policemen for each Beatle, or 10 policemen altogether).

5 No.

6 He lay on the bed with his boots on for a photograph.

**Tapescript**

The Beatles were **seen off** from Heathrow Airport by 1000 banner-waving fans whose screams Cynthia Lennon **mistook**, in her innocence, for the noise of the waiting Pan Am jet. The greater part of Pan Am flight 101 was occupied by the Beatles and their entourage. They themselves sat in the first-class cabin with Brian Epstein, Cynthia and Phil Spector, the American record producer.

**The Beatles all showed signs of fear at what lay ahead.** None could be convinced that they were any different from previous British entertainers who had taken on America, and lost. Paul McCartney strapped himself into his safety belt, not loosening it throughout the flight.

After the wheels struck tarmac, no particular welcome was visible. Then the prospect changed dramatically. Five thousand people waited like a mural beyond the thick window glass. **The Beatles had no idea it was for them.** They thought the President must be going to land in a minute.

The opening of the door let in a sound which made Heathrow seem merely decorous. Not only were there more fans than the Beatles had ever seen before; they also made twice the noise. As they began to descend the steps, a girl on the terminal's third outside level flung herself into space and hung there on the arms of two companions, crying: 'Here I am!'

Outside the terminal, four chauffeur-driven Cadillacs waited. The Beatles were each lifted bodily by two policemen and thrust into a Cadillac. Long after they returned to England, their arms would still bear the marks of this helpful assistance.

Outside the stately Plaza Hotel, facing Central Park, the fountains were engulfed by a shrieking mob. Reservations at the Plaza had been made a month earlier in the individual names of Lennon, McCartney, Harrison and Starr, four 'London businessmen'. Directly the true nature of their business became known, a Plaza representative went on radio, offering them to any other New York hotel who would take them.

The Beatles and their party had been allocated the hotel's entire twelfth floor. When a photographer asked John Lennon to lie on a bed and show his boots, a Plaza man interrupted, 'Oh no – that's not the image we want to project', 'Don't worry,' John told him. 'We'll buy the bed.'

- c The specific information students are seeking is whether the Beatles were expecting the welcome they received.

**Answers**

No, they weren't.

The answer is contained in these lines: *The Beatles all showed signs of fear at what lay ahead. None could be convinced that they were any different from previous British entertainers who had taken on America, and lost.*

- d Part of the discussion centres on the existence of a fifth Beatle. The following information may help to clear up any confusion. The Beatles who became famous were John Lennon, Paul McCartney, George Harrison and Ringo Starr, the drummer. When the Beatles went to Hamburg, their drummer's name was Pete Best, who was sacked shortly afterwards (probably because John Lennon was jealous of him). Pete Best is not the fifth Beatle. Also on tour in Germany was Stuart Sutcliffe, an average musician but a gifted artist. Sutcliffe died of a brain haemorrhage in Hamburg in 1961.

**4 Writing**

Students choose one of the writing tasks. Remind students how writing can be made more formal and how to lay out a letter.

**5 Vocabulary 1**

a

**Answer**

The photo is of a complete orchestra.

- b This is a good peer teaching activity. Some students may know a lot about classical instruments and can help others who don't.
- c Tell students that a *saxophone* is a hybrid instrument, with woodwind and brass features.



**Answers**

- 1 Wind (woodwind) instruments:  
bassoon, clarinet, flute, oboe, piccolo, saxophone
- 2 Stringed instruments:  
cello, double bass, guitar, harp, harpsichord, mandolin, saxophone, violin
- 3 Brass instruments:  
cornet, French horn, saxophone, trombone, trumpet, tuba
- 4 Percussion instruments:  
cymbals, drums, tambourine, xylophone

**6 Listening 2**

a

**Answers**

Students may recognise the fact that the music on the tape is computer-generated samples, but they should also be able to recognise piano, bass, drums and guitar.

- b/c** This is a music brainstorming session, and it is very important to students that all the answers they give are accepted. The music will create different images for all of them and you are not expecting them all to write the same thing.

**7 Vocabulary 2**

a

**Answers**

- 1 aria
- 2 concerto
- 3 symphony
- 4 sonata
- 5 quartet
- 6 requiem

- b** These words are quite international and tend to be pronounced the same way. Encourage students to try to say them but tell them that it is not important if they get the pronunciation wrong.

**Tapescript**

*Requiem*: a piece of music which is composed as a memorial to a dead person

*Concerto*: a composition for an orchestra and one or more soloists

*Sonata*: an instrumental composition usually in three or four parts, most commonly for the piano.

*Aria*: a song for a solo voice from an opera.

*Symphony*: a long orchestral composition, usually with several movements.

*Quartet*: a piece of music for four musicians.

- c** Some students will be better at music than they are at English, so encouraging them to hum or sing a musical style will offer them a chance to shine in the class.

**8 Speaking**

- a** Students will obviously know more about composers from their own country, so concentrate on eliciting information about composers from other countries.

b

**Answers**

- 1 Enescu (The main text in Unit 9 Extra on page 116 is about Enescu. Information about the other composers is at the bottom of that page)
- 2 Liszt
- 3 Tchaikovsky
- 4 Paderewski
- 5 Kodály
- 6 Dvořák
- 7 Smetana
- 8 Chopin

**9 On Air**

- a** The opening line of the radio programme is given, and students can predict why British young people are not very well informed about classical composers. Possible reasons are: the dominance of pop music; the lack of classical music on radio and TV; the lack of music lessons in school, etc.

- b** The three reasons identified by the report are in the opening remarks by the presenter.

### Answers

- 1 Few schools have classes about classical music.
- 2 Schools have no resources.
- 3 Classical music is only played on radio stations serving older people.

### Tapescript

**Studio:** Welcome to *Music Today*. A recent report suggests that young people in Britain have very little idea about classical music and know almost nothing about the great classical composers. The report identifies three reasons for this: firstly, very few schools have classes about classical music; secondly, schools have no resources to teach classical instruments; thirdly, classical music is only played on radio stations serving the interests of a minority of older listeners. Anna Douglas interviewed some teenagers and asked them some questions about classical music and composers.

**Anna:** I'm with Ben, Chris and Sarah, three 16-year-olds, who tell me that they know a little about classical music, so I have a few questions for them. First of all, Ben, a few questions for you about Tchaikovsky.

**Ben:** OK.

**Anna:** First of all, what nationality was he?

**Ben:** Russian.

**Anna:** Right. How many symphonies did he write?

**Ben:** Er ... I'm not sure.

**Anna:** Chris.

**Chris:** Er ... he wrote six, didn't he?

**Anna:** That's right. Sarah, can you name three ballets by Tchaikovsky?

**Sarah:** Er ... yes, *Swan Lake* ... *Sleeping Beauty* and ... *Nutcracker* was another one by Tchaikovsky, wasn't it?

**Anna:** It was indeed. Good, now I'm going to ask you about some composers from Central Europe. Kodály and Liszt were the same nationality. Where were they from? Ben?

**Ben:** They were Hungarian, weren't they?

**Anna:** That's right. Now. Chris ... a composer from the Czech Republic was the director

of the National Conservatory of Music in New York and became interested in the music of the black communities, which influenced his ninth symphony. Do you know who it was?

**Chris:** From the Czech Republic ... ?

**Anna:** Yes.

**Chris:** I don't know.

**Anna:** Would it help if I said his symphony was called *From the New World*?

**Chris:** No, sorry.

**Anna:** Ben?

**Ben:** The *New World Symphony* ... that's Dvořák, isn't it?

**Anna:** Good. Now finally, there's a Polish composer who was also Prime Minister of the country. Any ideas?

**Chris:** Chopin?

**Anna:** No!

**Ben:** I know this, but I can't remember his name. It begins with a P, doesn't it?

**Anna:** Yes, it does. Any ideas?

**C/B/S:** No, sorry.

**Anna:** Jan Paderewski. He was Prime Minister of Poland for 10 months in 1919 and then again in 1940. Well, you didn't do too badly, but there's room for improvement. So this is Anna Douglas for *Music Today*, and back to the studio.

- c** Note the upward intonation of question tags is one of the ways in which you can see that the interviewees are having difficulty.

### Answers

*What nationality was Tchaikovsky?* Easy.

*How many symphonies did he write?* Difficult.

*Can you name three ballets by Tchaikovsky?* Easy.

*Where were Kodály and Liszt from?* Neither difficult nor easy.

*Who was from the Czech Republic/director of the National Conservatory/became interested in the music of black communities?* Difficult.

*Who was also Prime Minister of the country?* Difficult.

### Grammar Spotlight

Read the notes in the introduction about this section.



## 10 Role Play

Students work in pairs; they agree on a famous person; one of them is a journalist; the idea is that they have a conversation without mentioning who the famous person is. The rest of the class must try to guess. Tell them that it isn't important if the class guesses quickly or slowly. You can, if you like, suggest that they devise a conversation about why the famous person is in your town.

# Unit 9 Extra!

## 1 Fact finding

The text is about Romanian composer George Enescu.

The task is to turn what biographical information there is into a dictionary entry. Students should say what they feel is missing. The obvious things which are missing are: his dates, where he came from, other compositions, more personal details about his life. If you like, you can ask students to find this from other sources.

### Words and expressions

accomplished • (music) conservatory •  
distinguished • eminent • humanist •  
precocious • prodigiously gifted • significance  
(= importance)

## 3 Opinion

a/b The opinion piece about Enescu is very flattering. Can students apply these adjectives to a classical composer from their own country?

### Answers

The flattering adjectives are: *prodigiously gifted, great/greatest, distinguished, accomplished, able* (used adjectivally), *famous, complete, precocious, brilliant, original, poetic*.

On this page, there are also answers to questions from the main part of the unit, including information about the composers who are mentioned on page 47.

### Before the next class ...

If you are intending to skip Talking Points 4 and go directly to Unit 10, you may want to ask students to bring pictures of food into class.

# Exams

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

Each of the recorded soundbites contain an afterthought, something which each person thought of after making their original remark. In every case except one, the afterthought says something which contradicts what they said earlier (in bold in the tapescript). Ask students to note the expressions they use to introduce these afterthoughts (*mind you, having said that, etc*). The one person who merely repeats their original idea introduces the remark with *as I say*.

### Tapescript

#### Are exams necessary?

Probably. I don't really see any other way of testing fairly. At least you can't cheat! **Mind you, I know someone who took a Walkman into an exam once with all sorts of information on it. And no one noticed!**

Absolutely not. Some people just aren't any good at exams. They do really well all year and then go to pieces in the exam room. And it's not as though you have to keep on doing exams once you get a job – so it's not preparing you for anything you need later, is it? **Having said that, I'm quite good at exams, so I quite like the system the way it is.**

In some of my subjects, we have continuous assessment. We do coursework regularly and the marks we get go towards our final grade. I think this is much better although it's hard work! You can't just relax all year and leave everything to the last minute. **Thinking about it, though, I know a lot of people who only really start working hard at about Easter time.**

There's a lot of luck in it. Sometimes you just don't get the questions you want and that can make an enormous difference to your final result. **Yes, as I say, luck plays an important part.**

I think exams give you a chance to show what you can do. You've got to see them as a challenge and rise to it. **The trouble is, I'm useless at exams and I wish we didn't have to do them.**

There's just too much pressure now because of the league tables. All schools seem to care about is that their pupils should get as many A grades as possible. They forget about trying to give us a proper all-round education and not just pieces of paper. **But, to be fair, the teachers at my school do care about our personal development, and not just how we do at exams.**

After saying which remark about exams corresponds with their own, students then get into pairs. Working alone at first, they extract either the positive or negative arguments, adding their own ideas, which they then share with their partners.

The next activity gives students the chance to expand on a soundbite. The fact is that five of the six change direction with afterthought. Students should include these extra thoughts when writing their own additions.

This is a chance to discuss continuous assessment, the system which takes the pressure off students. Students should say what they think about this, regardless of whether it is in use in the school. If it is in use, reassure students that their opinions will not be held against them.

### Discussion and Debate

This takes the form of a radio phone-in programme, with experts ready to offer advice about how to do well in exams. Students form groups. One person is the presenter, and then the group members can decide how many experts and how many callers they can have. There are tips on how to do well in exams, but the 'experts' don't have to agree with them.

### Do-It-Yourself Exam Design

There are a series of questions about the existing format of English exams in your school. Students are asked to make notes but, if you prefer, this can be a class discussion. After the discussion, students design their own English exam. It is better if they work in



groups, and try to reflect the feelings of a number of different people. Encourage them to think of ways that examinations could be more fun and less stressful.

# You are what you eat

Topic/Vocabulary:	Food and health
Structure:	<i>Do/did</i> auxiliaries for contrast and emphasis
Reading:	Matching definitions and words from the text
Writing:	Food diary
Speaking:	Survey and Debate: eating meat
Listening:	Checking for changed information
Other:	Socio-cultural: Agreeing and disagreeing

## Before you open the book ...

There is a lot of information about food and nutrition in this unit, and some of it may be new to students. Before you start, you may want to brainstorm food vocabulary, and try to categorise the food items as they appear. Categories can obviously include fruit, meat, vegetables, cereals, and sub-categories of leafy vegetables, root vegetables, citrus fruits, pulses, etc. If you have asked students to bring pictures of food, some of them may have pictures of actual meals, so you can add a category of meals.

The structure item focuses on the way auxiliaries are used for emphasis. *Do* and *did* are highlighted, but of course all auxiliary verbs are used for emphasis. In the following exchanges, the auxiliaries, which are usually unstressed, are stressed.

*You can't swim, can you?*

*Well, I can swim, but not very well.*

*Have you done your homework?*

*I haven't done it yet but I will do it tonight.*

*Have you seen Ted?*

*No, but if I do see him, I'll tell him you want to see him.*

You may want to invite students to think of similar exchanges before the lesson starts.

## Now open the book ...

The quotation is a line from a London comedian. It's a pun based on the pronunciation of *sea* and *see*.

### 1 First Impression

This is a discussion about the food in the illustrations and which are good for you. You may want to talk about why food is good or bad for you at this stage.

### 2 Listening

The listening text is a nutritionist talking about food and drink.

- a** Here are some notes about the items that are highlighted here.

*a balanced diet* – a diet which includes proteins, sugars, fats, vitamins and minerals.

*additives* – chemicals which are added to food to provide flavour, colouring or preservative.

*body tissue* – the cells which make up the body organism; in nutritional terms, the development of healthy new body tissue is important in growing children.

*burn off calories* – calories are units of heat; when applied to nutrition, it refers to the energy value of food; you need to burn off (use up) a large number of the calories that you consume every day, otherwise you put on weight.

*carbohydrates* – organic compounds, and are found in foods which provide a lot of calories, such as sugar, cereals, milk and cheese.

*chemical preservatives* – chemicals which are added to food to make them last longer but have no food value.

*fizzy drinks* – soft drinks containing added carbon dioxide, an additive which has no food value and can cause stomach problems among some people.

*minerals* – naturally occurring inorganic substances that are vital to our health.

*proteins* – nitrogenous compounds that are essential to life; often used in the singular; most people think that meat is the main source of protein, but there are other sources.

*raw materials* – the natural things that make an item (used figuratively in this text).



*snack foods* – foods which are usually high in sugar and preservatives.

*starches* – another essential nutritional requirement, obtained from potatoes and rice.

*vitamins* – substances that are essential for the normal functioning of metabolism in the body.

b/c

### Answers

The nutritionist refers to questions 1, 2, 3 and 5. She doesn't talk about the vitamin sources. This is dealt with later in the unit.

- 1 The main protein sources are meat, fish, cheese and beans.
- 2 Sugar, cereals, milk and cheese.
- 3 Carbohydrates are the main source of energy.
- 4 This question is not answered.
- 5 Hamburgers made with fresh unprocessed meat and pizzas with fresh vegetable ingredients are not bad for you.

### Tapescript

You are what you eat is the most important thing to remember if you are interested in leading a healthy life. But what do we need when we eat? And where do we get it from? And what happens to us if we eat, and drink, the wrong things?

First of all, the main thing to remember is this: Eating and drinking should provide your body with the right raw materials for a healthy life – proteins, sugars, fats, vitamins and minerals. A balanced diet will include all of these.

Your body will only operate well if you have energy, and energy comes from the food you eat. We measure energy in calories. The foods which contain most calories are those which contain large amounts of carbohydrates, which really means sugars and starches, and fats. Sugar, cereals, milk and cheese provide most of the carbohydrates you need.

You also need proteins – they are essential to life. Adults need 60 grams of protein per day, children need more, to help build new body tissue. Proteins are obtained from meat, fish, cheese and beans.

If you add fresh fruit and vegetables to this mix, they will provide the rest of the vitamins and minerals that you need for a healthy balanced diet.

There are two questions about diet which we are always asked. The first is this: how much should I eat? An impossible question to answer. It depends on your age and your lifestyle. If you sit behind a desk all day, you need fewer calories than if you spend all day building houses. You should eat as much food as you need, but you should make sure you burn off the calories that the food provides.

The second question is this: are there foods that are bad for you? Well, the answer is yes and no. Take hamburgers for example. If they are made from fresh meat, then hamburgers are a good source of protein. Pizzas are good for you as well, as long as they contain a mixture of foods, fresh vegetables as well as cheese and tomato sauce, for example. A multi-coloured pizza is better than one which is just red and yellow.

However, if hamburgers or pizzas contain chemical preservatives, they are most definitely bad for you. This is the same for sweets, biscuits, crisps, fizzy drinks and other snack foods. Your body needs proteins, carbohydrates, fats, minerals and vitamins – it doesn't need chemical additives.

d

### Answers

The mistake is in *italics*. The correction is in brackets at the end of the sentence.

- 1 You are what you eat is fundamentally the *least* important thing to remember if you are interested in leading a healthy life. (Should say *most*.)
- 2 Eating and drinking *can't* provide your body with the right raw materials for a healthy life. (Should say *should*.)
- 3 Proteins are obtained from meat, fish, cheese, beans and *fruit juice*. (Fruit juice doesn't contain protein.)
- 4 Proteins, sugars, fats, vitamins and minerals – a balanced diet will include *most* of these. (Should say *all*.)
- 5 The foods which contain fewest calories are those which contain large amounts of carbohydrates. (Should say *most*.)
- 6 If you sit behind a desk all day, you need *far more* calories than if you spend all day building houses. (Should say *fewer*.)
- 7 You should eat as much food as you *can*, but you should make sure you burn off the

calories that the food provides. (Should say *need*.)

- 8 Pizzas are good for you as *well*, if they don't contain a mixture of foods. (Should say *as long as they*.)
- 9 However, if hamburgers or pizzas contain chemical preservatives, they are *quite possibly* bad for you. (Should say *most definitely*.)
- 10 Your body needs proteins, carbohydrates, fats, minerals and vitamins ... It *also needs* chemical additives. (Should say *doesn't need*.)

### 3 Reading 1

The reading text is a newspaper article about a new book. The book predicts what and how we will eat in the future.

#### Words and expressions

The words and expressions in *italics* are dealt with in activity 3b.

*address a problem* • artificially flavoured • *bugs* • cardiac disease • communal • coupled with • crop-growing • cultured fungi • decline (vb) • familiarise • fondue • food fad (= temporary fashion) • fortify with • *gruesome* • incidence (= occurrence) • livestock-rearing • *meat-borne infections* • micro-organism • multiply (= procreate) • off the hook (= out of danger) • omnivore • pressure • prior to • protein • sentimental attachment • *skewers* • snack (vb) • *staple part* • texture (vb) • waste ground • widespread

- a** The sentence which is underlined in the first paragraph is: *Many modern homes already have nowhere to eat because residents usually snack in front of the television.* If you feel this topic will upset certain members of the class, skip it.

**b**

#### Answers

- 1 *skewers* 2 *bugs* 3 *gruesome* (opposite)  
4 *meat-borne infections* 5 *a staple part* (opposite) 6 *must be addressed* (opposite)

**c**

#### Answers

- 1 Cookers will be replaced by microwaves.
- 2 A *kebab* is an example of a food item on a skewer.
- 3 There is a danger of new dangerous germs.
- 4 We will be able to phone home and start the cooking process.
- 5 Artificially produced protein sources; crop-growing is more efficient.
- 6 Concerns about infection and the awareness of more efficient land use.

- d** When Ford is confident of his predictions, he uses *will*. When he is less sure, he uses *could* or *may*: *it could be possible; we may increase fish farming.*

### 4 Work it Out ➤ Grammar Spotlight

Read the notes in the introduction about this section.

### 5 Reading 2

The reading text is a vitamin chart.

#### Words and expressions

blood sugar • bone malformation • citrus fruits • digestion • eyesight • growth • gums • intestines • leafy vegetables • nervous system • source • vitamins • wheatgerm • yeast

**a/b**

#### Answers

The vitamins and sources match as follows:

SOURCE	FUNCTION
1 ➤ Vitamin C	1 ➤ Vitamin B
2 ➤ Vitamin A	2 ➤ Vitamin E
3 ➤ Vitamin E	3 ➤ Vitamin C
4 ➤ Vitamin D	4 ➤ Vitamin D
5 ➤ Vitamin B	5 ➤ Vitamin A

This information is also on page 53 of the Student's Book.



c

**Answers**

- 1 Vitamin C
- 2 Vitamin A and Vitamin B
- 3 Vitamin D
- 4 Liver and chicken
- 5 Lettuce, cabbage, spinach

**6 Vocabulary****Words and expressions**

bleed • brittle bones • compulsively • craving • disorder • dizziness • enamel • heal • heart disease • high blood pressure • itchy scalp • mental apathy • numbness • scratch • short of breath • symptom • vigorously • vitamin deficiency • weaken • wound (n)

a

**Answer**

*Vitamin deficiency* means that something is lacking, or missing, from your vitamin intake.

- b** This is a peer teaching opportunity. There may be some students in the class who have studied nutrition more than others and they may wish to help. You may want to show the information to a relevant teacher in the school for further input.

c

**Answers**

- 1 Vitamin C
- 2 Vitamin A
- 3 Vitamin D
- 4 Vitamin B
- 5 Vitamin E

**7 Writing**

- a/b** This food diary can be as easy or as complex as you or your students wish. In our opinion, you should encourage better students in the class to provide all the required information. At the same time, decide what is the minimum requirement you will expect from all students, perhaps parts 1, 2 and 3 of the listed tasks.

**8 Survey and Debate**

- a/b/c** This is the first formal debate suggested in the book and full instructions are given in the Student's Book. As always, we recommend that you read out these instructions at the beginning and ask students to paraphrase them or say them in their own words, to make sure that everyone is completely clear about what is going to happen.

If you haven't got time for a formal debate you can simply follow instructions 8a and 8b.

**Answer**

The expression *Better for the planet* means *causing less environmental problems*.

**9 Vox Pop**

Students are asked to comment on the following:

- the statistics about teenage vegetarians in Britain – how do these compare with statistics in your country (possibly there aren't any – why do you think this is?)
- the food awareness of the three people who speak – the girl who claims to be a vegetarian hasn't thought the whole issue through
- the food value of the meals that the two customers have bought – the vegetarian burger is possibly a good food item; it's interesting that the boy hasn't bought french fries – could he be worried about his appearance? Or does he, as he says, not like them?

**Tapescript**

**Reporter:** It has been reported that as many as 30 per cent of British teenage girls consider themselves to be vegetarians, but fewer than five per cent of boys feel the same way. So, I'm standing outside a fast food outlet with an internationally famous name, and I'm going to ask some of the customers about what they have bought. Excuse me ...

**Young Woman:** Yes?

**Reporter:** I'm from Oxford Local Radio. You've just come out of the burger bar.

**Young Woman:** That's right.

**Reporter:** I was wondering what you bought.

**Young Woman:** A Vegetarian Special.

**Reporter:** I see. So you're a vegetarian.

**Young Woman:** Yes. Most of my friends are, too.

**Reporter:** What does a Vegetarian Special

- consist of?
- Young Woman:** Vegetable burger, french fries and a cola drink.
- Reporter:** So you're eating french fries.
- Young Woman:** Yes. Potatoes. It's OK to eat potatoes, isn't it.
- Reporter:** Yes. But they were probably cooked in animal fat, weren't they?
- Young Woman:** Maybe.
- Reporter:** Animal fat isn't vegetarian?
- Young Woman:** Well, I do my best. Bye.
- Reporter:** Excuse me?
- Young Man:** Yes?
- Reporter:** I'm from Oxford Local Radio.
- Young Man:** Oh, yes?
- Reporter:** I was wondering what you bought from the burger bar.
- Young Man:** A fishburger and a coffee.
- Reporter:** Any french fries.
- Young Man:** No.
- Reporter:** Why not?
- Young Man:** I don't like french fries.
- Reporter:** I see. So are you doing this because you're vegetarian?
- Young Man:** Vegetarian? Me? No! Anyway, french fries aren't meat.
- Reporter:** No, but they're cooked in animal fat.
- Young Man:** Not here, they aren't. They're cooked in oil.
- Reporter:** How do you know that?
- Young Man:** I work here!
- Reporter:** Oh, thank you. Well, what can I say? Back to the studio.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

## Unit 10 Extra!

### 1 Introduction

- a** The first extract is from *Birdsong* by Sebastian Faulks.

#### Words and expressions

chill (vb) (= make cool) • hamper (n) (= box of picnic food) • immersion • placid • rip • sideways • slice (n)

- b** The second extract is from *The Wind in the Willows* by Kenneth Grahame.

#### Words and expressions

cut it fine (= not be generous) • mean (adj) (= not generous) • stagger • wicker (= made of hard straw) • wriggle

- c** The third extract is from *The Good Food Guide*.

#### Words and expressions

bulk • quenelle of carp • regulars (= regular customers) • Serbian-style

### 2 Vocabulary

Students make a list of food items and decide which two sound interesting.

### 3 Comparisons

What creates the *distinctive atmosphere* in the first two extracts? We know that the first one is set before the start of a war. Is this a factor in the lack of appetite shown by the people? Does the mole's ecstasy add to the atmosphere?

### 4 Recommendations

#### Answers

The three small criticisms are: the suggestion that regulars might get better service; the fact that the food doesn't taste as exotic as the menu suggests; the fact that the food has *bulk and fat*.

### 5 Writing

The important thing here is that students must imagine they are writing to someone who is not familiar with the food and drink of their country. Descriptions of dishes must be included, which of course means that the local names of the dishes can be used.

#### Before the next class ...

The next part of this book is the Progress Check, which is in the form of a test. You may want to skip that for the moment and go on to look at Unit 11. In which case, why not ask the class to bring anything they can find about Ireland: travel brochures, articles in magazines and newspapers or maps.



## PROGRESS CHECK 2

*Progress Checks* are designed as tests, so there are no pre-reading or pre-listening activities to prepare students for the contents of the texts or to prepare for the activities. However, we have identified words and expressions that may be difficult, or expressions that are used in unusual ways.

### 1 Reading

The reading text is about unusual food you could serve at dinner parties.

#### Words and expressions

beetles • bland (= not tasty) • choosy • circle (= type of people) • cricket • crispy • 'critter cuisine' (critter = creature) • crunch • dip (n) (= food to dip biscuits etc into) • dip into • glossy • hip (= fashionable) • log onto (a website) • media type (= someone who works in the media) • mixed response (= not completely enthusiastic response) • nibbles • niche market (= small but enthusiastic market) • re-appraise • scoff (= eat) • shove in • shudder • silkworm pupae • squeamish • swarms of (= lots of) • trendy (= fashionable) • wacky (= unusual)

#### Answers

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

### 2 Listening

This listening text is set in a busy restaurant.

a

#### Answers

- i The man has, the woman hasn't.
- ii Yes (the specials are not on the menu).
- iii The specials.
- iv Not completely.
- v Have what they originally decided to have.

#### Tapescript

*Waiter:* Good evening, can I help you?  
*Customer M:* Yes, good evening, Giovanni.  
*Waiter:* Ah! Good evening! Sorry, Mr Evans, I didn't recognise you. How are you?  
*Customer M:* I'm very well. This is my wife.  
*Waiter:* Ah! Pleased to meet you.  
*Customer F:* Hello. A very nice place you've got here.  
*Waiter:* Thank you. Now, have you had a chance to look at the menu?  
*Customer M:* Yes, thank you. I'd like that nice chicken thing, petto di pollo, and my wife would like spaghetti bolognese.  
*Customer F:* That's right.  
*Waiter:* Have you seen our specials for today? They're on that blackboard over there.  
*Customer M:* No, but we know what we want.  
*Waiter:* OK, but let me tell you about the specials. First of all, we have tagliatelle al pesto.  
*Customer F:* That sounds nice. What is it?  
*Waiter:* Well, you know what tagliatelle is?  
*Customer F:* No.  
*Waiter:* It's a kind of pasta; it's long and flat.  
*Customer F:* I see.  
*Waiter:* And it comes with a pesto sauce, in other words a sauce made with basil.  
*Customer M:* What's basil?  
*Waiter:* It's a herb.  
*Customer M:* So it's just pasta with a herb sauce.  
*Waiter:* Yes.  
*Customer M:* Hm.  
*Customer F:* It sounds nice, actually.  
*Waiter:* If you want something a little more substantial, we have vitello alla Milanese.  
*Customer M:* Vitello ... is that veal?  
*Waiter:* Yes. Deep-fried veal with a very nice tomato sauce.  
*Customer M:* That sounds very nice.  
*Customer F:* Yes.  
*Waiter:* So, have you changed your minds?  
*Customer M:* No, I'd still like to have the petto di pollo.  
*Customer F:* And I'll have the spaghetti bolognese.  
*Waiter:* OK.

**b Do it yourself**

Read the general notes about the DIY section in Progress Check 1 on page 44.

**3 Writing**

Students must imagine that they are people who visited their country as tourists, and are now writing to someone from their country. In this case, therefore, it will not be necessary to describe the food in detail, because the recipient will know what it is. It will, however, be advisable to be very complimentary about the visit.

**4 Use of English****Answers**

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

**5 How much do you remember?****Answers**

- 1 June 1948.
- 2 WB Yeats.
- 3 Someone already owned the name bradpitt.com.
- 4 They buy and sell website addresses.
- 5 Fear of the market place.
- 6 Help people overcome their fear of flying.
- 7 Minibus.
- 8 Smetana.
- 9 Meat, fish, cheese and beans.
- 10 Vitamin A.

**Progress test 2 (page 143)**

This Progress test should be used once Units 6–10 have been completed in both the Student's Book and the Workbook.

Give each student a copy of the test. The test should take 30 minutes. The test has been designed so that it can be marked easily to give a total score out of 100%.

**Answers****1 Reading comprehension**

Mark scheme: 1–4 2 points each (8 points)

1 d 2 c 3 a 4 a

5: 1 point for each (7 points)

a T b F c T d F e F f T g F

**2 Writing****Content**

4 points: all points clearly understood

3 points: one area of misunderstanding – otherwise points clearly made

2 points: text understandable as a whole but several places not clear

1 point: some ideas expressed but not clear what student wanted to communicate

0 points: no ideas expressed clearly

**Vocabulary and structure**

4 points: wide range of structures, idioms, linking words, rich and appropriate vocabulary

3 points: good range of structures, etc and good vocabulary for the topic

2 points: average range of structures, etc and of vocabulary

1 point: poor range of structures, etc and of vocabulary

0 points: both structures and vocabulary insufficient for the level

**Accuracy**

2 points: errors minor and very few

1 point: various errors but none that impede comprehension at all

0 points: frequent errors, some of which are major and interfere with communication of content

**Total: 10 points**

**3 Vocabulary**

Mark scheme: ½ point for each answer

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

**4 Meaning**

Mark scheme: ½ mark for each answer

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



## Prospects Advanced

### 5 Use of English: word formation

- 1 illogical 2 malformation 3 unimpressed  
4 disbelief 5 offensive

### 6 Error correction

All of us <sup>receive</sup> recieve junk mail – advertising and publicity material that comes through our letterboxes, even though we have not asked for <sup>it</sup> them – and the vast majority of us <sup>disapprove</sup> dissapprove and throw everything directly into the dustbin without even reading it. We want to be left in peace by double-glazing and credit card sellers and feel that we can find our own cheap holiday on the internet if we want to. Now we face ~~to~~ another problem – junk e-mail! Advertisers have said to themselves: 'Why pester 100 people with postal circulars when the same money buys you 500,000 on <sup>ourselves</sup> e-mail?' So many of us now find us on the receiving

## Progress check 2

end of unwanted messages every time we go online. In From many cases you can reply to the senders and ask them to delete your details and stop the automatic <sup>does</sup> mail-outs. But what happens when that would not work? There They are three solutions. You can use a junk mail filter facility. This allows you to deal automatically with e-mails from certain senders whenever they write to you. For example, you can set this <sup>up</sup> on so that such messages are identified and moved directly from the In Box to the Delete folder. To run this facility, all you need to do is to keep and update as <sup>necessary</sup> neccessary the list of banned senders.

TOTAL SCORE FOR PROGRESS TEST 2:  
50 POINTS = 100%

# UNIT 11

## A Tale of Two Cities

Topic:	Ireland
Structure:	The past perfect
Reading:	Reading for specific information
Writing:	Comparison of two reading texts
Speaking:	Saying what you already know about a topic
Listening:	Listening for information which has changed

### Before you open the book ...

*A Tale of Two Cities* is the title of a novel by Charles Dickens, and the two cities involved are Paris and London. As there is no copyright on titles, I'm sure Mr Dickens won't mind that we are using his title in a unit about two different cities, Dublin and Belfast.

We recommended earlier that students should try to bring to class anything they can find about Ireland. This could be an advertisement for tourism in Ireland, or for the Republic of Ireland's national airline Aer Lingus, which simply means *airline* in Gaelic. The Republic of Ireland is usually advertised as a place where you can have a peaceful holiday.

One of your local newspapers may have photos and information about the other side of the Irish story, the on-going troubles in Northern Ireland, which of course is part of the United Kingdom. You can contrast these images with the peaceful pictures of the countryside in the Republic.

In addition, of course, there are images of Ireland which the class may have seen closer to home. Almost every European city has at least one Irish bar. Students may be reluctant to tell you that they have been there, but if they have, they can describe what they saw and heard – the Irish beer, the decor, the music, etc.

The structure item here is the past perfect, which should be a revision item for students at this level.

### Now open the book ...

The quotation could be read as a massive criticism. Hugh Leonard is himself Irish, and sees the comment as equal praise and criticism.

### 1 First Impression

**a/b** This is an initial discussion to find out what students already know about Ireland.

**c** Students listen and check their answers.

### Answers

- 1 True.
- 2 True.
- 3 True.
- 4 True.
- 5 True.
- 6 Not entirely true. The Irish sports teams represent the whole of Ireland.

### Tapescript

All the facts about Ireland are true, except number 6, which is partly true. The Irish Rugby Union team consists of players from the north and south and represents the whole of Ireland. Northern Ireland and the Republic of Ireland have separate soccer teams. In the Olympics, athletes from Northern Ireland compete as part of the United Kingdom team.

### 2 Reading 1

The first reading text is taken from a novel called *Divorcing Jack*, by Colin Bateman.

### Words and expressions

anywhere worth walking • bargain basement (adj) (= cheap) • biting wind • black-market (adj) • clutch (= hold tightly) • cobbles • dodge (= avoid) • flitter about • garish • gentrified • heartland (= centre of a particular community) • IDs (= identity) • incubator • linger • mutton • nicotine rough (adj) • nip away (= escape) • puff (vb) (= breathe quickly) • rasp (vb) •



rumble • scowling • shake off (= get rid of) •  
stalled (= stopped) • swarm of flies •  
take advantage of • ulster (= overcoat)

*Flitter about* means to fly all over the place; *gentrified* refers to properties, often houses which have been improved to make them acceptable to people who are more well-off, the word is usually used in a pejorative way.

a

**Answers**

- countries of the former Soviet block
- *tay* instead of *tea*; *ye* instead of *you*

- b This is some culture-specific information that students need to know before they read the text.

c

**Answers**

- 1 Chinese.
- 2 Cold and windy.
- 3 This was not an area where there was usually much trouble.
- 4 The pavement was being replaced.
- 5 Unfriendly – the waiter searched him.

d

**Answers**

- 1 *his voice nicotine rough.*
- 2 *he wasn't that easy to shake off.*
- 3 *he gave me the fingers.*
- 4 *a bargain-basement improvement*
- 5 *My stomach rumbled*
- 6 *his hands lingering enough on my body for me to realise that I was being searched.*

- e Discuss with students the image that the piece gives. Did they think that Belfast was a city under constant threat of terrorist attack? Or are they surprised to read about the presence of the soldiers?

f

**Answer**

Dvořák

**3 Speaking**

- a Here are possible different versions of the quotes:

*I believe (Dublin) is the most disagreeable place in Europe, at least to any but those who have been to it from their youth.*

Dublin is horrible, unless you live there.

*Thanks to a stronger economy James Joyce's dirty old town is clean and cool.*

Dublin has been transformed and is no longer as it was described by James Joyce.

Note: James Joyce (1882-1941) was one of the most influential novelists of the 20th century, who influenced the development of the modern novel with his use of complex narrative techniques.

- b The answers to this are in the tapescript in the next activity.

**4 Listening 1**

- a The listening text is a description of Dublin, the capital of the Republic of Ireland.

**Words and expression**

ford (= a place where you can cross a bridge) •  
hurdle (= a small fence athletes jump over) •  
kinsman (= someone from your own family) •  
turbulent (= wild and dangerous)

b

**Answers**

- 1 For more than 2000 years.
- 2 One hundred and fifty ladies plus seven hundred white cows with red ears.
- 3 A bridge of hurdles was built for them.
- 4 The Danish, the English and the Irish.
- 5 Bob Geldof and the Corrs.

**Tapescript**

Dublin is the capital of the Republic of Ireland, or Eire, as it is called in Erse, the Gaelic language of the Irish. The city is situated at the mouth of the River Liffey.

There has been a settlement on the site of the present city for more than 2000 years. Legend states that in the second year of the first

millennium, the year 2AD, the Ulster freedom fighter and hero Cu Chulainn was killed by his enemies who lived in the south of Ireland. Cu Chulainn's cousin, Conall Carnach, was determined to take revenge for the killing. Carnach sent the poet Atharne to Dublin where he demanded a payment of 'one hundred and fifty ladies plus seven hundred white cows with red ears'. A bridge of hurdles was thrown across the River Liffey to allow this herd to cross, and so Dublin later received its Gaelic name 'Baile Áth Cliath' meaning 'the Ford of the Hurdles'.

Dublin's early history was turbulent and violent. The Danish, the English and the Irish fought with each other for control of the region. The English took control of the city of Dublin in 1171, governing it for more than eight hundred years. But the nineteenth and early twentieth centuries saw more violence as the nationalists fought to free Ireland from British control, finally succeeding in 1922.

Dublin is the birthplace of many great artists and writers, who wrote in English. George Bernard Shaw, the author of *Pygmalion*, Jonathan Swift, the author of *Gulliver's Travels*, Oscar Wilde, the poet WB Yeats and the military commander the Duke of Wellington were all born in Dublin. More recently, it was the birthplace of Paul Hewson, better known as Bono, the singer of U2. Bob Geldof, the former singer and organiser of Live Aid, the biggest concert of all time, was born in Dun Laoghaire, which is near Dublin. The most successful Irish band of recent years, the Corrs, live in Dublin but Jim, Andrea, Sharon and Caroline Corr grew up in Dundalk, about 100 kilometres north of Dublin, close to the border with Northern Ireland.

c

### Answers

- 1 The city is situated at the *mouth*, not the source, of the River Liffey.
- 2 Atharne demanded a payment of *one hundred and fifty ladies plus seven hundred white cows with red ears*, not red hair.
- 3 The Gaelic name *Baile Áth Cliath* means *the Ford of the Hurdles*, not bridge.
- 4 Jonathan Swift, not Oscar Wilde, was the author of *Gulliver's Travels*.
- 5 *The Corrs* are the most successful Irish band of recent times, not of all time.

## 5 Reading 2

This reading text is a story about a leprechaun, one of the 'little people' who appear often in Irish folk tales. Note that *leprechaun* is pronounced /leprəkaun/

### Words and expressions

The words and expressions in italics are dealt with in activity 5a.

*a tad* (= a little) • *all was clear* • *belly* • *cascading* • *cast a spell* • *coax* • *distinct aroma* • *enchantress* • *fairy folk* • *glisten* • *leprechaun* • *little people* • *nonetheless* • *peat-stained* • *peer around* • *plunge* (n) • *regain one's senses* • *slightly hooked* • *sparkle* • *sunnier climes* • *totally besotted* • *transfixed* • *twitch* • *unrequited* (love) • *unwittingly* • *venture* (vb) (= go) • *witch*

a

### Answers

- |                                |                         |
|--------------------------------|-------------------------|
| 1 <i>without even a twitch</i> | 2 <i>distinct aroma</i> |
| 3 <i>a tad stunned</i>         | 4 <i>unwittingly</i>    |
| 5 <i>totally besotted</i>      | 6 <i>all was clear</i>  |

b

### Answers

- 1 Because the fish were nearly knocked out by their journey over the waterfall.
- 2 Because he wanted to make sure that the people had gone away.
- 3 The smell of tobacco; he thought no one was around.
- 4 A large boot; the man was wearing it.
- 5 No.
- 6 She probably had magical powers.
- 7 No.
- 8 If the boy fell in love with her, and she left him, he would never be able to get over her.

## 6 Listening 2

This is the second half of the story.

- a It is clear from the first part of the story that the leprechaun feels that something must be done. Tell students that the little people have magic powers, and ask them to predict what he plans to do for the young couple.



b

**Answers**

- 1 *I can't stand idly by* – I have to do something
- 2 *trapped under her spell* – unable to do anything because of her magic
- 3 *in case he was spotted* – in case someone saw him
- 4 *engrossed in each other* – only interested in each other, not what's going on around them
- 5 *oblivious to what had happened* – unaware of what had happened

- c Students listen then explain the whole story in their own words. Warn them that they are going to hear a meaningless spell in the middle of the extract.

**Tapescript**

'This is all very well and good,' thought the concerned little fellow to himself, 'but I can't stand idly by and watch one of the brave young sons of Erin be caught unsuspectingly in this manner. For if the pretty wee cailín returns to her own country and the young man remains here she may forget about him while he, trapped under her spell, may very well die of a broken heart, as he looks a romantic soul'.

The little fellow put a similar spell of his own on the pretty young girl, making her fall in love with the young man. The spell meant that if the young lady did return to her own part of the world, she would continue loving her man and vice-versa. The only way the spells could be broken would be if the couple were separated for more than a year and a day, at which time both spells would be broken simultaneously and the two people would be free to fall in love with whoever they wished.

So the little fellow closed his eyes, bent his head and pressed his two fists together and said the following:

'Fiddle-dum and fiddle-dee,  
What spell's on him I place on thee.'

And the magic set to work. The fairy kept his eyes closed and didn't notice the young couple getting up until he got kicked (accidentally and unintentionally, of course) by a size eleven Doctor Martin boot and went tumbling down into the stream with a splash.

He changed immediately into a fish and swam a little distance off in case he was spotted, but he needn't have bothered as the young couple were so engrossed in each other that they didn't notice the little fellow who had taken such an interest in their future. When he looked at the young couple, oblivious to what had happened, kissing and hugging and laughing aloud, full of happiness and love, he knew that he had done a grand thing.

**Grammar Spotlight**

Read the notes in the introduction about this section.

**7 Writing**

This composition requires students to write a comparison, so they should make sure they use comparative and contrastive language. They are also required to comment on literary features of the texts. If they haven't done this before, then a discussion of the points which are highlighted is essential before they start doing their individual compositions. *Realism* is obviously more important in the first text than the second – why? Both use *humour*, but the humour in the first has a cynical quality, whereas in the second, it has a childlike quality. The weather and other conditions are important in both stories as scene-setters. Finally, students are asked if they can compare the second story to legends in their own language.

# Unit 11 Extra!

## 1 Introduction

- a** The first extract is from *Cats Eyes* by Margaret Atwood, a Canadian writer.

### Words and expressions

awning • caution • enchantment • flourish •  
garbage • girlie show • glitz • grudging •  
implacable • malicious • misery • muggings •  
ostentation • partake of • paving-stone •  
provincial • self-satisfied • toadstools •  
utilitarianism • vindictive

- b** The extract is from *Notes from a Small Island* by Bill Bryson, an American writer who lived in England for many years and is actually more famous in the UK than he is in the USA.

### Words and expressions

central core • endless • gaping (adj) (= large) •  
pedestrian • reflective glass • shadowy streets •  
spaciousness • vast • vista

## 2 Cultural references

There are several references in the first text that show that it refers to North America, and that it is being compared to New York; also Canada is famously a place where, until quite recently, it was impossible to buy alcohol on a Sunday; other cultural markers could be *afternoon beer*, *girlie shows*, *neat flat farms*, *front porch pillars*.

The description of the open square outside the station is very English; the fact that English towns are not famous for their spaciousness; *vast shopping mall*.

## 3 Words and phrases

### Answers

- i mugged
- ii awnings
- iii toadstool
- iv ethnic
- v core
- vi vindictive
- vii partake
- viii implacable
- ix glitz
- x ostentation

## 4 Criticisms

Adjectives and nouns with unpleasant connotations in the first text:

*dull*, *provincial* (= unsophisticated), *self-satisfied* (= not interested in change), *boring*, *misery*, *malicious*, *grudging* (= accepting change with bad grace), *vindictive*, *implacable*. This is a very strongly-worded criticism of the narrator's home town.

On the other hand, Bryson tries not to criticise Milton Keynes, but succeeds in doing so through a combination of humour and pretended ignorance; his implied criticism seems to be that there is no one in the street, it seems like a ghost town.

## 5 A place I have never liked

Students should now try to use as many of Margaret Atwood's adjectives as they can to describe a place they don't like. They can choose a room, a building, a street or a district of their town, or another place that they have been.



# UNIT 12

## On the road

Topic/Vocabulary:	Travel and words connected with travelling
Structure:	Linkers (2)
Reading:	Intensive reading
Writing:	Formal v informal; phrasal verbs or not phrasal verbs
Speaking:	Discussing road movies and journeys
Listening:	Listening to confirm or deny predictions
Others:	Wordbuilder: Mindmaps Writer's Block: Describing places Interactive English: Anecdotes

### Before you open the book ...

The structure item is the second presentation of linkers and co-ordinators. These words and expressions are designed to add sophistication, particularly to written English. You may want to start the lesson by eliciting and/or presenting the new expressions and relating them to the simpler linkers that students already know. They may of course already know the new material, but this method of presentation shows quite clearly how the newer more sophisticated language relates to that which is already known.

The simplest linkers are *and*, *but* and *so*. Start by writing or eliciting a sentence or anecdote which uses one or more of them. You can elicit a whole story, if you like, suggesting a title. Here's a suggested procedure using the title: *The night of the thunderstorm*.

Ask a student for an opening phrase and write it on the board, eg *It was ten o'clock*. You write *and* next to it. Another student adds: *I had to go to the city*. You write *than* down and add *but*. Another student adds: *There was a terrible storm*. You write that down and add *so*. And so on.

When the board is full, you then ask how you can replace at least some of the linkers. If you like, offer the class the list of linkers you can find in activity 4a.

At the beginning of the class, you may want to ask students to bring photos, postcards or information

(tour brochures, etc) relating to their favourite place, ready for the Writer's Block activity.

Note the Californian publisher Moon has developed a site which includes an online version of its print guide *Roadtrip USA*, combining maps and text: [www.roadtripusa.com](http://www.roadtripusa.com).

### Now open the book ...

The quotation is from Robert Louis Stevenson (1850–94), the Scottish author of *Treasure Island* and *Kidnapped*.

### 1 First Impression

**a/b** This is a chance for students to comment on the photograph, get into the spirit of the unit and discuss their travel ambitions and fantasies.

### 2 Vocabulary

Write the suggestions on the blackboard. Here are some ideas from the rest of the alphabet in case the class have a problem with a particular letter:

*departure lounge, emergency exit, ferry, gondola, holiday, island, journey, kayak, liner, motel, night train, overland, passport, queue, railway, station, tourist, underground, visa, wagon, yacht, zone.*

### 3 Reading

The reading text is from Jack Kerouac's *On The Road*. Warn students that some of his language is unusual.

#### Words and expressions

ball (the jack) (vb) (= drive the truck fast) •  
blink one's light (= turn light on and off) •  
brooding • city limits • clear to (= all the way to) •  
crank to a stop (= use brakes to stop) • gamble •  
hoarse • in the twink of nothing (= in a short time) • innumerable • loom (vb) • nutritious •  
pay attention to • prairie • rig (= big truck) •  
roar (n) • soul • strain (n) • whoopeeing • yell

The authors of this book have never seen or heard the expression *ball the jack* anywhere except in this book. Also, Kerouac's expression *in the twink of nothing* is very idiolectic. A more common expression would be

in the wink of an eye. On the other hand, using *clear* to mean *all the way* to is commonly used in modern US English.

- a/b** This is an intensive reading activity and we suggest that students underline any words they have a problem with, but we want to encourage them to keep reading to the end of the text before they go back and find the answers to their queries.

**c**

### Answers

- the way someone speaks:  
*hoarse raspy voice; yelled above the roar*
- the way someone drives:  
*crank to a stop; slammed and kicked at everything; balled that thing; slowed down*
- a general problem faced by people who travel in this way:  
*having to talk to innumerable people; even to entertain them*
- something that's going to happen in the future:  
*I could see Denver looming ahead of me*

- d** Students should decide for themselves what they feel are examples of 'stream of consciousness' writing, but there are some examples which are quite clear. First of all, there is the length of the sentences, and the fact that they are linked with the simplest linkers (*and, but, so*); then there is the way the writer makes his feelings clear in simple unmistakable language (*with my soul whoopeeing*).

- e** Students in the 21st century may be completely unmoved by Kerouac's expressive prose. But now they have to say why. Is it because they see images like this on, eg MTV videos?

## 4 Work it Out ➤ Grammar Spotlight

Read the notes in the introduction about this section.

**b**

### Answers

Students should recognise that Kerouac avoids using expressions such as *moreover*, which have a formal style about them. Stream of

consciousness writing usually results in the use of short, sharp expressions, similar to excitable spoken English.

## 5 Listening

- a** The listening text is a conversation between a young man who has recently returned from a visit to the US and the editor of a travel magazine. Of course, students don't know this when they are speculating about the incident in the illustration. It appears as if there has been a car accident outside the diner. A *diner* is a kind of place to eat, particularly in the US, on the road, so you can speculate that it happened there. It is hard to say from the illustration who is responsible.

**b**

### Answers

- 1 No.
- 2 No.
- 3 When she heard about the collision.
- 4 Highway diner.
- 5 If he wrote a thousand words, she would look at what he had written.

### Tapescript

Editor: So, how can I help you?

Writer: Well, me and my friends have just got back from a visit to the US.

Editor: Yes?

Writer: And I thought you might be interested in an article about it.

Editor: Have you done any writing before?

Writer: Well, I used to work for a student newspaper.

Editor: Hm! What did you do while you were in the US?

Writer: Well, we rented a car in New York and drove back and forth across the States, from east to west and back again. We stopped off in Montana on the way out and New Mexico on the way back.

Editor: I see. And what do you want to write about?

Writer: Well, we bumped into some really interesting people along the way.

Editor: Yes ...



**Writer:** I managed to interview a couple of rock stars.  
**Editor:** Really?  
**Writer:** Yes. Jed and Chris from *Crowbar*.  
**Editor:** I'm afraid I've never heard of them.  
**Writer:** Their last album sold more than 5 million copies.  
**Editor:** Really? And where did you meet these people?  
**Writer:** At a highway diner.  
**Editor:** What's a highway diner?  
**Writer:** A highway diner ... is a highway diner! It's a place where people eat out on the open road. This one was out in the middle of nowhere.  
**Editor:** And were the band eating at this highway diner?  
**Writer:** No. Their car collided with ours.  
**Editor:** Really! Were you injured?  
**Writer:** No. We weren't in the car at the time. It was parked outside the diner.  
**Editor:** I see.  
**Writer:** We were having some lunch and we heard this almighty crash outside. The guys in the band were really good about it. They could have run away but they came straight into the diner and owned up. They said it was their fault and they were really sorry. They even bought our lunch for us. Then I asked them if they would do an interview and they said OK. I've got a photograph of them as well.  
**Editor:** OK. Well, send me a thousand words and I'll have a look at it. Oh, and send me the photo, as well.  
**Writer:** OK. Will do.

written in much too informal a style. A well-known travel writer could get away with such informality, but it would not be accepted from an unknown writer like this one.

### Words and expressions

a spot of (= a little) • crash out (= sleep) • feel under the weather (= feel ill) • knock-down prices (= cheap) • put up (= offer accommodation to) • roll up (= arrive) • set off (for) • settle down • the business (= great) • turn in (= go to bed)

- a** The definitions are all possible meanings of the verb, but only some of them are the meanings that are intended in the text.

### Answers

*set off:* No. It means *start a journey*.  
*put up:* No. It means *give someone accommodation*.  
*roll up:* Yes.  
*turn in:* Yes.  
*crash out:* Yes.  
*settle down:* No. It means *to decide to live somewhere permanently*.

- b** Here are some ideas to help with the discussion.
- How would you describe the style of the piece?  
*Extremely informal and amateur.*
  - Which words and expressions are very informal?  
*All the phrasal verb expressions.*
  - Do you think the piece is interesting enough to be published in a travel magazine?  
*Absolutely not; it's more like a diary entry than a magazine article.*
  - Is this story more or less interesting than the story he told the editor on the phone? Give reasons for your answer.  
*This piece is not as interesting, because it doesn't refer to the incident with the rock band, which is why the editor was interested.*

- c** Students now re-write the article according to the editor's wishes. Encourage the class to use some of the linking language from activity 4. Also, if you like, ask them to include details of the incident at the diner which the young man originally told the editor about.

c

### Answers

- 1 Yes.
- 2 No. He used to write for a university newspaper.
- 3 No. They met the 'really interesting people' by chance.
- 4 Yes.
- 5 Yes.

## 6 Writing

The task starts with an extract from the piece that the young man wrote for the travel magazine. In its present form it is not acceptable, and it is easy to see why. It is

## 7 Discussion

- a/b** Note that the rubric refers to *books, films, songs or poems*. Encourage the class to think of examples of all four.

## 8 Wordbuilder

You probably use mindmaps in your teaching already and students will be familiar with them. The idea is to put a circled headword in the centre of the board, and write words in a circle round it, like satellites. Words that are likely to generate more words should also go into circles, and then new words become satellites of them.

- a** The first example is TRAVEL, and students should re-cycle the words they came up with in activity 2. This time, they will be classified by type rather than alphabetically.
- b** After seeing how to do the same thing with a root verb, students should choose another common root verb and do something similar. Either in groups or as a whole class brainstorming activity. Encourage students to draw definitions on the board.

## 9 Writer's Block: Describing Places

- a/b/c** Students should read the instructions about how to make their descriptive writing richer and then describe an interesting place they have visited. You may want to encourage them to bring information about the place, particularly if it is somewhere they went on holiday. This activity could be a project, with a poster presentation of the best descriptions on the wall at the end.

## 10 Interactive English

The idea of this activity is simply to encourage students to speak freely and at length, and the best way to do this informally is with an anecdote about something that happened to you, in this case on a journey. Every journey has an incident of some kind, even if it is just the sight of someone pouring a drink all over themselves on a bumpy bus ride.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

# Unit 12 Extra!

## 1 Introduction

The text is from *Transylvania and Beyond* by Dervla Murphy. It is one of the densest reading texts in the book. It describes her visit to the beautiful monasteries in Romanian Moldova. A lot of the new vocabulary describes the methods and materials used in the painting of the frescos on the monasteries. Students will have to have access to a good English-English dictionary to complete the tasks.

### Words and expressions

application (= putting on) • black jokes • chant • charcoal • cow's bile • dispute • eerie • egg yolk • esoteric • exuberant • fortifications • fresco • gold dust • illiterate • indigo plants • lapis lazuli • lime • liturgy • madder (= plant and dye produced from it) • mass medium • ochre • peak • peasants • plaster base • post-date (= occur later) • ridge • safety-valves • sand • semicircle • sheet ice • soot • spruce-clad • steeply pitched roof • subsequent • surmise • time barrier • traces (n) (= remains) • unripe • wheat ears • weather-resistant

## 2 Colours

**a**

### Answers

- i madder, ochre, wheat, gold dust, sand, egg yolk
- ii charcoal, soot,
- iii Indigo plants, lapis lazuli

**b**

### Answer

madder

**c**

### Answers

still-glowing; weather-resistant



**3** Adjectives and adverbs**Answers**

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

**4** Letter writing

It will help the class if they think of a real church that they can describe, even if it isn't in a place that is likely to be flooded.

# Freedom

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

Students read the soundbites and guess what kind of person made the comments. Then they listen, as each person introduces themselves at the end of their comment.

### Tapescript

#### How free do you feel?

One place where I don't feel free is in my own car. I'm not allowed to decide what's a safe speed but just have to obey a lot of arbitrary rules and totally unrealistic speed limits. **My name is Harry Spencer and I'm 67 years old.**

Life for a kid at school is full of things you can't do and lots of them are pretty silly. We can't wear jewellery at school unless it has a religious meaning. How can wearing a necklace possibly make any difference to how hard you work? **My name is Martha Green and I'm a student.**

I think we're very free in Britain and we shouldn't complain. After all, we're one of the few countries in the world where you don't have to carry identity cards all the time. You can just walk the streets without having to prove who you are. **My name is Helen Wood, and I'm a police officer.**

I felt really annoyed recently in the video shop. They wouldn't let me take out *American Beauty* because it's got an 18 certificate and I couldn't prove I was 18. In fact I'm not, but if my dad thinks it's OK if I watch it, who's got the right to say I can't? **My name is Jason and I'm not 18 yet!**

I think you should be free to do what you want as long as it doesn't endanger others. So getting drunk isn't illegal, but driving when you're drunk is because you could kill someone. **My name is Alan Wild, I'm 30 and I'm the manager of a wine bar in Central London.**

The problem with freedom is to decide where mine ends and yours begins. If I'm free to play my music

at full volume, what happens to your freedom to get some sleep? **My name is Anna, and I'm a classical musician.**

The discussion should both describe the freedoms mentioned in the soundbites and decide if they are important. They can be described using the expression *the freedom to*, eg the freedom to drive fast/wear what you want/go where you want without an ID card/watch what you want/do what you want.

## Answers

The word *freedom* means something different in each sentence.

- 1 The freedom of the city is an honour, although without much real freedom.
- 2 A freedom fighter is a guerrilla, for some people a terrorist.
- 3 This refers to physical restrictions due to an illness or accident.

There are several meanings of *free*, some of them in collocation with specific other words: costing no money; vacant (*Is this seat free?*); out of prison; independent (of a former colonial power); without regulation (*free market*); improvised (jazz); not exact or literal (a *free translation*); liberal/lavish (*free with his advice*).

Students can now write an anonymous piece about how free they feel.

## Discussion and Debate

The information here boils down to one simple fact: some countries require their citizens to have ID cards and others don't; within the countries that do, there are people who are for and against the system; this is also true in the countries that don't. The conduct of this debate will depend a little on whether you have ID cards in your country.

## Writing

Once again, we provide plenty of food for thought before the task, which is to write a short article entitled *Human Obligations*. Remind students to check the linking language that they practised in Unit 12.



# Love at first sight

Topic:	Relationships
Structure:	Time expressions
Reading:	True/false; expressing ideas in your own words
Writing:	News report
Speaking:	Role-play: phone conversation
Listening:	Listening for specific information and listening for stress
Pronunciation:	Intonation: stress changes in sentences
Other:	Speaking v Writing: formal and informal – accepting and refusing invitations

## Before you open the book ...

The main reading text in this unit is the extraordinary true story of a couple who married each other on the day they met, after being introduced to each other by a radio station. The story has an unhappy ending, as the couple split up after about a month of marriage.

It is possible that you feel that some students in the class may be upset by this material, possibly because their parents have recently separated. You may want to consider giving this unit a miss. On the other hand, the reading text is a very emotional piece. In demonstrations using this piece, students have been riveted to it, wanting to find out more and working on the activities with great interest.

The structure item is another one which is not conceptually difficult, but is designed to add sophistication to students' speaking and writing.

## Now open the book ...

The quotation is from a famous song by the Beatles. We don't talk about a love at first sight. The songwriters put in the extra word to help the scansion of the song, but it isn't good English!

## 1 First Impression

**a/b** This is a brainstorming vocabulary activity to get students involved in the subject. They may

notice and use the words in activity 2, but don't criticise them for this.

## 2 Vocabulary

**a**

### Answers

These answers appear on page 120 of the Student's Book.

*The best man* is a friend of the groom, the man who is getting married and he usually carries the *rings* that the couple wear. The verb *ring* has nothing specifically to do with weddings. A *bouquet* is a floral arrangement carried by the *bride*, the woman who is getting married, who of course wears a *wedding dress*. A *bridle* is something you put on a horse's head if you want to ride it (nothing to do with weddings). *Bridesmaids* are women or girls who attend the bride. Before marrying some people get *engaged*, at which point they become *fiancé* (man) or *fiancée* (woman). To *groom* is another word associated with horses and means to brush a horse or generally make sure it is in good condition. A *honeymoon* is a holiday taken by the bride and groom after the wedding. The *reception* is the party after the wedding. A *witness* is someone who attends the signing of the wedding certificate.

**b**

### Answers

An *engagement* can also be, for example, a job that a singer has, eg *He has an engagement at a club on Friday night*. This is old-fashioned. A more modern word would be *gig*.

Hotels have a *reception area*, where you check in. The verb *ring* is used for bells and telephone conversations. You also have witnesses in court cases.

**c**

If there are wedding customs which involve different vocabulary, this is the time to elicit the ideas and find words to describe them.

### 3 Reading 1

The reading text is the newspaper report about the couple who married on the day that they met.

#### Words and expressions

astrologer • blind date • by any standards • commitment • desperate • exchange marriage vows • fleeting glimpse • grilling (n) (= questioning) • honeymoon • just as well • kiss • lie detector • live (adj) (= not recorded) • match (n) (= relationship) • on the air (= on the radio) • on the same wavelength • passionate • pop the question (= propose marriage) • promotion • romantic • the pick of (= the best of) • tie the knot (= get married)

- a** Does the expression *blind date* translate more or less the same in your language? It means, of course, going out with someone you have never met before, usually with friends who know both people. *Ultimate* in this context means *the most extraordinary*.
- b** A prediction activity is difficult with a reading text, and students may be tempted to read on to answer the question. Again, in our opinion, this shows initiative and should not be criticised. *The blind date to end them all* means the same as *The ultimate blind date*.

**c**

#### Answers

- 1 line 6: the most amazing blind date of all time
- 2 line 8: they understand and get on with each other
- 3 line 13: the best of 300 listeners
- 4 line 16: proposed marriage immediately
- 5 line 21: an interrogation from a panel of Glenn's best friends
- 6 line 23: they got married
- 7 line 31: he has a nice warm generous character

**d**

#### Answers

- 1 False. 2 True. 3 False. 4 True. 5 False.

### 4 Discussion

You may want to avoid this discussion and vote if you feel it will upset someone in the class.

#### Grammar Spotlight

Read the notes in the introduction about this section.

### 5 Writing

The writing activity is designed to activate the time expressions which are featured in the reading text and the Grammar Spotlight. Remind students that this is a news item, and tell them that they are writing for a similar newspaper to the one that the original article appeared in. Remind them too that they can use dramatic little sub-headings to break up the text. This is a good homework activity.

### 6 Speaking v Writing

#### Answers

The invitations match as follows:

The wedding invitation matches with the postcard – the reply is very informal, too informal considering the formality of the invitation.

The opening of the Asylum club invitation matches with the letter from Marshall and Carr. The reply is much too formal.

Maria's party invitation is informal; the reply is type-written, which suggests formality, but is written informally.

### 7 Listening

This is a long listening extract, but the exchanges are short and the task is manageable.

**a**

#### Answers

- are the people her close friends? Not all of them.
- were they expecting the marriage to take place? Not all of them.
- how, if at all, do they congratulate her? Everyone except Peter congratulates her warmly.



- do they accept or turn down the invitation?  
Everyone except Peter wants to go; Simon Johnson and his wife aren't sure if they're free.

**Tapescript**

*Cath:* 2301034.  
*Amy:* Cath?  
*Cath:* Yes?  
*Amy:* Amy.  
*Cath:* Hi!  
*Amy:* Listen, I've got some news. I'm getting married.  
*Cath:* Finally! Congratulations!  
*Amy:* Can you come to the wedding?  
*Cath:* I hope so. When is it?  
*Amy:* The 11th of July.  
*Cath:* Oh, no!  
*Amy:* What's the matter?  
*Cath:* I'm going on holiday on the 2nd!  
*Amy:* Oh, no!  
*Cath:* Don't worry, I'll try and change my flight. In fact, I'll come even if I can't change my flight.  
*Amy:* Are you sure?  
*Cath:* Of course! I wouldn't miss your wedding for the world!  
*Amy:* Thanks, Cath.  
*Cath:* No problem. And congratulations. I think it's great!

*Peter:* Peter Simpson.  
*Amy:* Hi, Peter, it's Amy.  
*Peter:* Amy!  
*Amy:* How are you?  
*Peter:* Fine! What a wonderful surprise!  
*Amy:* I've got some news – I'm getting married.  
*Peter:* What ... ?  
*Amy:* I'm getting married.  
*Peter:* Who to?  
*Amy:* Dan. My boyfriend. Oh, come on, Peter, you know who Dan is. We've been going out for three years.  
*Peter:* Right.  
*Amy:* I want you to come to the wedding. Can you come?  
*Peter:* I don't know. When is it?  
*Amy:* The 11th of July.  
*Peter:* No, I can't.  
*Amy:* Are you sure?  
*Peter:* Positive. I'll be away on the 11th.  
*Amy:* Where?  
*Peter:* Er ... I'll be in Cambridge.

*Amy:* We're getting married in Cambridge.  
*Peter:* Are you? Oh ...  
*Amy:* Peter, please come.  
*Peter:* OK. I'll think about it.

*Simon:* Hello, 7450939?  
*Amy:* Is that Simon Johnson?  
*Simon:* Yes.  
*Amy:* Hello, Mr Johnson, this is Amy Benson.  
*Simon:* Amy ... ?  
*Amy:* Benson. I'm Edward Benson's daughter.  
*Simon:* Oh, Amy! How are you?  
*Amy:* I'm fine. I'm sorry to trouble you, Mr Johnson ...  
*Simon:* Simon, call me Simon.  
*Amy:* Er ... Simon, but I was wondering if you received an invitation to my wedding.  
*Simon:* You're getting married? Congratulations!  
*Amy:* Thank you. Well, I was wondering if you received the invitation.  
*Simon:* Invitation? Well, I don't know. I'll just ask my wife. Elizabeth?  
*Elizabeth:* Yes.  
*Simon:* Did we get an invitation to Amy Benson's wedding?  
*Elizabeth:* Amy's getting married?  
*Simon:* Yes. Did we get an invitation to the wedding?  
*Elizabeth:* No. I would have replied if we had.  
*Simon:* Hello, Amy?  
*Amy:* Yes?  
*Simon:* I don't think we received it.  
*Amy:* Oh dear. It must have got lost in the post. I'll send you another one.  
*Simon:* When's the wedding?  
*Amy:* Saturday week.  
*Simon:* Oh, goodness!  
*Amy:* Can you come?  
*Simon:* I most certainly hope so.

*Sally:* Hello?  
*Amy:* Sally?  
*Sally:* Yes?  
*Amy:* It's Amy.  
*Sally:* Amy! Congratulations!  
*Amy:* What?  
*Sally:* You're getting married!  
*Amy:* How did you know?  
*Sally:* Dan called me. I'm delighted.  
*Amy:* Can you come to the wedding?  
*Sally:* Yes, of course I can. It's on the 11th August, isn't it?  
*Amy:* July.  
*Sally:* July! Dan said August!

Amy: Typical. Can you come?

Sally: Of course I can.

Amy: Are you sure?

Sally: Don't worry, I'll be there even if I have to charter a private plane. Wild horses wouldn't keep me away.

Amy: That's great.

b

### Answers

The word with the main stress is underlined. These sentences are repeated on the cassette.

- 1 I'll try and change my flight.
- 2 In fact, I'll come even if I can't change my flight.
- 3 I wouldn't miss your wedding for the world!
- 4 Come on, Peter, you know who Dan is.
- 5 We're getting married in Cambridge.
- 6 I would have replied if we had.
- 7 I'll be there even if I have to charter a private plane.
- 8 Wild horses wouldn't keep me away.

- c This activity highlights the kind of metaphorical expressions people use to express enthusiasm. It can be amusing to translate the expressions used in your language into English. If you can think of some good ones, please e-mail them to us at the Prospects website. In another context, we were delighted to learn that the English expression *Kill two birds with one stone* (take advantage of a situation to do two things at the same time) translates into Hungarian as *Hit two flies with one blow*. If we share these expressions, we can enrich all our languages.

## 8 Speaking

Students are going to improvise a phone conversation. The phone conversations in the listening text provide raw material for the formal and informal exchanges that you want students to practise. You may want to play the cassette again so that students can make a note of the kind of transactional language that they would like to use.

## 9 Intonation

This activity can be quite challenging. Although the repetitive exchanges are very unrealistic, they offer a good opportunity to hear and recognise the importance of stress in conveying meaning.

- a First of all, students practise the marker sentence and then listen to the tape.

### Answers

The main stressed words are *president*, *plane* and *Budapest*.

#### Tapescript

I saw the Italian president when I was getting off a plane in Budapest.

- b We recommend that you try this activity as a class activity first, with you reading out the stimulus sentences, then individuals or the whole class replying to them. Then they should try it in pairs and finally they can listen to it.

#### Tapescript

- A: You met the Italian president?  
 B: No, I saw the Italian president.  
 C: You saw the American president?  
 B: No, I saw the Italian president!  
 D: You saw the Italian resident?  
 B: No! I saw the Italian president!  
 E: When you were getting off a train?  
 B: No! When I was getting off a plane!  
 F: When you were getting on a plane?  
 B: No, when I was getting off a plane!  
 G: When you were getting off a plane in Bucharest?  
 B: No! When I was getting off a plane in Budapest!  
 All: Oh!

## 10 Debate

Although we recommend this is done as a debate, you can have an informal discussion as well. If you think the subject matter will upset certain members of the class, then you should skip it.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.



# Unit 13 Extra!

## 1 Introduction

- a The first text is an extract from *Northern Lights* by Philip Pullman.

There are some very unusual words and expressions in this text.

### Words and expressions

bear (vb) (= have) children • forsake (= give up) • felled/slain (= killed) • heroine • immortal • pride • racked with pain • rescue • tundra • witch

In addition to the above words, which are all 'normal' English, there are a number of expressions coined by the author. The following words are highlighted in the first task.

*the star-tingle* seems to be a special feeling or ability that witches have

*the music of the Aurora*; *aurora* is a word which refers to sunrise; maybe witches hear a special music at that time

*a gypatian boat-wife*: this expression is completely new to us. It seems to suggest a normal person whose life is ordinary.

- b The second text is a poem called *Valentine* by Carol Ann Duffy.

### Words and expressions

cling • cute • faithful • fierce • grief • kissogram • lethal • loop • platinum • possessive • reflection • satin • scent • shrink • truthful • wobble

### Information box

A *kissogram* is someone who is employed to go to a party and give a kiss to the person whose party it is.

## 2 Drawing inferences and reading between the lines

### Answers

(Alternative interpretations are possible.)

- a A witch's life seems to be very painful, and men seem to be no help to them at all.
- b Who do you think Yambe-Akka could be?
- c Farder seems to be a corruption of Father, so Farder Coram could be a priest. He rescued the witch when he was younger.
- d The tundra is a vast treeless zone lying between the ice cap and the timber line of North America and Eurasia; we presume this is what the author is referring to. For the other items in this section, see the notes under Words and expressions (above).

## 3 Continuing the conversation

This is one of the most challenging creative writing tasks in the book, but we felt that students may be interested enough in the unusual passage about the witch to want to continue the narrative. If you wish, suggest that students merely write the continuation of the conversation between Lyra and Serafina about the child which she has suddenly mentioned.

## 4 Adjectives

This activity focuses on the graphic adjectives used in the Carol Ann Duffy poem.

### Answers

- i *cute* ii *wobbling* iii *lethal* iv *fierce*

The other two are materials, which are nouns as well as adjectives; *satin* is a silk-like material; *platinum* is a metal; when used adjectivally, it means grey (although there is also the expression *platinum blond*, which describes white blond hair, usually dyed).

# UNIT 14

## Making movies

Topic/Vocabulary:	Films and film-making
Structure:	Inversions in conditional sentences
Reading:	Finding a place for extra information
Writing:	Synthesising information from different sources
Speaking:	Talking about film styles
Listening:	Listening for specific information
Pronunciation:	Word stress: words with changing stress
Others:	Writer's Block: reporting what people said On Air: obituary programme

### Before you open the book ...

The structure item concerns non-question inversions, specifically the ones used in conditional sentences. The topic is film-making, rather than films in general, although the opening activity gives students a chance to talk about the importance of films in their lives.

### Now open the book ...

The quotation is from Woody Allen, the New York film maker and jazz musician. It works because of the paradox of 'enjoyment' and the terrible pain that would be inflicted by a threshing machine. Ask students to think of a new ending to the quotation, using a different but equally unpleasant image.

#### 1 First Impression

This is a general discussion about films and going to the cinema. You can take this opportunity to find out how many of the class are film fans and what most of them have recently seen. If it becomes clear that not many of the class are film fans, one or two of the following activities may be difficult.

#### 2 Speaking

Although this is mainly a speaking activity, there is a lot of new vocabulary, which is highlighted here and dealt with in activity a.

#### Words and expressions

assign • battle • bullet • captive • control tower • deadly gas • defuse a bomb • deliberately • ferocious • fuse • gun down • heavily outnumbered • in a threatening manner • knock out • laser • man-eating shark • martial arts • megalomaniac • predecessor • pulley system • retirement • survive • suspended from duty • sweetheart • talk someone down (= help someone land a plane) • wince • wound (n)

a

#### Answers

1 b 2 a 3 b 4 a 5 a

- b Film fans will recognise the stereotype plot lines from films such as Martial Arts films, war films, Hollywood cop films, and *James Bond* films.

#### 3 Work it Out ➤ Grammar Spotlight

Read the notes in the introduction about these sections.

#### Answers

The other way of saying these things involves the use of an *if* clause.

*If you decide to defuse a bomb, ...*

*If we won the lottery, ...*

*If we had known about the delay, ...*

#### 4 Reading 1

The reading text is a newspaper article about the making of the film *Titanic*.

#### Words and expressions

anticipate • aristocratic • backgrounds • equipped with • footage • haunting images • iceberg • kill off • maiden voyage • object (vb) • oceanographer • unsinkable

- a The *Titanic* was the supposedly unsinkable ship which sank on its maiden voyage in 1912 after hitting an iceberg. There have been several film



versions of the Titanic story, but the 1990s version directed by James Cameron, who also directed the Arnold Schwarzenegger blockbuster *True Lies*, was the most expensive film of all time, and may be the most successful film of the 20th century in box office receipts (it isn't always easy to make comparisons across the generations about these things).

b

**Answers**

The phrases appear in the text in the following order:

- 6 the biggest ship ever built
- 1 made by oceanographer Robert Ballard
- 4 an aristocratic young Englishwoman and a poor talented artist
- 5 starring Arnold Schwarzenegger and Jamie Lee Curtis
- 3 a Russian scientific vessel equipped with underwater vehicles
- 2 an increase of 50% more than his original estimate

c

**Answers**

The stressed syllables are underlined and the part of speech has been given. All except number five change stress depending on whether they are used as a verb or a noun. In the case of present and object, the meaning changes, too.

- 1 contract (n)
- 2 proceed (vb)
- 3 project (n)
- 4 present (vb)
- 5 estimate (vb) (The pronunciation at the end of this word is different when it's a noun but the main stress remains on the first syllable.)
- 6 combine (vb)
- 7 increase (vb)
- 8 object (vb)

d

**Answers**

- 1 False. He said it wouldn't cost more.
- 2 False. The studio was impressed by the underwater images.
- 3 False. Cameron informed them that costs would increase.
- 4 False. The studio chief told him to control costs.

**5 Listening**

The listening text is taken from a radio programme made by the same journalist who wrote the original article.

a

**Answers**

The journalist refers to the following: a description of the set, the working conditions of the actors and extras, the studio reaction to the increasing costs and first reactions to the film itself.

**Tapescript**

Most of the filming of *Titanic* took place in Baja, Mexico, where a 90% scale model of the Titanic was placed in a water tank containing 17 million gallons of water. The model weighed 1.2 million tons and the set alone cost 40 million dollars to build. In November 1996, the whole crew left Mexico for Southampton, England, for *nine days* just to film the departure scenes. By this time, executives from 20th Century Fox were beginning to get extremely nervous. They told Cameron that the cost of the film was becoming astronomical. Newspapers in the USA began to print stories about accidents during filming. The American actors' union sent representatives to investigate claims of dangerous working conditions.

At Christmas, Cameron had a crisis meeting with studio executives. In an astonishing letter to the Los Angeles Times newspaper, Cameron said that he would not take any money for directing the film, and would have no percentage of any profit that the film made.

In early 1997, more horror stories emerged of actors and stunt people working in dangerous



and unpleasant conditions. Three hundred people, including some older extras, were left in the water for hours while the crew prepared a shot of the victims of the accident. However, things began to get better. Before the filming was complete, a trailer was shown at a convention for cinema owners. Most of them said they were delighted with the film and predicted that it would be a massive success.

Filming was completed on 22nd March 1997, by which time the cost had risen to \$200 million – officially the most expensive film ever made. Its premiere was at the Tokyo Film Festival in November and the film received superb reviews. In the USA, *Titanic* made 100 million dollars in the first 12 days. Not surprisingly, Cameron said that he regretted his decision to take no part of the profits. In March 1998, *Titanic* won 11 Oscars.

Most people know what *scuba diving* is; do your students know that *scuba* is an acronym for *self-contained underwater breathing apparatus*?

a

**Answers**

*bounce* – to rebound from after impact (balls bounce)  
*daredevil* – recklessly bold person  
*drew the short straw* – got the horrible job (the origin is explained in activity 6c)  
*(hairline) fracture* – a break in a bone (not too serious)  
*slide* – to fall down an inclined slope  
*tumbler* – in this context means an acrobat  
*urbane* – sophisticated  
*whizz past* – go past very quickly

b

**Answers**

*astronomical* (= very high) – the cost of the film; *nervous* – the reaction of the studio bosses to the rising costs; *astonishing* – Cameron's letter announcing his decision to forego a fee for directing the film; *dangerous* – the working conditions, especially for the stunt actors; *unpleasant* – the working conditions; *delighted* – the reaction of cinema owners; *expensive* – the making of the film; *superb* – the reviews of the film

b

**Answers**

Terrible things that happened during the making of the film: there are terrible things which are depicted (people falling from the sinking boat), but the things that happened to the stunt people were not too terrible: someone is hit by 300 tonnes of water; someone got a broken leg and someone broke two ribs. Not too terrible!

c

**Answers**

- 1 The author was surprised.
- 2 An action that gives the impression of being very dangerous.
- 3 *Whizz past*. Fast cars and jets whizz past.
- 4 The custom of putting a series of straws in a book when someone has to be chosen to do a dangerous or difficult task. One of the straws is shorter than the others, and that person must do it.
- 5 He doesn't want people who are careless and only care about the excitement.

**6 Reading 2**

The reading text is an article about Simon Crane, the stunt director on *Titanic*. There are a lot of new words and expressions, which may need pre-teaching.

**Words and expressions**

acrobats • agility • bend in half • bounce off • budget • choreography • co-ordination • daredevil • draw the short straw • Equity card (= actors' union membership card) • fracture (vb)/hairline fracture (n) • in some shape or form (= somehow) • scale (n) (= extent) • scuba diving • (film) shoot (n) • slide • stunt/stunt co-ordinator • training • tricky (= complicated) • tumbler • urbane (= sophisticated) • whizz past (= go past very fast)

7

**Writer's Block**

a

The point of this activity is to direct students towards more sophisticated ways of using



reported speech. This is to help them to make their composition work more varied. First they look at the reading text, where they will find the following; questions asked in direct speech; answers given in quotation marks; *says* in the present tense; *asked* followed by the original question.

In addition, students should think about using other words to replace *ask*, *say* and *tell* in reported speech – *demand*, *wonder*, *insist*, *declare*, *deny*, *announce*, *explain*, *reply*, *suggest*, *make clear*, etc.

b

### Answers

The following is a possible rewrite.

I asked the Finance Minister – would she tell the nation if she was planning any rises in the level of income tax? In her reply, she announced that we have to wait until next week to hear her final plans. I explained that our readers wanted to know immediately. She made it clear that she understood the readers' concerns, and she would do everything in her power to get the information ready by the following day. 'It's important to make sure that the information was available in a clear and concise way', she said. Would she consider speaking in a clear and concise way herself? I asked. She demanded that I leave her office.

- c Students now collate all the information they have learned about the film *Titanic*, including if they wish material about the stars, Leonardo di Caprio and Kate Winslett, who are not mentioned at all here.

## 8 Speaking

- a/b Students share information about films they have seen with people who haven't seen them. Note that they are encouraged to include any bits of gossip or other celebrity news that they would like to add.

## 9 On Air

The extract is from an arts programme, and deals with news about the death of an old comedian and comic actor.

### Answers

- 1 A comedian who appeared on TV and in films.
- 2 Sexist material; jokes about mothers-in-law.
- 3 It's offensive to women.
- 4 Molloy's mother-in-law enjoyed the jokes.
- 5 Miles Jordan.

### Tapescript

**Presenter:** The world of popular entertainment is mourning the loss of one of its greatest comic film actors, Sidney Molloy. Molloy, who died last week at the age of 89, was one of the last of the old school of stand-up entertainers who learned their trade in the days before film and television. Unlike some of his contemporaries, Molloy was still in demand on television and had just finished filming another series for BBC television with the talented young comedian Harry Barnett. In the studio with me tonight I have Miles Jordan, the TV critic of the *Sunday Correspondent* and Sylvia Stevens, the author of *Women In Comedy*, a book which examines both the active and passive roles of women in comedy films and television shows. Sylvia Stevens, if I can come to you first ... Sid Molloy, great comedian, but possibly not the world's greatest feminist.

**Sylvia Stevens:** Well, he most certainly wasn't a feminist. Most women found his material absolutely repugnant. And I don't think he was a great comedian, either. His jokes were almost always at the expense of women, and his images of women were absolutely dreadful.

**Presenter:** You're thinking of his mother-in-law jokes, presumably.

**Sylvia Stevens:** Mother-in-law jokes are only the start. His depiction of older women as angry, ugly and humourless may have been acceptable to an audience in the 1950s, but it certainly

- wasn't suitable to a generation of women at the beginning of the twenty-first century ...
- Presenter:** Apparently his own mother-in-law thought he was very funny.
- Sylvia Stevens:** I don't really see what that has to do with it, frankly. It wouldn't have made any difference to my opinion if his mother-in-law had hated his material.
- Presenter:** Miles Jordan, were you a fan of Sid Molloy's?
- Miles Jordan:** Well, what can I say? I thought he was very funny. I appreciate Sylvia's comments, but at the end of the day, you have to judge a comedian by his effect on an audience. I think that his work with young comedians like Harry Barnett was OK, but I also had the privilege of seeing Sid work live on stage and he was a revelation.
- Presenter:** In what way?
- Miles Jordan:** Well, of course he was able to say things that he wouldn't have been able to say if he'd been on TV, so the material was a bit rich, but I was impressed by how he handled the audience. He must have been ... let me see, in his late 70s when I saw him, but his energy was unbelievable.
- Sylvia Stevens:** I think we should make a distinction between his ability as a comedian and the kind of things he said.
- Miles Jordan:** True.
- Presenter:** Well, that's all we have time for. So my thanks to Sylvia Stevens and Miles Jordan, and a reminder that you can see Sid Molloy in *The Harry Barnett Show* on Channel 9 tonight.

# Unit 14 Extra!

## 1 Introduction

The reading texts contain biographical details about Central European film makers who were successful in Hollywood and elsewhere.

### Words and expressions

chaotic • commercial success • conform to • critical success • echelon • evoke • feel (n) (= atmosphere) • flamboyant • flashback • generation gap • ironically • make one's name (= become famous) • meticulous • naturalistic • obsessive • promising (adj) • ruthless • semi-professional/non-professional • set (=where a film is made) • touch of class • understated

## 2 Titles

**a** Students read the extracts and think of a sub-heading that will encourage others to read the material.

**b**

### Answers

Born Craiova, Romania, 26 Feb 1900. Died 1984 – Jean Negulescu.

Born near Turkeve, Hungary 16 September 1893. Died 1956 – Alexander Korda.

Born Sucha, which is now in Poland, 22 June 1906 – Billy Wilder.

Born Budapest 24 December 1888. Died 1962 – Michael Curtiz.

Born Čáslav, Czechoslovakia 18 February 1932 – Milos Foreman.

## 3 Endings

Students should be able to match the information from the construction of the sentences. They don't have to know the information already.

**Fridge, Dustbin or Suitcase? and Word Associations**  
Read the notes in the introduction about these activities.



**Answers**

- i Michael Curtiz
- ii Milos Foreman
- iii Alexander Korda
- iv Jean Negulescu
- v Billy Wilder

**4 Understanding and meaning****Answers**

- i *understated*
- ii *promising*
- iii *meticulous*
- iv *ruthless*
- v *specialised*
- vi *chaotic*
- vii *echelons*
- viii *flamboyant*

# Image

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

Make sure that students understand what *make a good impression* means, and when it matters to do so (interviews, oral examinations, meeting the parents of girlfriends and boyfriends, and so on). Then they read the soundbites and find the extra unnecessary word, which is in bold below.

### Tapescript

I take special care choosing what to wear. If you **are** look good, it gives you confidence.

Laugh and the world laughs with you! I always smile a lot when I'm with other people – I sometimes smile so much **so** that my muscles ache afterwards.

I prepare **to** what I'm going to say in my head – a sort of dress rehearsal. That way I'm not lost for words when it matters.

Be yourself – that's my advice. If you wear a mask, you'll never have any **of** real friends.

Never boast or show off – I don't like it when other people do it so I'm careful to avoid **do** it myself. Even if I know someone's wrong and I'm right, I don't say. Most people don't like to be corrected.

Pay lots of compliments – that's my secret. Make other people **to** feel good and they'll like you. Make them feel bad and they won't. Simple.

I don't say too much – that way I don't show my ignorance. I just let a mysterious smile **be** play around my lips. If you do that, people think you know everything!

Students then decide which of these strategies is important. They should do it by themselves first, and then compare their conclusions with others.

## Power Games

The expression *power games* suggests that people treat their working life like a war game, or a game of chess. There are suggestions about how this can be done. Students read the suggestions and compare them to the soundbites. Here is a comparison. The first three are similar, but the others are not.

- *Plan several steps ahead* – similar to the third soundbite.
- *Say less than is necessary* – similar to the last soundbite.
- *Never appear to be perfect* – similar to the fifth soundbite.

## Discussion and Debate

Four groups discuss the importance of clothes. Each group takes one of the opinions and finds ways of defending it. Explain to the class the importance of being able to defend an opinion which is not necessarily your own: it's the basis of many working jobs – from being Prime Minister to explaining to angry customers the reason for a delay.

## Writing

Are very young teenagers in your country fashion-conscious? Students can write this report from their personal experience or you can suggest that they do some more in-depth research, eg over the weekend.

Finally, there follows an anonymous game where everyone admits secretly who they would like to be. The suggestion is that people should type their examples to preserve anonymity. If this is impractical, ask them to print in capital letters, which is usually a successful way of disguising your writing.



# UNIT 15

## Vote for me!

Topic/Vocabulary:	Politics and democracy
Structure:	Passives – past simple and continuous, sentence adverbs, reported speech
Reading:	Understanding real meaning of words (if irony or sarcasm is being used)
Speaking:	Discussion about a reading text
Listening:	Recognising and understanding opinions for and against
Writing:	Writing a biography

### Before you open the book ...

The unit deals with the astonishing US presidential election of the year 2000, which saw George W Bush elected president of the United States, after losing the popular vote. The structure items in this unit are for revision.

### Now open the book ...

The quotation is by Alan Coren, a famous British humorist who can be regularly heard on several different BBC radio comedy, discussion and quiz shows.

#### 1 First Impression

This is a challenging task. Definitions of words such as *freedom*, *democracy* and *government* have to be done carefully. As students read the examples, they should consider whether they are true in practical terms in today's world, eg does *democracy* really suggest the practice or spirit of *social equality*? Should a definition of democracy include something about equality, or is equality a separate thing?

#### 2 Vocabulary

- a The vocabulary list is quite straightforward, although there are some words with more than one meaning. Often, the difference in meaning is indicated by the use of the indefinite or

definite article, or by no article at all, eg *opposition* (abstract noun) means *having opposing beliefs* to something (*There was a lot of opposition to the new road plans*). *The opposition* refers to the party or parties who are not in government in a parliamentary assembly. *The majority* refers to more than half of the people under discussion (*The majority of people at the meeting were students*); *a majority* indicates the number of seats in parliament that the government has (*The government was elected with a majority of 12 seats*); *the popular vote* means the number of votes cast by the people. This expression is important in a country like the USA or Brazil, where the final votes are actually cast by an electoral college, which is not an institution of learning, it is merely an old-fashioned expression for a group of people who have the final vote in certain elections.

- b Remind students that the answers are words that are based on the words in the list. The correct word does not necessarily appear in the list in 2a.

### Answers

- 1 I don't know which candidate I'm going to vote for. They all seem to be the same.
- 2 The president was elected after a campaign which concentrated on her plans for taxation.
- 3 A famous writer has decided to stand for president.
- 4 The Prime Minister has constant problems with some members of the opposition.
- 5 The idea of a secret ballot is that in theory no one knows who you vote for.

#### 3 Reading 1

The reading text is based on the extraordinary events which preceded the election of George W Bush as president of the United States in December 2000.

#### Words and expressions

ballot paper • cast (a vote) • despise • electoral college system • execute • extreme

right-wing candidate • pre-democracy past •  
disputed votes • human rights record •  
secret police

a

**Answers**

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

b

**Answers**

- 1 A state's human rights record indicates how well or badly a state treats its own people.
- 2 The USA, or large areas of it, used to be a British colony.
- 3 An election is disputed if one or other of the candidates thinks that it wasn't fair.
- 4 Not at all. *Despise* means hate.
- 5 The votes in each state become electoral college votes.
- 6 Because the election was disputed and/or the result was very close.
- 7 Far-right candidates tend to be ultra-nationalists who are suspicious of foreign influence in their countries. In some countries, they are also racist.
- 8 If it was not clear where they had to make a mark to vote for the candidate of their choice.

## 4 Discussion

First of all, make sure that students understand the US system. When the votes in any particular state have been counted, and a winner has been announced, the winner then gets the electoral college votes which are available from that state – more than 20 votes from the big states such as California, fewer than 10 votes from the smaller states.

## 5 Reading 2

The extract is from a novel called *Stormy Weather* by Carl Hiaasen.

### Words and expressions

The words and expressions in italics are dealt with in activity 2a.

appallingly • *barkers*, *pimps* and *fast-change artists* (see notes) • bribes • broad-minded • campaign trail • cite (give as an example) • corruption • cynical • dazzled (adj) (= impressed) • decorated (adj) (= having received a medal) • erudition • greed • incendiary fervor • indict /indait/ • intestinal bacterium • intricacy • liability • menace • *mentally unstable* • naïvely • Negative Population Growth • on paper • pact • play dumb • preschoolers • reckless • reinforce • satanism (= worship of the devil) • *shrivel* • slide • slimy business deals • spontaneously • stinking • *stint* • strapping (adj) (= muscular) • talk smart • tax (vb) (= be too complicated for) • tax incentive • unbridled growth • uncluttered • untainted • *uproar* • upset (n) (= surprise result) • upstart (= inexperienced newcomer) • veteran

Ask students to read the background notes first and ask them if they have any difficulties. Ask them to find a connection between this information and what they read about the 2000 election. (The connection is Florida.)

There are, as you can see, a lot of new words and expressions to deal with, which is why activity 5a is designed to help students with some of them. The strangest expression in the whole piece is *barkers*, *pimps* and *fast-change artists*. These are not words which are commonly used to describe people on the fringes of politics! *Barkers* can refer to people who work at a fairground or circus, shouting out the name of the next act. *Pimps* normally refers to people who live off the earnings of prostitutes. (More generally, people who earn their money in a parasitical way.) We aren't sure what Hiaasen means by *fast-change artists*, but presumably he means that they know how to change their opinions and allegiances quickly in order to fit in with whoever is in charge.

a

**Answers**

- 1 *mentally unstable*
- 2 *On paper*
- 3 *uncluttered*
- 4 *barkers*, *pimps* and *fast-change artists*



- 5 *uproar*
- 6 *unbridled*
- 7 *stint*
- 8 *shrivel*

b

**Answers**

- 1 He was bright, intelligent and honest.
- 2 Florida.
- 3 He spoke spontaneously and didn't need to refer to notes.
- 4 No. But his academic background was considered embarrassing by others.
- 5 According to Hiaasen, the voters think an academic candidate is too broad-minded.
- 6 He appeared to be a perfect candidate, but in practice he clashed with a corrupt system.
- 7 He upset the people who build and provide for new residents.
- 8 He suggested slowing the growth of the state. He also informed the police when someone tried to bribe him.

c

**Answers**

- 1 Palm Beach is where the intelligent (or possibly just rich) people live and the Panhandle is where the less intelligent people live.
- 2 The media obviously felt that other politicians are simply reading from notes, unable to articulate a real opinion.
- 3 The forces of big business, who were used to controlling what politicians did.
- 4 This is a fairly libellous suggestion that 'normal' state governors accept bribes!
- 5 'The business of paving Florida' presumably refers to the constant building of more homes and facilities (including roads, which is where the verb 'pave' is important. Previous governors had not dared to disrupt it because for one reason or another, they were controlled by the builders.

- d This is a discussion of the author's choice of words and his sarcasm.

**Answers**

- The words he uses beginning with *un-* are as follows: *uncluttered*, *untainted*, *unbridled*; they are all powerful images; *clutter* means mess, the kind of mess where every available centimetre of space is covered in books, magazines, computer games, etc; *tainted* means stained and is also a strong word; a *bridle* is something you put on a horse to control it when you ride it.
- He is sarcastic about voters, journalists, normal politicians and business interests.

**6 Work it Out ➔ Grammar Spotlight**

Read the notes in the introduction about this section.

**7 Listening**

- a Talk through the list of words with students. Here are the definitions (some are already in the Student's Book).

*antiquated* – old fashioned

*appeal against* – formally object to

*concede* – to accept defeat

*court hearing* – proceedings in court, usually regarding a civil rather than criminal act

*go down* – slang word meaning to happen

*insomnia* – inability to sleep

*judiciary system* – the system of justice

*mouth off* – slang word meaning to complain

b

**Answers**

First female – didn't really answer the question.

First male – basically in favour of the system.

Second male – basically in favour of the system.

Second female – basically in favour of the system.

Third female – against the system.

**Tapescript**

*First female:* When I heard that Vice President Gore was going to appeal against the result in Florida, I thought, hey, this is democracy in action. The system works. But when it went on and on and on, and he

still didn't concede, I thought, oh my God, when is he going to give up? I mean, I know it's the most important position in the country, maybe in the world, but at some stage you gotta say: OK, that's it. The other guy won. Really, most of us stopped listening when the result still hadn't been announced after three weeks.

**First male:** Listen, the 2000 election was the most ridiculous and embarrassing election in the history of democracy. But what we have also seen is that the system works. No one can get to be president of the USA if there is any doubt about the result. And we have an independent judiciary system which actually works. I mean, these court hearings are boring as hell, but it works!

**Second male:** Look, why are you asking this question? Look at what goes down in other places before you start mouthing off about this system. The US does it right!

**Second female:** I think the whole process has been very boring. Some of those court hearings were a perfect cure for insomnia. I think Al Gore should have conceded defeat a lot earlier. But at the same time, I think it shows that the process works. I mean, what is the alternative?

**Third female:** I think what this shows us is that from now on, we have to consider the popular vote, and abandon this antiquated electoral college system. The next US president, whoever he or she is, should be the candidate who has received the most votes from the people, not from the electoral college delegates.

c

### Answers

- 1 I thought, hey, this is lunacy in action. *Democracy*, not *lunacy*. This completely changes the meaning.
- 2 Most of us stopped thinking when the result still hadn't been announced after three weeks. *Listening*, not *thinking*. Rather less dramatic!
- 3 The 2000 election was the most ridiculous and amusing election in the history of democracy. *Embarrassing*, not *amusing*.
- 4 We have an independent judiciary system which doesn't actually work. In fact, the person said the opposite of this: that the system *actually works*.
- 5 Look at what goes down in other places before you start praising this system. *Mouthing off*, not *praising*. In this context, *mouthing off* means *criticising*.
- 6 Some of those court hearings were a perfect cure for democracy. They were a cure for *insomnia* (inability to sleep), not *democracy*.
- 7 From now on, we have to ignore the popular vote. *Consider*, not *ignore*. So this sentence means the complete opposite.
- 8 The next US president, whoever he is, should be the candidate who has received the most votes from the people, not from the electoral college delegates. The speaker actually said: whoever *he* or *she* is.

## 8 Writing

Students are going to write a biography set in the future, but written in the past. Events of the years 2010, 2020, etc are written as if they have already happened.



# Unit 15 Extra!

## 1 Introduction

The text is from *Long Walk to Freedom* by Nelson Mandela.

### Words and expressions

alarmed (adj) (= worried) • astounded • begin anew (= start again) • behind schedule • bond (= connection) • chaos • chartered flight • companionship • disorientating • embrace • go smoothly (= take place without problems) • inkling • motorcade • newfangled • presenter • reasonable • recoil • reinforce • restless • soothing • surge (n) • thoroughly • unspoken • vexed • warder • warrant officer

## 2 Comprehension: words and facts

### Answers

- i *soothing* – calming; *behind bars* – in prison
- ii a *warder* is specifically someone who works in a prison
- iii *inkling*
- iv a procession of important people in cars
- v *commotion*
- vi adjective: *disorientating*; state of *confusion*: chaos
- vii angry, annoyed
- viii Tremendously excited; rejuvenated

## 3 Interpretation and opinion

a

### Answer

Mandela had a good relationship with his prison officers. There are various references to this in the first and second paragraphs.

b

### Answer

Various words and expressions tell us that Mandela had been locked up for a long time. From the obvious references to time; *for the previous twenty-seven years*; *my people had already been waiting for me for twenty-seven years*; also Mandela's reaction to the noise of the cameras and his unawareness of what a modern microphone looked like.

## 4 Writing

The style of this written piece has to be journalistic. The main thing to remember is that students are not writing it for a single friend who knows them, they are writing for a mass of people who want them to create a word picture for them. Remind students that they should include any other information about Mandela and the events of his release that they know.

### Before the next class ...

The next part of this book is the *Progress Check*, which is in the form of a test. You may want to skip that for the moment and go on to look at Unit 16. In which case, you may want to bring some brochures and information about art galleries and exhibitions, or ask students to bring them.

*Progress Checks* are designed as tests, so there are no pre-reading, pre-listening activities to prepare students for the contents of the texts, or to prepare for the activities. However, we have identified words and expressions that may be difficult, or expressions that are used in unusual ways.

## 1 Reading

### Words and expressions

applaud • cadaver/corpse (= dead body) • crevasse • daredevil • dismiss (= stop thinking about) • document (vb) • dot (vb) (= appear in many places) • exhilarated • foolhardy • hamper (vb) • illustrious • insane • jam (vb) (= make inactive) • keep your eyes peeled (= look out for) • peril • plummet • sheer (= very steep) • strategically-placed • tireless (= very enthusiastic) • treacherous • zip past (= pass very fast)

a

### Answers

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

b

### Answers

i a ii c iii b iv c v d vi c

## 2 Listening

a

### Answers

- i A terrible journey.
- ii His passport and credit card.
- iii • Meal times – time of breakfast.  
• Phone calls – no information.  
• Facilities for keeping fit – location of swimming pool and gym.  
• E-mail services – location of internet office.  
• Check-out time – that it is midday.  
• Payment – that she needs to see his credit card.

### Tapescript

**Receptionist:** Good evening, sir.  
**Guest:** Good evening.  
**Receptionist:** Did you have a nice journey?  
**Guest:** No. Terrible. My flight was delayed and there were no taxis at the airport.  
**Receptionist:** Oh, I'm sorry to hear that.  
**Guest:** I had to come into town by bus, and it was freezing.  
**Receptionist:** Oh dear. Could I see your passport, please, sir?  
**Guest:** Here you are.  
**Receptionist:** Mr Harrison. Right ... OK, a single room for three nights, is that right?  
**Guest:** Yes.  
**Receptionist:** Good. Room 417, that's on the fourth floor.  
**Guest:** Yes, I could have guessed that.  
**Receptionist:** Breakfast is from 6.30 to 10.30 in the Belle Vue restaurant on the first floor.  
**Guest:** Right.  
**Receptionist:** And check-out time is midday. Will you be paying by cash or credit card?  
**Guest:** Credit card.  
**Receptionist:** Fine. Could I see it, please?  
**Guest:** See what? My credit card? Why?  
**Receptionist:** Just hotel policy, sir, I have to take your credit card details.  
**Guest:** Hm. If you must.  
**Receptionist:** Thank you, sir.  
**Guest:** Can I send an e-mail from here?  
**Receptionist:** Yes, sir, in the Internet Office at the end of the foyer.  
**Guest:** Right.  
**Receptionist:** There's a swimming pool, sauna and fitness room on the top floor.  
**Guest:** I'm not interested in any of that. Where's the bar?  
**Receptionist:** The bar, sir? Through there, next to the restaurant.  
**Guest:** Right.  
**Receptionist:** I hope you enjoy your stay, sir.  
**Guest:** I doubt it, I rarely enjoy staying in hotels.  
**Receptionist:** Well, there's always a first time, sir.

### b Do it yourself

Read the general notes about the DIY section in *Progress Check 1* on page 42.



Students work in pairs to recreate the scene in the hotel, with information relevant to your town.

### 3 Writing

This is a difficult letter of complaint to reply to. The hotel manager probably knows that the guest was extremely difficult, and that the receptionist behaved in an exemplary fashion. However, in situations like this the customer is always right. In an examination, students would lose marks if they were rude to the guest.

### 4 Use of English

Remind students they must fill each gap using *one word only* to fill each gap.

#### Answers

- 1 group
- 2 afford
- 3 consists
- 4 reception
- 5 into
- 6 scenes
- 7 place
- 8 husband
- 9 funeral
- 10 title

### 5 How much do you remember?

All the answers are in units 11–15.

#### Answers

- 1 20 minutes
- 2 James Joyce
- 3 The USA
- 4 Apple pie and ice cream
- 5 Through a radio station
- 6 Paris
- 7 It's best if he is taken off the case.
- 8 *True Lies*
- 9 Al Gore
- 10 Florida

### Progress test 3 (page 146)

This Progress test should be used once Units 11–15 have been completed in both the Student's Book and the Workbook.

Give each student a copy of the test. The test should take 30 minutes. The test has been designed so that it can be marked easily to give a total score out of 100%.

#### Answers

##### 1 Adjectives and adverbs

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

##### 2 Sentence structure

Mark scheme: 9 points – 3 per sentence

Give 1 point if all the information is included and is not used more than once.

Give 1 point for style – if different forms of linking have been used.

Give 1 point for accuracy – if there are no mistakes.

The following are examples – other versions are possible.

- 1 Situated at the mouth of the River Liffey, Dublin, capital of the Republic of Ireland, is the birthplace of many great writers and artists who wrote in English, as well as being the present home of the Corrs, the most successful Irish band of recent years.
- 2 After leaving Southampton on its maiden voyage to New York, the Titanic hit an iceberg in the icy waters of the North Atlantic and 1,513 of the 2,300 people on board were killed.
- 3 Jonathon and Angela, who had previously met only via e-mail, had their wedding two weeks later at New York's Hilton Hotel in front of over 300 guests, many of whom were reporters on the look-out for a good story.

##### 3 Phrasal verbs

- 1 stands for 2 stand by 3 puts out  
4 put off 5 put in for 6 stood her up

##### 4 Reading comprehension

Mark scheme

- 1 (2 points) The style is informal, chatty in fact, as though Chloe spoke her piece into a tape recorder first and then transcribed it.

2 (2 points for each answer) Chloe's main reason for living at home is financial. She seems to live rent-free so has not had to take out a huge student loan like many of her friends. In this way, she has no debt to repay once she has graduated and more money now to spend on going out and enjoying herself.

Her second main reason is emotional. She's close to her family and enjoys all the support they give her, as well as benefiting from the comforts of home.

3 (1 point for each answer) a My parents were totally in favour of it. b Student accommodation is expensive, whether it be a room in a hall of residence or the rent for a room in a private house. c We spend the night there as the party continues until the next day. d I don't need to struggle down to the launderette with a big bag of washing to do.

4 (2 points) The majority of students have to take out a student loan in order to manage at university as accommodation and living costs are high. They have to pay this back once they have graduated and may feel forced to take a job as soon as they can in order to do this. Only those who choose to live at home avoid this problem of debt – and, of course, the very wealthy.

5 (3 points) Sample answer.

Chloe seems very chatty but quite young for her age which I think is a reflection of the fact that she is still a child, living at home with Mummy and Daddy. She appears to think what she is doing is normal but for me she's very unadventurous for a 20-year-old. She doesn't mention having a boyfriend at all, so I wonder if all the boys are put off because they'd have to meet her parents? I don't think she and I would have very much in common.

**Total: 15 points**

## 5 Writing

### Content

- 4 points: all points clearly understood
- 3 points: one area of misunderstanding – otherwise points clearly made
- 2 points: text understandable as a whole but several places not clear
- 1 point: some ideas expressed but not clear what student wanted to communicate
- 0 points: no ideas expressed clearly

### Vocabulary and structure

- 4 points: wide range of structures, idioms, linking words, rich and appropriate vocabulary
- 3 points: good range of structures, etc and good vocabulary for the topic
- 2 points: average range of structures, etc and of vocabulary
- 1 point: poor range of structures, etc and of vocabulary
- 0 points: both structures and vocabulary insufficient for the level

### Accuracy

- 2 points: errors minor and very few
- 1 point: various errors but none that impede comprehension at all
- 0 points: frequent errors, some of which are major and interfere with communication of content

**Total: 10 points**

**TOTAL SCORE FOR PROGRESS TEST 3:  
50 POINTS = 100%**



# UNIT 16

## Ant noises

Topic/Vocabulary:	Modern art
Structure:	Participial clauses (2)
Reading:	Scanning a gallery guide
Writing:	Application for an exhibition travel grant
Speaking:	Plus – minus debate
Listening:	Listening for specific information
Pronunciation:	Sound practice: sound clusters

### Before you open the book ...

The topic of this unit is modern art. The title is the name of an exhibition of dynamic new British art – *Ant Noises* is an anagram of sensation. You may want to start the lesson with a discussion about modern art and exhibitions in your country. If you have brought some brochures and information about art galleries and exhibitions, or if you asked students to bring them, you may want to look at them now.

Are there any students in your class who are good at art? You may have to find this out from other teachers in the school. Even if there aren't, there may be students who are interested in art galleries and exhibitions. Find out if any of them have been to an exhibition recently.

If absolutely no one in the class is interested in art, you may want to skip the first two pages of the unit and go on to the drama extract on the third page.

The structure item, participial clauses, is a reminder of something we looked at in Unit 6. The difference here is that we focus on the kind of shorthand versions which are often used in descriptions, particularly in listings. The main reading text is an internet gallery guide, which offers several examples of this kind of written English.

The reading text is taken from [www.culturekiosque.com](http://www.culturekiosque.com), which is published by Culturekiosque Publications Limited.

### Now open the book ...

The anonymous quotation is another one that the class can change and modify. Ask them to either re-write the existing one, starting *Writing about art is ...*, or write a completely new comparison, eg

*Lighting a fire in a strong wind is like keeping milk in a paper bag.*

Are there any similar comparisons in your language?

### 1 First Impression

**a/b** This is a discussion about the title and an attempt to decipher the anagram in the title. If the class really have no clue, tell them that it ends in *-tion*.

### 2 Discussion

The two paintings are abstracts by unknown artists. Students should be encouraged to give their own opinions about the style, and whether they would want to hang them in their rooms.

### 3 Reading 1

The reading text is an internet gallery guide for countries in Europe and North America. It is constantly up-dated and students may want to visit the site themselves.

#### Words and expressions

afterlife • boast (vb) (= possess) • boisterous • brat pack (= young non-conformist artists) • coffin • contemporary (n) (= someone living or working at the same time) • cremation • death mask • devoted to • dispose of • fascination • figurative tradition • fully-clothed • funerary cannibalism • grande bourgeoisie • icon • jade • mummification • nude • precursor • refuge • roughly (= about) • significant • source • span (vb) (= deal with) • surrealist • torture chamber • turn-of-the-century (= means turn of the 20th century)

It's quite clear that there are some very unusual words and expressions in this list, but then this is to be expected in a unit about modern art. You can, if you, wish try to teach all these expressions before you

start, but we think this might be wasteful of your time and rather de-motivating for students. It would be better to do this on a need-to-know basis. When students decide which exhibition they would like to visit, they may ask about certain words and expressions relating to that exhibition, and they will be motivated to learn. You can also ask them to find out for themselves, using a dictionary.

Here are explanations and definitions of some of the more unusual items.

*afterlife* – one way of referring to life after death (this word is the example in Word Associations in the Student's Book).

*boisterous* – noisy, energetic.

*brat pack* – refers to several different groups of young actors, artists, etc. In this case it refers to the 90s generation of British artists, but is also used about young Hollywood actors.

*death mask* – the mask created to cover the face of someone when they are buried, most famously the Egyptian Pharaohs; here it refers to a Princess Diana death mask – definitely an artistic creation rather than a real item.

*figurative tradition* – the artistic tradition which is characterised by the naturalistic representation of the outside world.

*funerary cannibalism* – this seems to refer to the practice of eating the dead. We thought about leaving this out, but we left it in on the grounds that the item would not have been authentic without it.

*grande bourgeoisie* – the higher echelons of the middle classes.

*mummification* – embalming and preserving a body before burial, especially in Ancient Egypt.

*precursor* – something or someone that went before, and influenced, something.

*surrealist* – everyone knows the word, but we thought a definition would be helpful: the Surrealist movement started in the 1920s, developing from other traditions, such as *Dada*; surrealist art and literature is characterised by the juxtaposition of incongruous images in order to include unconscious and dream elements.

- a** Students read through the gallery guide until they see something they would really like to visit. To make sure that students don't just choose the first place, they are asked to make a note of three places, and to add anything they know about the artists (or the place where the gallery is).

- b** Students read from their notes, sharing and comparing any extra information they have written.

**c**

### Answers

- 1 Annie Leibovitz; 1970–1997
- 2 Espace Landowski; Central Europe
- 3 The Museo del Bargello used to be a prison and torture chamber.
- 4 Heaven and Hell and other worlds of the dead at the Royal Museum, Edinburgh; a Mercedes Benz coffin; several other items are strange – students will choose their own favourite.

- d/e** Students ask and answer questions about other artists they want to know about and also make it clear which of the exhibitions they find totally unattractive.

## 4 Writing

This is a formal letter asking for a grant. This is not the first formal letter in this book. We think this is a realistic writing task, helping students prepare for something which they may want to do.

## 5 Work it Out

Read the notes in the introduction about this section.

### Answers

Participial clauses in the gallery descriptions:

Prague: *situated just outside Prague ...*

Boulogne-Billancourt: *located just outside Paris ...*

Edinburgh: *presenting more than 350 objects ...*

Florence: *dating back to thirteenth century Florence ...*

Billbao: *dating from roughly 1885 ...*

## 6 Reading 2

The four reading texts contain information about some of the UK's most original new artists.



**Words and expressions**

ageing • breast • cast (= mould) • cause an uproar • champagne cork • controversy/controversial • decay • elephant dung • eyesore (= something unpleasant to see) • formaldehyde (= preservative) • half-eaten food • illuminate • interpretation • mixed response • offend • paraphernalia • pillow fight • pornographic magazine • rotting • (bathroom) sink • subsidy • surgically • terrace (= row of houses)

**a****Answers**

an *eyesore* is not something nice to look at; *paraphernalia* is bits and pieces scattered around your house; *controversy* does not suggest that everyone agrees that something is bad; *prestigious* means important; *uproar* is a noisy response to something.

**b****Answers**

The following meanings are intended:  
cast b; sink a; work b; fortune b; sick a

**c****Answers**

- 1 No. It was a house.
- 2 He preserves animals in glass cases.
- 3 He likes to shock people.
- 4 No, it was some time before he realised it was good.
- 5 No.

**7****Discussion**

- a** This is a discussion of the merits of the work of the artists: this is difficult as students have not had the chance to see the work of the four artists, but in a sense this doesn't matter, as all three of them seem determined to shock their audiences rather than impress them. And the work of the fourth, Rachel Whiteread, can be quite easily imagined. However, if they try to

consider the four topics listed, they should find themselves discussing, eg Hirst's use of animals, or Ofili's use of animal waste products.

- b** The second part of the discussion concerns art and artists more generally, whether we need them and whether we should spend money on art galleries, etc.

**8****Sound Practice**

Consonant clusters, so common in English, are lacking in some other languages, and their presence in even quite simple English words can make those words harder to pronounce. This activity gives the class the chance to practise pronouncing the words in isolation and hearing them in context.

We recommend that you pause the tape after the individual word to let students quietly pronounce them. If speakers of your language have no problem with clusters, this is good! Tell students that they are better off than the speakers of many other languages who are trying to learn English.

**Tapescript****a**

sculpture	There's an enormous new sculpture in the centre of the town.
small	There's a small boy standing in the street.
square	He stayed in a pension in the main square.
stripes	The American flag is called the Stars and Stripes.
clearly	The police officer clearly didn't believe my explanation.
detective	Hercule Poirot is a detective from Belgium.
receptionist	She was the receptionist at the hotel.
February	February is a strange month for a holiday.
suspicious	They were all suspicious of his intentions.
background	It's white on a white background.
tourists	Do you get many tourists in your town?
shocked	I was shocked at the level of violence in that film.
difficult	It's difficult to understand him when he speaks English.

## 9 Role play

This is one of the author's most successful drama workshop activities, so we hope it works for you! How to carry out the role play is clearly explained in the Student's Book. The most important part to emphasise is that the name of the famous person must not be mentioned during the interview. It must be guessed by other people in the class.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

# Unit 16 Extra!

## 1 Introduction

- a The first text is about the Turner Prize. Once again, it is packed with challenging words and expressions.

### Words and expressions

collaborate • contender • elephant dung • embellished with • erode • formaldehyde • garbage • go berserk • installation (see note below) • outcry (= noisy criticism) • political correctness • propped up on • resin-coated • saturated by (= given too much of) • shock tactics • shortlist • snake round (= go round in the shape of a snake) • stark-raving mad • tabloid (= popular newspaper) • tabloid hysteria • unprecedented

Note that an *installation* is an art form, usually built into the place where it's being displayed, or built especially for it, and often containing machinery of some kind. It may also be multi-media (including TV screens, etc).

- b The second text is from *American Bohemians in Paris* by Ernest Hemingway.

### Words and expressions

Chinese-looking • devoid of any expression • devout • dose • dumpy • enamelled ham • expressionless • flatly (= without expression

or emotion) • (cigarette) holder • hunched forward • masterpiece • smock

## 2 Words and meanings

a

### Answers

- i short list
- ii tabloid
- ii contenders
- iv saturated
- v garbage
- vi formaldehyde
- vii embellished
- viii insight
- ix dung
- x stark-raving mad

b

### Answers

- xi dumpy
- xii adoring/devout
- xiii smock
- xiv dose
- xv devoid of

## 3 Comprehension: information given and implied

The following notes should help with this activity.

- i The Turner Prize is obviously a prize given for very unusual works of art.
- ii The Rotonde is obviously a café, presumably in Paris, inhabited by some very odd artist types.
- iii British tabloids – tabloids are popular papers; they clearly think the new generation of British artists are disgusting.
- iv Ernest Hemingway's attitude to the artists around him is ambivalent; he describes them in minute detail, but also seems to be making fun of them.
- v Public interest in Damien Hirst seems to have been enormous (*unprecedented queues*).

## 4 Drawing conclusions

- a The following notes should help with this activity.

*Political correctness* is already becoming a rather old-fashioned expression, although its origins



are admirable – one of its aims was to make language relate to the whole community, and not treat any members of that community – women, ethnic minorities – as different. However, when the Turner Prize shortlist in 1997 was all women, some people thought that political correctness had gone too far.

b

**Answer**

They are all firsts: the first video artist; the first all-woman short list; the first black artist.

c

**Answer**

The tabloid press enjoys creating an atmosphere of hysteria.

**5 Expressing opinions**

This is a final chance to discuss modern art.

# Let's celebrate!

Topic/Vocabulary:	Cultural and religious events
Structure:	Causative <i>have/get</i>
Reading:	Reporting what you have learnt from a text
Writing:	Writing about an event in your town/country
Speaking:	Talking about your own cultural rituals
Listening:	Listening for specific information
Pronunciation:	Word Stress: Compound nouns

## Before you open the book ...

This unit aims to provide students with a picture of multicultural Britain, exemplified by the diversity of cultural events involving all the communities, black, white and Asian.

The structure item that we focus on is the causative *have* and *get*, eg *I had my hair cut* and *I got my bike repaired*. There isn't really any difference in meaning between these two versions. Young UK native speakers probably use *get* more than *have*, whether they are talking about past, present or future. You are, on the other hand, more likely to find examples with *have* in literary extracts, particularly older ones.

Prepare for the unit by brainstorming examples of this form.

## Now open the book ...

Most native speakers know the expression *Eat, drink and be merry*. Does it exist in your language? Does anyone in the class know its origin? We reproduce the complete version here, from the *Book of Ecclesiastes* in the Bible. Note the archaic form *hath* instead of *has*. You may remember that there was an extract from the *Book of Ecclesiastes* in Unit 6 Extra!

## 1 First Impression

Students are asked to describe what they see in the three photos, not to guess or know what the events actually are. They are Diwali, the Notting Hill

Carnival and the Chinese New Year. All three are described in the reading text on the following page.

## 2 Reading 1

The reading text is an explanation and description of some ancient and modern British traditions, festivals and religious observations. As you can see, the new lexical load is quite heavy but many of the words and expressions are more easily understood in context rather than by pre-teaching. We recommend that students encounter the new words first and then find out what they mean.

### Words and expressions

anonymous • assassinate • blow up (= cause an explosion) • cellar • conspirator • current (adj) (= present) • deafening • derive from • devout • Diwali • dragon • exile • fasting (n) • fireworks • first-footing • float (n) (= carnival vehicle) • gunpowder • Hindu • Hogmanay • Lent (n) (= the period before Easter) • liable to • lunar/solar calendar • Muslims • oil drum • pagan • Pancake Day/Shrove Tuesday • patron saint • penitence • practical joke • pumpkin • Ramadan • self-denial • spoil • steel band • sunrise/sunset • suppress

- a Students will recognise some of the events from their own traditions (eg St Valentine's Day) and may have heard of others in previous lessons on British culture. They will find out about all of them eventually.
- b In all, nine events are referred to in the text, so we recommend that students work in threes, reading about three each and reporting back to their groups.

c

### Answers

- 1 False. According to the article, it is only the Scots.
- 2 True.
- 3 Partly true. You also hear steel band music.
- 4 True.
- 5 False.
- 6 Sadly, this is true!



- 7 Partly true. It's a pagan festival, and pagan is not normally referred to as religious.  
8 True.

- d Each explanation in the reading text ends with a question. Students are invited to try to answer these questions from their previous knowledge. They will hear all the answers in the next exercise.

### 3 Listening

The listening text gives more information about the events.

- a Students listen to find the answers to the questions at the end of each paragraph in the reading text. Here are the questions again and the answers from the listening text.

#### Answers

Who wrote *Auld Lang Syne*? Robert Burns.  
What colour are the envelopes and why is this colour used? Red; it's lucky.  
How many people visit the (Notting Hill) carnival every year? 2 million.  
Why is the celebration called Diwali? From the Hindi word for lamp.  
What do Muslims traditionally do on the last day of Ramadan? They watch for the new moon.  
How did he become the patron saint of lovers? He wrote a message to his lover from his prison cell.  
What is the origin of the word *carnival*? To stop eating meat.  
What is this (Halloween) activity traditionally called? Trick or treat.  
Which king did they (The Gunpowder Conspirators) try to assassinate? James the First.

#### Tapescript

Here is some extra information about the events you have been reading about.  
More than two million people visit the Notting Hill Carnival every year.  
At Chinese New Year, the envelopes that the children receive are red because red is a lucky colour for Chinese people.  
*Auld Lang Syne*, the song which is sometimes sung at New Year, was written by Robert Burns, a Scottish poet who lived in the eighteenth century.  
The name Diwali comes from *diva*, which is the

Hindi word for lamp.

Before St Valentine was put to death, he is said to have written a message for the woman he loved on the wall of his prison cell, which he signed 'Your Valentine'.

On the last day of Ramadan, it is traditional to watch for the new moon, which means that the fasting time is over.

The word *carnival* comes to us from Latin and Italian. It's formed from the words *carne*, which means meat, and *levare*, which means to make lighter. The meaning of the combined words is a time when we should stop eating meat.

When children go door-to-door demanding sweets or threatening to play a practical joke on the occupants, it's called trick or treat.

The king who was attending the opening of Parliament in 1605 was King James the first.

b

#### Answers

- 1 *More than two million (people) visit the Notting Hill Carnival every year.*  
No change in meaning.
- 2 *Red is a lucky (colour) for Chinese people.*  
Without the word *colour*, the sentence is incorrect.
- 3 *(St Valentine) is said to have written a message for the woman he loved on the wall of his (prison) cell.*  
No change in meaning.
- 4 *Auld Lang Syne, the song which is (sometimes) sung at New Year, was written by Robert Burns.*  
Changes the meaning. It sounds as if it's a permanent tradition.
- 5 *The king (who) was attending the opening of Parliament in 1605 was King James the first.*  
This sentence is incorrect without the word *who*.

### 4 Work it Out ➡ Grammar Spotlight

Read the notes in the introduction about this section.

a

#### Answers

The difference between the pairs of sentences is that the second sentence makes use of the causative *have* and *get*, indicating that someone else was responsible for the action.



b

**Answers**

- 1 The colonel made sure that he had/got his boots cleaned every day.
- 2 She told him it was time that he had/got the grass cut in his garden.
- 3 I'm going to have/get a picture of my favourite footballer tattooed on my arm.
- 4 I have/get my hair dyed every six months.
- 5 I had/got a passport photo taken.

**5 Word Stress**

a

**Answers**

The following compound nouns are not stressed on the first word.

computer software    ice cream    meat pie

**Tapescript**

I got a really nice Christmas present from my uncle.  
Teacher! Can you write it on the blackboard?  
I was waiting at the bus stop for hours!  
Would you like to see my new computer software?  
I went to a great football match on Saturday.  
It's hot, I really feel like an ice cream.  
Ugh! She's got a spider in that matchbox.  
They sell very nice meat pies in this shop.  
There's a nice pub near the railway station.  
Have you seen the teapot anywhere?

- b** Here the examples relate to the festivals we have already mentioned, plus other world sporting events.

c

**Answers**

The questions below are on the cassette.

- 1 *In which British City is Oxford Street?* London.
- 2 *In which American city are Fifth Avenue and Times Square?* New York.
- 3 *Who lives at Buckingham Palace?* The Queen.
- 4 *What is the name of the main London Airport?* Heathrow.
- 5 *What is the difference between the way the*

*British and the Americans name their rivers?*  
The British generally put the word river before the name; the Americans put the name first.

- 6 *Which land masses are divided by the Atlantic Ocean?* Europe/Africa and the Americas.
- 7 *Which two countries are connected by the Channel Tunnel?* France and England.
- 8 *How many days are there between Christmas Day and New Year's Eve?* Six.
- 9 *In your country, what date is St Valentines Day?* Check your local dates.
- 10 *What happens on Bonfire Night?* British people celebrate the fact that the Houses of Parliament were not blown up by burning an effigy of Guy Fawkes.
- 11 *When does the Notting Hill Carnival take place?* The end of the summer.
- 12 *How often do the Olympic Games take place?* Every four years.

**6 Reading 2**

There are three short extracts, one from a novel, one from a travel brochure and one from a newspaper. The language is not complex. The activity is to recognise the text type.

**Words and expressions**

equivalent • highly recommended • isolate • mishap • spectacular • well worth (doing something)

a

**Answers**

The sources of the extracts are as follows: the first is from a novel – it can't be a biography as there is too much first person; the second is from a travel brochure; the third is a news item.

- b** Are your students familiar with the word *sexism*? If you worked on Unit 16 Extra! with students, they will also have encountered the expression *political correctness*. You can indicate the connection between them, *Political correctness* has a lot to do with language; *sexism* – treating one gender (usually men) as superior to the other – is a more widespread problem. The



sexism in the story relates to the fact that the boys were allowed to sit at the main table but the girl wasn't.

- c** Students write a similar travel piece extolling the virtues of your area as a holiday destination. Point out the brochure language that they may want to copy (*well worth the visit; highly recommended*, etc).
- d** First of all, discuss what lazy people like to do: watch TV, eat, sleep, read magazines. Obviously a website devoted to TV stations would be a good idea; also a take-away food website.

## 7 Vocabulary

### Answers

- |           |            |
|-----------|------------|
| a present | e tree     |
| b card    | f cracker  |
| c carol   | g lights   |
| d pudding | h stocking |

## 8 Forum

- a/b** Forum activities are designed to recreate circumstances in which your students meet people of other nationalities and tell them about your country. For this reason, some members of the class pretend to be from other countries, and ask questions to find out more about your culture.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

# Unit 17 Extra!

## 1 Introduction

- a** The first extract is from *Lord of the Flies* by William Golding. It tells the deeply disturbing story of what happens when a group of schoolboys are stranded on a desert island. Their behaviour becomes wild, anarchic and dangerous.

### Words and expressions

clamorously • club (= piece of wood used as a weapon) • demented • grunt • hem in (= restrict movement) • organism • pulse • side-step (vb) • spear • spit (n) (= for roasting animals on) • steady • stumble • superficial • throb

- b** The second text is from *East Coker*, from *The Four Quartets* by T.S. Eliot.

### Words and expressions

clumsy • loam feet • mirth • nourish • rustic/rustically • solemn

## 2 Making comparisons

The references to dancing are completely different in the two passages. The boys are dancing in a state of delirium, whereas the poem describes the dancing of simple rural people.

## 3 Words and meanings

**a/b**

### Answers

i hemmed in    li spit    iii mimed  
iv chant    v clamorously

The new word is *littluns*, which means little ones, and refers to the smaller children.

**c/d**

### Answers

loam – lii soil  
mirth – i laughter

*Under earth* means *buried*; the line refers to the fact that the laughter and fun of the occasion come from previous generations.

#### 4 Questions of style

a/b

##### Answers

*Kill the beast! Cut his throat! Spill his blood!* is written in italics to add drama and tension.

*daunsinge* and *matrimonie* are Middle English spellings of *dancing* and *matrimony*. The poet uses them to reflect the long-standing traditions of the country areas.

#### 5 Inferring

a

##### Answers

Jack, Roger, Piggy and Ralph are all older children (not *littluns*). Roger is a leader figure, Piggy and Ralph are frightened by the events, trying to find a place where everything seems a little more secure. Jack may be a target for some of the others – Roger chose to charge at him. The beast was Roger pretending to be a pig, but it is clear that this level of hysteria could lead to the children thinking that one of them is a real animal and trying to kill it.

b

##### Answers

Country people are dancing round the bonfire. It seems to be someone's wedding.



# Sports

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

First of all, students read the soundbites, all of which finish with an idiomatic informal expression. They should try to work out the meaning of the expressions before they listen.

The expressions are:

the athletes themselves need to *clean up their act*

*Nice guys finish last*

every country has a *chance to shine*

*you'll never make it*

gold medals are won *in the head*

athletes from poor countries *don't stand a chance*

The speakers themselves explain the expressions at the end of their comments.

### Tapescript

Do you think sport is a force for good?

Sport, especially athletics, is dominated by drugs scandals these days, which have cast a long shadow, especially over the Olympic Games. Compulsory testing is essential and the athletes themselves need to *clean up their act*. **I mean, the athletes themselves have got to stop taking drugs, haven't they?**

To reach the highest level, you've got to be really competitive. *Nice guys finish last*. **You know what I mean? It's the people who only think about themselves who win.**

What heartens me about international sport is the fact that it brings all nationalities together. It gives us something in common and every country has a *chance to shine*. **It's true, isn't it? Every country seems to have at least one sport that they're good at.**

Take a look at top class athletes. It's clear you have to be born with the right physique to start with. If you haven't got the right height to weight ratio and exceptional heart and lung

capacity, *you'll never make it, you will never be successful.*

People need to understand that sport isn't just about physical strength. Mental strength is just as important. Gold medals are won *in the head*. **If you aren't completely focussed on what you're doing, you will not achieve anything in top class sport.**

It's easier for rich countries to do really well at international level. They've got the money to provide all the right facilities for training and the best equipment. Athletes from poor countries *don't stand a chance*. **They will never win anything.**

Students say which soundbites they agree and disagree with, and then produce one of their own about sponsorship.

## Discussion and Debate

Read the notes carefully before you start. The class must divide into the same number of groups as there are sports under discussion. If the class know of any other sports which are not yet Olympic sports, they can include them and form more groups.

The suggestions for new Olympic sports are as follows.

Surfing – the number 1 water sport in Australia and the USA.

Darts – a game of skill, throwing arrows into a board. A popular sport in British pubs. Almost all the world champions have been British. Is this an advantage?

Bowling – a game where large heavy bowls are bowled towards a smaller one. Very popular with retired people. Would it be good if older people were in the Olympics?

Golf – the fastest growing participation sport in the world, but some countries have no golf courses. Is that fair?

Tug of War – people pull a rope until one team crosses a line in the middle.

## Your Bid to Host the Olympics

We have included a suggestion that students might want to work on this alone. Clearly, there will be people in the class who are not interested in sport, but there will be others for whom the idea of your country hosting the Olympics is a wonderful dream.

# Disappearing World

Topic/Vocabulary:	The environment
Structure:	Verbs followed by gerunds and infinitives
Reading:	Recognising arguments for and against
Writing:	Writing a report of a class discussion
Speaking:	Giving your opinion about life on other planets
Listening:	Making notes from a radio programme
Pronunciation:	Intonation: indicating enthusiasm and partial agreement

## Before you open the book ...

For our environmental unit, we have chosen to focus on the great white shark, one of the most dangerous creatures on the planet. It may seem strange that this scary aquatic beast should be the subject of a unit on endangered species, but as Peter Benchley points out in his newspaper article, sharks in general are in constant danger. We kill more than a hundred million of them every year.

The structure item deals with verbs which take gerunds and verbs which take infinitives. Here is a list of the most common verbs in each group.

Followed by gerund: *avoid, (can't) help/face/stand, deny, feel like, finish, give/take up, keep (on), miss, practise, put off, suggest*

Followed by infinitive: *agree, decide, expect, fail, happen, hope, manage, offer, prepare, pretend, promise, refuse, seem*

You might want to start the class by putting a selection of these verbs on the left side of the board, and a selection of verbs which might follow them on the right side of the board, and ask students to come out to the front and make sentences, using a verb from

each list. Some of the verbs on the left could also be on the right.

Here are some suggestions for verbs to go in the list on the right: *buy, come, do, eat, go, help, meet, notice, ride, smoke, spend, steal, work*

## Now open the book ...

The quotation is from Albert Schweitzer (1875–1965), the Franco-German medical missionary, philosopher, theologian and organist. He devoted most of his working life to a medical mission in Lambaréné, Gabon and was awarded the Nobel Peace Prize in 1952.

### 1 First Impression

**a/b** Student's own answers.

**c** Let students tell you what they know about the environment. *Disappearing* can refer to species, rainforests, polar ice caps, etc.

### 2 Reading 1

The first reading text is a piece of advertising from Greenpeace, the environmental campaigning group.

#### Words and expressions

agriculture • ascendancy • brutish • condense • flower (vb) • gloat • human-like/ape-like • inconceivable • industrial revolution • liken (= compare) • mammals • mass extinction • meteoric rise • oasis • on the brink of • paradise • ransack • reptile • rubbish tip • scattered (information) • species • time-span

The article makes use of two interesting expressions, *human-like apes* and *ape-like humans*. Students are asked to explain what they think the difference is. Maybe you can ask the biology teacher if s/he has some insights into the difference.

**a** The time expressions in the article are all very recent. Students should give you an immediate answer to what they were doing, eg in the middle of last week, or eight months ago. You will find as you go round the class that memories improve, and students who have already



answered will have thought of something more they want to say.

b

**Answer**

The article paints a thoroughly pessimistic and depressing picture of the way humans have treated the planet.

c

**Answers**

- This is the question that you may need help from the biology teacher to answer. Basically, *human-like apes* used tools and started building primitive living spaces; *ape-like humans* discovered the uses of fire, and started using more than basic sounds for communication.
- Planet Earth is the jewel in our solar system; humans have destroyed some of the most beautiful parts of it.
- Comparing Planet Earth to a 46-year-old person shows how little time it has taken in the history of the planet to cause all this destruction.

**3 Listening**

- a Students may have heard similar programmes or read articles about life on other planets. They can say what they have already heard at this point.

b

**Answers**

- 1 44 light years from Earth.
- 2 A star.
- 3 Three.
- 4 No.
- 5 No.

**Tapescript**

Here's an item for all those of you who think that it may be time to start looking for a new planet to live on.

Astronomers at Pennsylvania State University say they have discovered three planets the size of

Jupiter orbiting a nearby star. This is the first time they have found planets which orbit a sun-like star other than our own solar system. Its name is Upsilon Andromedae, and it is located 44 light-years from Earth. It is larger and brighter than the sun, but similar to it.

This discovery, say the astronomers, makes it more likely that there is life on other planets. One of Upsilon Andromedae's planets is on the edge of the 'habitable zone' where temperatures might be right for the formation of life.

There are apparently three planets orbiting Upsilon Andromedae. The nearest is only 8 million kilometres away from the star, and the planet's orbit takes only 4.6 days. There is no chance of finding life this planet. Earth, by comparison, is 150 million kilometres from the sun and of course takes a year to orbit it.

The middle planet, which is at least twice as big as Jupiter, has a 242-day elliptical orbit and is a little closer to the sun than Earth is to our sun. The third planet is at least four times the size of Jupiter. It is in an elliptical orbit that averages 400 million kilometres from Upsilon Andromedae and takes four years to complete.

The planets themselves are probably giant balls of gas (like Jupiter) and no one expects to find life on them. But there could be life on the moons around the outer two planets.

Hank Brewer, a scientist from Penn State, said that the third planet is right on the edge of the habitable zone, and that it's possible that its moons have an atmosphere which contains liquid water. Brewer says that you need liquid water to support life like human life and these planets are at the right distance from their sun.

So, all you out there looking for a cleaner place to live, here's where to go!

c

**Answers**

1 b 2 b 3 b 4 a 5 b

- d Students should recognise that the presenter is treating the news in a light-hearted way, particularly when he refers to the possibility of going to live on this planet when Earth becomes uninhabitable. They may feel that this is inappropriate in the light of the information in the Greenpeace leaflet.

## 4 Speaking

**a/b/** This is a group discussion about the existence of life on other planets and how students would feel about leaving Earth to live somewhere else. Students finish by writing a report of the discussion.

### Grammar Spotlight

Read the notes in the introduction about this section.

## 5 Reading 2

The text is a newspaper article by Peter Benchley, the author of the book *Jaws*.

### Words and expressions

annihilate • assault • bee sting • bound to (= certain to) • butcher (vb) • catastrophic consequences • catharsis • devastated • diminish • endangered • exquisite • fatal attack • fleeting (adj) (= short-lived) • freak occurrence • ghastly • grief • hideous • homicide • inadvertent • in its infancy (= not developed) • infinite • incalculable • livelihood • malice • meet a demand • mindless • mount (vb) (= start) • mourn • oceanic food chain • oft-quoted (adj) (= often quoted) • onslaught • perceived • plead with • predator • prey (n) • realm • refrain from • respect • rogue shark • seek out • slaughter • snake bite • statistics • swamp • tragic • trespasser • wholesale (= in great numbers) • witness (vb) • wreak vengeance on

It is clear from the wordlist that this is a dense reading text full of new words. For this reason, some of them are presented in a glossary in activity 5a. There are not many collocations with *wreak*. The only other one we can think of is *wreak havoc*, eg Snow and severe weather have *wrought havoc* (ie, brought chaos to) the train schedule.

Ask students to read the background information. It is highly unlikely that they have any personal experience of sharks, and this kind of article probably doesn't appear in your local newspapers, but ask them to say what they know about sharks, and if they have ever read anything about shark attacks.

**a** Read the list of new words with students, making sure that they understand both the

words and the words used in the definitions, eg *wreak vengeance on* is an unusual and not very common expression, but the word *revenge* in the definition may be new to them as well.

**b**

### Answers

- 1 The attack was not a malicious attack; there are very few of them left.
- 2 He can understand the need for revenge.
- 3 Students must decide if they agree or disagree with the arguments.
- 4 We now know that they don't attack boats and they are a disappearing species.
- 5 Students' own answers.

## 6 Writing

This is a formal letter of reply to Peter Benchley about his article. We have supplied the UK address of his publisher, if any student feels strongly enough about the issue to really write to him.

## 7 Intonation

- a** The intention in the replies should be clear from a combination of the words and the punctuation. An exclamation mark indicates enthusiasm, three dots indicate uncertainty and therefore probably partial agreement.
- b** Students practise the intonation as they imagine it to be then listen and check their intonation.

### Tapescript

Do you like Italian food?

Oh, absolutely!

The Prime Minister is doing a good job, isn't he?  
Yes ...

Would you like to go to the Dali exhibition?  
Yes!

As far as I'm concerned, they should have made sure they killed that shark.

Do you think so?

Children need more discipline at school.  
Otherwise they won't learn.  
Well, yes and no ....

May and Eric are nice people, aren't they?  
May's very nice ...



- c This is a mingler where students express an opinion to other students and get a response. It goes without saying that students, having given their own opinion, must then listen to the opinion of the person they have just spoken to.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.

# Unit 18 Extra!

## 1 Introduction

- a The text is from *Jaws* by Peter Benchley.

The lexical load in this text is very heavy. Students doing this for self-study must work with a very good English-English dictionary. Pocket-size translation dictionaries are simply not good enough for a text of this complexity.

### Words and expressions

adrenalin • agitate • back up (= walk backwards) • cast over • close on • detect • distress • dorsal fin • dotted with • ease someone down • erratic • falter • fling • generate • glow • graceful • hiss • hold one's breath • jerky • limb • lurching • mantle • mucus • nerve endings • phosphorescent • regain one's footing • resume • shore/offshore • signal (vb) (= send a message to) • slack (= not strong) • sparks • stride (n) • (swimming) stroke • surf (n) • thrust forward • tide • tingling • tread water • tremors • trunk (= part of the body) • untutored • urge someone to (do something) • vibrations • wave (in the sea)

There are two spellings of *adrenalin*, it can also be spelt with an *e* at the end. Strictly speaking, *Adrenalin* is a brand name.

*Close on* means to get closer to, but carries a sense of danger, of a predator closing on prey, but also of police closing on a suspect. *Close in on* is more commonly used in British English.

## 2 Beginnings

Students comment on the effectiveness of the extract as an opening to the novel. The most important question is whether the extract would encourage them to read the whole book and why.

## 3 Reading for information and effect: the fish and the woman

a/b

### Answers

The shark is first mentioned in paragraph 3, and is never referred to as a shark. The reason for this could be to increase the tension. Is it a shark? Or just an 'ordinary' fish? There is also a great deal of physiological information about the shark, particularly about its sophisticated detection apparatus. As for the woman, we don't really have time to think about her as a person. As it is the beginning of the novel, she clearly hasn't been introduced as a character. So we may feel pity, but we are not horrified by the loss of a central character.

## 4 Vocabulary: water

### Answers

Words connected with water and moving through it: *close on*, *ease down*, *erratic*, *hiss*, *hurtle past*, *lurching*, *slack* (tide), (swimming) *stroke*, *surf*, *sweeps* (of the tail), *thrust forward*, *tread water*, *wave*

## 5 Changing viewpoints: prey and predator

The final task is an extremely challenging piece of story-telling. Students are asked to replicate the adversarial nature of this piece in a narrative involving two different characters. Both characters can be human, both animal or one of each, as in the original text.

# Lines that rhyme

Topic/Vocabulary:	Poetry
Structure:	Comparisons with <i>like</i> and <i>as</i>
Reading:	Reading and understanding poetry
Writing:	Writing a letter of introduction
Speaking:	Discussing poetry
Listening:	Listening to a poem and comparing this with reading

## Before you open the book ...

The subject matter of this unit is poetry. It is possible to do the whole unit without students being asked to comment on poetry, say whether they like poetry or write any poetry. It is also possible to do all of these things, if you and the class want to. (The poetry writing activity is in *Progress Check 4*, after Unit 20.)

It is essential that students say what they really think when the subject of poetry is mentioned. If their reaction is negative then it may be better to skip doing this unit in class, and tell them to read it in their own time. But if there are any students at all who are brave enough to say they like poetry, then the whole class will benefit from doing the unit.

In addition, the first activity offers students the chance to talk about their favourite songwriters, and to decide if song-writing is poetry.

The structure item is comparisons with *like* and *as*. The texts chose the structure item for us, which is no surprise, as poetry is home to many similes and metaphors. *Like* and *as* have a lot of different meanings, of course, but in terms of comparisons, the rules are as follows: *like* is a preposition, and so should be followed by a noun or pronoun; *as* is a conjunction, so there should be a subject/verb combination following. *As* is also used before prepositional phrases, and commonly before *with*. (*As with most people* (or *Like most people*), *I find the prospects of speaking in public quite terrifying*.)

The trouble with poets is that they break rules like this. So, in the first poem, John Clare writes: *They spoke as chords do from the strings*. And it isn't just 18th century

poets who are a problem. Many native speakers say things like: *I want to go to university, like my sister did*.

But with examinations, etc in mind, encourage students to stick to the rules!

## Now open the book ...

The quotation is excellent for people who think that poetry is pointless. Like many famous quotations, this one is in the form of a simile. The meaning is quite clear. Do the class agree?

## 1 First Impression

The success of the first part of this activity depends on how high-profile poets and poetry are in your country. But in parts b/c, when song-writers are the focus of the discussion, it will be of interest to more people in the class.

## 2 Vocabulary

### Answers

- a rhyme
- b blank verse
- c metre
- d couplet
- e assonance
- f poetic licence
- g verse
- h stanza

## 3 Reading 1

The reading texts are poems by John Clare (1793–1864) and Wendy Cope, who was born in the 1940s. They have been chosen because the language used in both of them is quite simple, so students can devote more attention to an understanding and critical appreciation of them.

### Words and expressions

#### First Love

ail (see note below) • blood • bloom • burn • chords • clay • deadly • dwelling place • eyesight



**After The Lunch**

charm • halfway across • high (= drunk) •  
juke box • skip • tears (n) (from crying) •  
weather conditions • wipe away • woolly glove

Note that the unusual use of the word *ail* is focussed on in activity 3a.

a

**Answers**

Images of the physical effects of falling in love: face turning pale, legs refusing to move, feeling as if he turned to clay, blood rushing to the face (blushing).

b

**Answers**

1 Yes. 2 No. The effect is darkness, but it is not oppressive. 3 This is probably the meaning; it could also mean that his eyes began to show his feelings and then stopped. 4 Yes. 5 No. I will always be in love with her.

d

**Answers**

1 No. 2 This is her head talking to her heart. 3 A juke box is a machine that plays songs; falling in love feels like music playing. 4 c. 5 You try to look at things rationally, but your emotional reaction wins.

d The following notes should help with the discussion:

- 1 There is a simplicity about the first poem that makes it clearly of a different century; the imagery – trees, stringed instruments – hints of a pre-mechanical age. Images of woolly gloves and juke boxes sets the second poem firmly in the 20th century
- 2 Both lovers feel a sense of music; Clare's is more romantic; Cope's is more fun.
- 3 Clare's poem is a little repetitive; Cope is much more efficient with words.
- 4 Students must decide this for themselves.

**4 Listening**

Having read and discussed the poems, students now close their books and listen to them. Then they discuss whether listening has changed their feelings about the two poems. Do the readings make any difference to the enjoyment and understanding of them?

**Tapescript****FIRST LOVE by John Clare**

I ne'er was struck before that hour  
With love so sudden and so sweet  
Her face it bloomed like a sweet flower  
And stole my heart away complete  
My face turned pale a deadly pale  
My legs refused to walk away  
And when she looked what could I ail  
My life and all seemed turned to clay

And then my blood rushed to my face  
And took my eyesight quite away  
The trees and bushes round the place  
Seemed midnight at noon day  
I could not see a single thing  
Words from my eyes did start  
They spoke as chords do from the string  
And blood burnt round my heart

Are flowers the winter's choice  
Is love's bed always snow  
She seemed to hear my silent voice  
Not love's appeals to know  
I never saw so sweet a face  
As that I stood before  
My heart has left its dwelling place  
And can return no more

**AFTER THE LUNCH by Wendy Cope**

On Waterloo Bridge, where we said our goodbyes,  
The weather conditions bring tears to my eyes.  
I wipe them away with a black woolly glove  
And try not to notice I've fallen in love.

On Waterloo Bridge I am trying to think:  
*This is nothing. You're high on the charm and the drink.*

But the juke box inside me is playing a song  
That says something different. And when was it wrong?

On Waterloo Bridge with the wind in my hair  
I am tempted to skip. *You're a fool.* I don't care.  
The head does its best but the heart is the boss –  
I admit it before I am halfway across.

## 5 Work it Out ➡ Grammar Spotlight

Read the notes in the introduction about this section.

a

### Answer

The words *like* and *as* appear in poems because poems often contain metaphors and similes.

c

### Answer

The difference between the lines is that *like* is followed by a noun and *as* is followed by a phrase.

d

### Answers

Completely different meanings of *like* and *as*:  
*like* is also a verb: *I like spaghetti*  
*as* can be used as a conjunction: *as he came out of the cinema, it started raining.*

## 6 Reading 2

This poem, *Coat* by Vicki Feaver, is very different from the earlier ones. As you can see from the words and expressions box, the language is very simple.

### Words and expressions

throw (someone/something) off \* •  
 light clothes (= summer clothes)

\* See the note in activity 6b1.

- a A quick reading will tell students that this poem has none of the optimism and pleasure of first love.
- b The following notes should help you with the discussions.
- 1 The verb *throw off* could suggest that the heavy coat was covering someone who was lying down, rather than wearing it. If we think of this image, we can see how the heavy coat becomes an oppressive burden.
  - 2 Not literally, but when someone says they can't breathe, it often means that they feel frustrated and tied down.

- 3 Now she has no ties, no attachments.
- 4 Her current feeling of isolation and loneliness means that she sees the original oppressive relationship in a different way.

c This is a narrative writing exercise, connecting the people on the bridge in *After the Lunch* and the sad love-has-ended character in *Coat*. It may help if students give the characters names. You could also encourage the class to write the intervening story as dialogue, or even as a poem.

## 7 Writing

A letter-writing activity, a formal letter to some students who are staying in your town. The important thing about the style is to maintain politeness and to emphasise that no offence will be taken by the writer if the offer is turned down. This is a good homework activity.

## 8 Speaking

Even if you don't manage to do all the parts of this speaking activity, you should discuss the meaning of the Robert Frost quote: *Writing free verse is like playing tennis with the net down*. The clear implication is that it is too easy, but as with many quotes in this book, the message is stronger because it is presented as a simile.

What other activities could give you the same simile? eg *Using a grammar book in an English exam is like playing tennis with the net down*.

You may want to tell students that there is a poem by Robert Frost in the Unit 20 Extra! activity on page 126.

### Fridge, Dustbin or Suitcase? and Word Associations

Read the notes in the introduction about these activities.



# Unit 19 Extra!

## 1 Introduction

- a The first poem is *I wish I'd looked after me teeth* by Pam Ayres.

### Words and expressions

beckon • cap (= on a tooth) • careless • cavity • chew • choppers (= slang word for teeth) • decay • drilling • false teeth • filling (= in a tooth) • foam (vb) • gobstoppers (= large sweets) • hairless • injection • pave the way (= prepare for something) • reckoning • sherbet • shilling (= UK currency pre 1971) • spot (vb) (= see) • sticky • toffee • willing

- b The second poem is *Jimmy Jet and His TV Set* by Shel Silverstone

### Words and expressions

antennae • knob (on a TV set) • lean (adj) • pale • plug (n)/plug in (vb) • tuning dial • TV tube

## 2 Medium and message

This is a discussion of the merits of using comedy to talk about a serious subject. Students may argue that the subjects are not that serious, and comedy is suitable. How would they feel about a comic poem about war or starvation?

## 3 Audience

The question of audience is an interesting one. There are poems which are obviously written for children and there are other poems, like these two, which are written for an audience of all ages, but in a style which will not exclude young readers.

## 4 Words

- a The most obvious word used with comic effect is *choppers*.

### Answers

Words connected with teeth and going to the dentist: *filling, choppers* (slang), *toothbrush, cavity, cap, decay, injection, drilling, false teeth*.

- b Many of these things no longer exist in a TV. And of course there is no mention of satellite TV or the remote control channel selector that most couch potatoes use these days. *Couch potato* is a wonderful metaphor for someone who spends too much time watching TV.

### Answers

Words connected with television: *tuning dial, antennae, TV tube, TV screen, knob, vertical hold, horizontal hold, plug*.

c

### Answers

i a sweet ii teeth iii money  
iv sweet powder v vertical hold  
vi horizontal hold (these last two were very important on old TV sets to try to control the picture)

# Language

For the general aims of the Talking Points sections, see page 7 and the notes to Talking Points 1.

## Soundbites activities

The illustrations feature four of the most commonly used words in advertising and popular journalism: *free, delicious, love* and *sensational*.

Some of the favourite words which have been chosen by the focus group are listed here with their real definitions, including the second favourites, which only appear on the tapescript. Some of the people were not very clear about the meaning of their favourite words.

*Serendipity* – making fortunate discoveries by accident.

*Darling* – a way of addressing someone you love; used indiscriminately by people like the woman in the soundbite – not a recommended course of action by English learners!

*Heavy metal* – a kind of noisy rock music from the 1970s, exemplified by the band AC-DC.

*Day off* – a free day. Note that an *off day* means a day when you don't feel well, or everything is going wrong.

*Laconic* – the real meaning is as follows: a laconic person is someone who uses very few words.

*Onomatopoeia* – forming words which sound like the noise or action you are describing – *hiss, buzz, bang*, etc.

*Kindergarten* – a school for very young children.

*Mellow* – used to describe a relaxed mood; also used to describe kind-hearted older people (often used in the adjectival past participle form – *he's mellowed with age*).

*Maserati* – an expensive Italian car.

### Tapescript

#### What's your favourite word in English?

Serendipity. I think it means finding something useful or exciting by chance. Actually, I'm not at all sure what it means, I just love the sound!

**And my second favourite word is money!**

Darling. I can never remember people's names so I just call everybody darling and that way nobody's offended. **But do you know what**

**my second favourite is? Heavy metal. All right, it's two words, but you always hear them together, don't you?**

I have two favourite words that go beautifully together: summer afternoon. **And the other two words I like to hear together are these – day off.**

Laconic, although it's not a word you can easily slip into small talk. I think it means relaxed and amusing. **And my second favourite word is blue. I don't know why.**

Love – isn't it everyone's favourite word? **And friends – that's my second favourite.**

Onomatopoeia, because it's so strange and exotic that you wonder what it's doing in the language at all. I remember learning it in one of my first English lessons at secondary school and being amazed that such a wonderful word existed.

**And my other favourite word is kindergarten. Strange, eh?**

Mellow. I love the sound – it rolls so smoothly off the tongue- and I like the quality it conveys of being ripe and golden. **And my second favourite word is Maserati.**

The next activity is a survey to find the class favourite words. Ask them to think of their favourite word in their own language as well.

### Discussion and Debate

We have suggested dividing the class into two groups; you can divide them into more, as long as half the class are researching similarities and half are researching differences.

The next activity is a mini-debate in groups about all three of the statements about language, followed by a re-grouping to talk about the topic that interested you most.

### Writing

The writing activity is in two parts: students provide a short lexicon of useful words and phrases for visitors, and then write a comparison of their language and English, aimed at helping an English speaker who wants to learn your language. If possible, try to send this information to a school in England.



# Disaster!

Topic/Vocabulary:	Future dangers from space
Structure:	General revision
Reading:	Explaining individual lines of a text
Writing:	Speculating about the description of a place
Speaking:	Talking about a hypothetical situation
Listening:	Deciding if statements are true or false
Others:	Social skills: Interrupting and turn-taking

## Before you open the book ...

This unit starts with images of disaster and finishes (the last of the Extra! page activities) with a happy ending. The reading texts deal with the possibility that a meteor or asteroid (both are explained in the book) could collide with Earth in the next 30 years. The information is not intended to depress students. In fact, they belong to the generation who will have to find a solution to these things.

## Now open the book ...

In English, we say you can divide people into optimists and pessimists by asking them to describe a glass or bottle which has half its possible contents. An optimist says that it is half full, and a pessimist says that it is half empty. Is there a version of this description in your language? The quotation here is a variation on the same theme.

## 1 First Impression

- a/b Students discuss the general concept of *disaster*. They also reveal if they are aware of any collision with a cosmic object which has caused disaster in the past. They may know about the widely-held theory that the dinosaurs were wiped out by a cosmic collision, after spending a successful 150 million years on the planet.

## 2 Vocabulary

- a These words are explained in the listening text, but here is a simple definition of each one to start. As you will see, they are all related.

A *meteoroid* is a small celestial body which orbits the sun, possibly the remains of a comet. A *meteor* is a small meteoroid which enters the earth's atmosphere.

A *meteorite* is a meteor which reaches earth. An *asteroid*, also called a minor planet, orbits the sun, mainly between the orbits of Mars and Jupiter (when they start heading toward Earth, scientists get worried).

A *celestial body* is anything in the sky – planets, meteoroids, asteroids are all celestial bodies.

A *comet* is a celestial body in orbit round the sun; it has a solid frozen nucleus, and collects space debris as it travels; some of them can be millions of kilometres long.

A *shooting star* is an informal name for a meteor – it certainly isn't a star!

- b Other words used in English to describe successful people: *superstar*, *megastar*, *rising star* and *celebrity* are used to describe people in the entertainment industry; in the world of commerce, *high flyer*, *hot shot* and *whizz kid* are possible.

## 3 Listening 1

a

### Answer

All the items in 2a are mentioned.

### Tapescript

**Interviewer:** Good evening and welcome to *Your Questions Answered*. And we're going to start with a question from Alison in Reading. She wants to know: what chance is there of something from outer space – a celestial body, as Alison calls it – what is the chance of a celestial body colliding with Earth? Well, there's certainly been a lot of speculation about this kind of thing this week, so we asked Dr Angela

Carlton from the UK Space Research Programme to come into the studio to talk to us about it. Good evening, Dr Carlton.

*Carlton:* Good evening.

*Interviewer:* Well, let's start by finding out more about some of these celestial bodies. For example, what's the difference between meteors and meteorites?

*Carlton:* Well, let's start by talking about meteoroids. Outside Earth's atmosphere, there are millions and millions of flying objects, huge pieces of rock and metal, and they are called meteoroids.

*Interviewer:* Meteoroids. Is that the same as asteroids?

*Carlton:* Well, no. Asteroids are simply very small planets, and they generally orbit between Mars and Jupiter, so they are less of a problem for us here on Earth.

*Interviewer:* I see.

*Carlton:* Now ... most of these meteoroids are in orbits which don't come anywhere near Earth. But when a meteoroid does enter the Earth's atmosphere, it becomes a meteor.

*Interviewer:* A meteor. Right.

*Carlton:* Now, once a meteor enters our atmosphere, it becomes extremely hot, so hot in fact that it usually burns up very quickly.

*Interviewer:* So a meteor is like a shooting star.

*Carlton:* A meteor isn't like a shooting star, a meteor is a shooting star.

*Interviewer:* Really?

*Carlton:* Yes. Shooting star is simply a popular, but unscientific, name for a meteor.

*Interviewer:* Why unscientific?

*Carlton:* Because a meteor isn't a star, is it?

*Interviewer:* No, of course it isn't.

*Carlton:* Now, as I said, most meteors are so small that they burn up quite quickly. But some of them are big enough to reach Earth. The ones that reach Earth, the ones that actually collide with our planet, are called meteorites.

*Interviewer:* I see.

*Carlton:* Now, some of these are extremely small and most of them land in the oceans, obviously.

*Interviewer:* Why obviously?

*Carlton:* Because 70 per cent of the surface of the Earth is water.

*Interviewer:* Right. So meteorites aren't dangerous.

*Carlton:* On the contrary! Meteorites can be very dangerous. If a meteorite the size of, say, a grand piano, hit this studio, it would completely flatten an area of about ten square kilometres. And I mean flatten!

*Interviewer:* Wow ... so how often does this kind of thing happen?

*Carlton:* Well, something as serious as that, only once every 100 years.

*Interviewer:* Right, so not a problem.

*Carlton:* I'm afraid it is a problem – at least it could be. A very serious problem, and one that we have to start taking more seriously. Do you have any idea how many meteoroids enter Earth's atmosphere?

*Interviewer:* No.

*Carlton:* A billion.

*Interviewer:* A million?

*Carlton:* Not a million, a billion: a thousand million.

*Interviewer:* Wow!

*Carlton:* Every day!

*Interviewer:* What!

*Carlton:* A billion pieces of space junk enter our atmosphere every day.

*Interviewer:* Blimey!

*Carlton:* Travelling, I might add, at speeds of up to 72 kilometres per second.

*Interviewer:* Gosh!

*Carlton:* And several tons of this stuff actually reaches us.

*Interviewer:* So where do all these meteoroids come from?

*Carlton:* That's a question that scientists are constantly trying to answer. There's no doubt that most of them come from comets.

*Interviewer:* And what is a comet?

*Carlton:* A comet is ... well, it's a celestial body, something that flies through space.

*Interviewer:* Like a planet?

*Carlton:* No, nothing like a planet. A comet consists mainly of gas and ice, but with lots of particles of rock attached to it.

*Interviewer:* How big are comets?

*Carlton:* Absolutely enormous. They can have a diameter of 130,000 kilometres.

*Interviewer:* Goodness! They must be very heavy.

*Carlton:* No, in fact they aren't. They're



mostly gas and ice, so enormous comets weigh less than planets which are much smaller than they are. Comets are huge and rather ugly, they're like big dirty snowballs.

**Interviewer:** And meteors come from comets?

**Carlton:** Yes, some do. A comet has a very long tail, which is full of particles of rock and other space debris. Some of these pieces drop off and become meteors.

**Interviewer:** So how long is the tail of a comet?

**Carlton:** The tail of a comet can be 160 million kilometres long.

**Interviewer:** Good heavens!

**Carlton:** Yes ...

(of dust and smoke) • concussion • cosmic bombardment • dazzling • determination • detonate • disintegrate • feeble • fireball • hammer-blow • hearing (n) (= the ability to hear) • human race • impact (vb) • inevitably • invisibly small • landwards • launch (vb) • noble • random • scar (vb) • squander (= waste) • strike (vb) • target practice • uranium bomb • wilderness • wipe (from the face of the earth)

*Concussion* usually refers to the condition of someone, especially sportsmen, after they have received a blow to the head; here it is used in its other meaning of a violent shaking movement.

**a** Note that the two definitions of the word are both possible, but only one is correct in this context.

**b**

### Answers

- 1 True.
- 2 False. A billion meteoroids enter Earth's atmosphere every day.
- 3 False. 72 kilometres per second.
- 4 False. Not always.
- 5 True. 6 True. 7 True. 8 True.
- 9 False. 10 False.

## 4 Reading 1

The reading text is taken from the first chapter of *Rendezvous with Rama*, by Arthur C Clarke. As you can see from the list of Words and expressions, you may need to spend some time pre-teaching some of the new words. The pre-reading activity focuses on some of them.

Students may remember that there was some biographical information about Clarke in Unit 4 *Working with words*. To help you, it is reproduced here.

Arthur C Clarke is the world's best-known and best-selling science fiction writer. He has won many awards, not only for his writing, but for his inspirational role as a forecaster of life in the age of science. He wrote the book which inspired the classic science fiction film *2001: A Space Odyssey*.

### Words and expressions

beyond all computation • bound (to happen) • breach (defences) • celestial • churning • column

### Answers

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

**b**

### Answers

- 1 Closer to disaster.
- 2 The craters on the moon. (This is not stated in the text.)
- 3 A tidal wave would destroy anything in its path.
- 4 No. It's impossible to give a value to the amount of lost art.
- 5 In earlier ages, different countries were hostile to each other.
- 6 Wars between countries, the possibility of nuclear war.

## 5 Discussion

The discussion can focus on the genre, science fiction in general, and the predictions and observations about the present day made in the extract from *Rendezvous with Rama*.

## 6 Listening 2

The listening text is a further extract from *Rendezvous with Rama*.

**a** This is some information that students need before they start.

**b**

### Answers

- 1 Statistics.
- 2 Asteroids.
- 3 Because it was so big.
- 4 Lots of Greek and Roman names had been used to name celestial bodies. There were no names left.

### Tapescript

By the year 2130, the Mars-based radars were discovering new asteroids at the rate of a dozen a day. The SPACEGUARD computers automatically calculated their orbits, and stored away the information in their enormous memories, so that every few months any interested astronomer could have a look at the accumulated statistics. These were now very impressive.

It had taken more than a hundred and twenty years to collect the first thousand asteroids, since the discovery of Ceres, largest of these tiny worlds, on the very first day of the nineteenth century. Hundreds had been found and lost and found again; they existed in such swarms that one exasperated astronomer had christened them 'vermin of the skies'. He would have been appalled to know that SPACEGUARD was now keeping track of half a million.

Only the five giants – Ceres, Pallas, Juno, Eunomia and Vesta – were more than two hundred kilometres in diameter; the vast majority were merely oversized boulders that would fit into a small park. Almost all moved in orbits that lay beyond Mars; only the few that came far enough sunwards to be a possible danger to Earth were the concern of SPACEGUARD. And not one in a thousand of these, during the entire future history of the solar system, would pass within a million kilometres of Earth.

The object first catalogued as 31/439, according to the year and the order of its discovery, was detected while still outside the orbit of Jupiter. There was nothing unusual about its location;

many asteroids went beyond Saturn before turning once more towards their distant master, the sun. And Thule II, most far-ranging of all, travelled so close to Uranus that it might have been a lost moon of that planet.

But a first radar contact at such a distance was unprecedented; clearly, 31/439 must be of exceptional size. From the strength of the echo, the computers deduced a diameter of at least forty kilometres; such a giant had not been discovered for a hundred years. That it had been overlooked for so long seemed incredible.

Then the orbit was calculated, and the mystery was resolved – to be replaced by a greater one. 31/439 was not travelling on a normal asteroidal path, along an ellipse which it retraced with clockwork precision every few years. It was a lonely wanderer between the stars, making its first and last visit to the solar system – for it was now moving so swiftly that the gravitational field of the sun could never capture it. It would flash inwards past the orbits of Jupiter, Mars, Earth, Venus and Mercury, gaining speed as it did so, until it rounded the sun and headed out once again into the unknown.

It was at this point that the computers started flashing their 'Hi there! We have something interesting' sign, and for the first time 31/439 came to the attention of human beings. There was a brief flurry of excitement at SPACEGUARD headquarters, and the interstellar vagabond was quickly dignified by a name instead of a mere number. Long ago, the astronomers had exhausted Greek and Roman mythology; now they were working through the Hindu pantheon. And so 31/439 was christened Rama.

**c**

### Answers

- 1 annoyed 2 shocked 3 large
- 4 had never happened
- 5 at the same time and speed

**d** Students who enjoy scientific subjects at school may want to speculate about the nature of the cosmic visitor they call Rama. As they will discover when they reach activity 8, Rama is actually a huge manufactured planet, where a race of machine-like creatures 'live'. The astronauts who actually get into the massive



cylinder speculate that it was built to escape from a dying world.

## 7 Reading 2

This reading text is from a newspaper item, foretelling the kind of cosmic impact described in *Rendezvous with Rama*. Unfortunately, the prediction suggests that the collision could happen much sooner than Clarke predicted.

### Words and expressions

asteroid • close encounter • collision course • enormous (destructive) potential • lump of rock • margin of error • on a catastrophic scale • out of the question

*Close encounter* is being used facetiously here. The expression should refer to encounters with aliens. Film fans may know about *Close Encounters of the Third Kind*, which is itself a genuine scientific expression, referring to actually meeting an alien.

- a** Students recall information which they have learnt from earlier listening and reading texts.
- b** This is the only information gap activity in the entire book. This is also the only unit where the text in the Extra! section is connected with the text in the main unit.

We resisted the idea of devising more information gap activities for a number of reasons. We wanted to use the space at the back of the Student's Book to extend the topic of each unit and provide extra reading material. We also got the impression that teachers felt that information gap activities were less appropriate at this level.

However, the existence of authentic news items which contradict each other gives us the perfect opportunity to have students reading the authentic material about the same subject which provides genuinely different information.

Students work in pairs. The instructions they read are slightly different. We recommend that both students make notes from the text and then, with books closed, read from their notes when they talk to their partners. Finally, they should read their partner's text.

## 8 Writing

- a/b** This is a very ambitious writing task, involving description, narrative and a very active imagination. Students have to describe the inside of the cylinder and also say what happened when the astronauts entered the artificial world.

Things for students to consider:

- How would they see anything inside a closed cylinder?
- What would they stand on? How would they move?
- Would they encounter hostile or friendly creatures?
- Assuming they came out unscathed, what contact would they have with the occupants of the world?

## 9 Social Skills

- a** This is a conversation about a film between two boys and a girl. The second boy tries to be more polite about his interruptions.

### Tapescript

- Girl:** At first, I thought the extra-terrestrial was really sweet ...
- First boy:** ... like when they were looking for plants at the beginning –
- Girl:** ... yeah, that's right, and the whole thing about the police ...
- First boy:** ... right, when they're in the street, trying to find out where it's hiding – brilliant ...
- Girl:** ... well, no, I thought that was stupid ...
- First boy:** No!
- Girl:** I did. It was stupid.
- Second boy:** Why did you think it was stupid?
- Girl:** Well, it made the police look like really bad guys, I mean ...
- Second boy:** Yes, I agree with you, and there was something else ...
- First boy:** No! They didn't look like bad guys! I mean, come on, they had to find out where this thing was. It could have been murdering half the population of the town ...
- Girl:** Oh right! And, like, nobody would have noticed that half the town was dead? Come on!
- First boy:** No, you know ...
- Second boy:** Can I say something?

Girl: Yeah, of course.  
 First boy: Go ahead.  
 Second boy: I thought the film said a lot about tolerance and understanding, how we have to try to understand people who are different. It wasn't about aliens or extra terrestrials at all.  
 Girl: Yes.  
 First boy: You're right.  
 Girl: Anyone want a pizza?

**b** Notes about the expressions.

*Yes! That's absolutely right!* – formal or informal; a very pleasant thing to hear people say to you!  
*No! That's complete nonsense!* – informal; only to be used with people you know well.

*Do you really think so?* – useful expression of doubt in all situations.

*Do you mind if I say something?* – quite formal attempt at turn-taking.

*Do you want to know what I think?* – rather clumsy attempt at turn-taking.

*I think there's another point that no one has mentioned yet.* – good, strong intervention – the point had better be good!

*You cannot be serious!* – informal, not recommended.

*Are you joking or is that what you really think?* – probably quite offensive!

- c** Put students in small groups and circulate, listening to their discussions. Afterwards, ask them to say how easy or difficult they found it to use any of the turn-taking strategies. Remind them that they will not be able to be as informal with students they meet from other countries as they can be with their classmates, so the strategies are worth remembering.

**Fridge, Dustbin or Suitcase? and Word Associations**

Read the notes in the introduction about these activities.

# Unit 20 Extra!

## 1 Introduction

The last two texts deal with the end of the world, which seems quite appropriate!

- a** The text is a newspaper article that forms part of the information gap activity and connects with activity 7 (above).

### Words and expression

Words which appeared in the earlier article are not repeated in this list.

alarm (n) (= fear) • calamity • coincide • debris • duplicate • eliminate • force (n) (= power) • forecast (n) • impact (n) • level of probability • post something on the Internet • premature • telescope • trail (in Earth's orbit) • trigger (vb) (= start) • unleash • withdraw

- b** The text is the poem *Fire and Ice* by Robert Frost.

### Words and expressions

favour (vb) (= be in favour of) • perish • suffice

## 2 The end of the world

A discussion about the manner that the world might end, which is the subject matter both of the newspaper article and the poem.

## 3 Images

### Answers

*Armageddon* – *Revelation* 16:16 in The New Testament in the Bible names Armageddon as the scene of the final battle between the kings of the earth and the end of the world; it is used as a metaphor for the end of the world.

*Fire and ice* – the two possible ways the world can end; *fire* presumably refers to war; *ice* to the return of the Ice Age.



#### 4 The power of words

The newspaper text is serious, but very matter-of-fact; the poem is chillingly cold and depressing and its message is effective because it is brief. But students must say which one affects them more.

#### 5 Happy ending

The final activity requires students to write an adventure story, where Planet Earth is saved from final destruction. Before they write, discuss how this could be done. You may need to teach some words to do with spaceships and how they work. Here are some useful words and expressions: *crew, captain, navigator, blast off, in orbit, aim at, fire (missiles) at, hit the target, miss the target, destroy, debris, damage*.

## PROGRESS CHECK 4

*Progress Checks* are designed as tests, so there are no pre-reading or pre-listening activities to prepare students for the contents of the texts, or to prepare for the activities. However, we have identified words and expressions that may be difficult, or expressions that are used in unusual ways.

### Words and expressions

bleak • blood • bury • dough • flood • ginger •  
hanger (= something to hang your clothes on) •  
mould • plough • sought (past tense of *seek*) •  
streak • tomb • tough

### 1 Reading

a

#### Answers

- |          |           |           |
|----------|-----------|-----------|
| i mould  | ii bomb   | iii anger |
| iv wear  | v were    | vi steak  |
| vii even | viii coat | ix enough |

b

#### Answers

- |            |             |           |
|------------|-------------|-----------|
| i blood    | ii comb     | iii beard |
| iv dough   | v cough     | vi rival  |
| vii hanger | viii plough |           |
| ix sought  | x ginger    |           |

c

Students should read the poem aloud. You may want them to try one line each.

d

Students can now listen to the reading text to check their pronunciation.

#### Tapescript

##### Tough stuff

Blood and flood are not like food,  
Nor is mould like should and would,  
River, rival, tomb, bomb, comb,  
Doll and roll and some and home.

Stranger doesn't rhyme with anger,  
Danger doesn't rhyme with hanger,  
Shoes, goes, does – now say finger,  
Now say ginger, now say singer.

Query doesn't rhyme with very,  
Nor does fury sound like bury,  
Ear and fear both rhyme with here,  
But wear and tear both rhyme with there!

Just compare heart, beard, and heard,  
Dies and diet, lord and word,  
And be careful how you speak  
Say break and steak, but bleak and streak.

Heaven, seven, eleven, even,  
But which of them rhymes with Stephen?  
Youth, south, southern, cleanse and clean.  
But write and right, seen and scene,

Thought and taught and sort and sought,  
And through and plough and dough and cough,  
Do any of them rhyme with enough?  
English really *is* tough stuff!

### 2 Listening

a

#### Answers

The tour bus passes all the sights except  
Buckingham Palace and Oxford Street.

#### Tapescript

*Tour guide:* Good morning and welcome aboard  
this Top Guide Bus tour of London.  
We hope you all enjoy the trip, so if  
you would all sit down and we'll get  
started.

*Man:* Excuse me?

*Tour guide:* Yes, sir?

*Man:* Are we going to see Buckingham  
Palace?

*Tour guide:* Yes, sir, eventually.

*Man:* Good.

*Tour guide:* Well, at the moment, we're travelling  
along Brompton Road in  
Knightsbridge, a very elegant and  
expensive part of London –

*Woman:* Excuse me?

*Tour guide:* Yes, madam?



*Woman:* Can you turn the heat down please?

*Tour guide:* Certainly. Bill!

*Driver:* What?

*Tour guide:* Turn the heat down!

*Driver:* All right.

*Man:* Excuse me, is that Buckingham Palace?

*Tour guide:* No, sir, that isn't Buckingham Palace. That's Harrods, one of the most expensive and luxurious shops in London. You can buy anything from a toothbrush to an elephant at Harrods. As you can see in the windows, Harrods stocks lots of high-quality goods.

*Woman:* I don't see an elephant.

*Tour guide:* No, madam, of course not. But they do say that you can buy anything there. And now we're travelling along Piccadilly, towards Piccadilly Circus.

*Man:* Is that Buckingham Palace?

*Tour guide:* No, sir, that's the Royal Academy, a very fine art gallery, which has a special summer exhibition for new artists.

*Woman:* Excuse me?

*Tour guide:* Yes, madam?

*Woman:* Could you turn up the heat a little?

*Tour guide:* Yes, madam. Bill?

*Driver:* What?

*Tour guide:* Can you turn the heat up?

*Driver:* Up?

*Tour guide:* Yes.

*Driver:* You told me to turn it down a minute ago.

*Tour guide:* Well, now I'm telling you to turn it up. Now we're at Piccadilly Circus, and in front of you, you can see the Statue of Eros, the god of love. On our left is Shaftesbury Avenue, which is the centre of London's theatreland, and now, we're turning into the Haymarket, which will lead us eventually to Trafalgar Square.

*Man:* Excuse me?

*Tour guide:* No, that isn't Buckingham Palace, sir, it's the National Gallery, where most of the nation's most important and valuable paintings are on display.

*Woman:* When was it built?

*Tour guide:* Pardon?

*Woman:* When was the National Gallery built?

*Tour guide:* I - I'm afraid I don't know. Bill?

## b

### Answers

- i One wants to see Buckingham Palace; the other keeps asking for the heat to be turned up and down.
- ii Buy an elephant.
- iii In Piccadilly; summer exhibition for new artists.
- iv The statue of Eros.
- v When was the National Gallery built?

## 2 Do it yourself

Read the general notes about the DIY section in *Progress Check 1* on page 42.

This DIY is a little different from earlier ones, as one student will be working as a guide, and a number of others will be the tourists in their own town.

## 3 Writing

As you will see when you read the instructions, in this activity no one is required to write more than one line of poetry. The lines are then divided by themes and groups try to work out if the lines can all fit together, so the activity becomes one of connecting lines which mean something similar, rather than creating poetry. However, if the groups want to write new lines to connect the existing ones, this will make the activity more creative.

## 4 Use of English

### Answers

The unnecessary words are in brackets.

- 1 It doesn't really (to) happen under artificial light.
- 2 February is a strange month for a holiday (in).
- 3 More than two million (of) people visit the Notting Hill Carnival every year.
- 4 How many days are there between (the) Christmas Day and New Year's Eve?
- 5 Astronomers say they have discovered three planets the size of Jupiter orbiting (towards) a nearby star.
- 6 As far as I'm concerned (with), they should have made sure they killed that shark.
- 7 Poets all think of themselves as really (are) clever, don't they?

- 8 There seem to be a lot of men (who) getting their poems published and not so many women.
- 9 What is the (possible) chance of a celestial body colliding with Earth?
- 10 The vast majority (of) were merely oversized boulders that would fit into a park.

## 5 How much do you remember?

### Answers

- 1 1918.
- 2 Several of the artists from Ant Noises 1 plus Tracey Emin and Richard Patterson.
- 3 January or February.
- 4 Christmas Market.
- 5 4,600 million years.
- 6 A great white.
- 7 The seventeenth.
- 8 To wipe away some tears.
- 9 Venice, Padua, Verona.
- 10 21st September 2030.

## Progress test 4 (page 149)

This Progress test should be used once Units 16–20 have been completed in both the Student's Book and the Workbook.

Give each student a copy of the test. The test should take 30 minutes. The test has been designed so that it can be marked easily to give a total score out of 100%.

### Answers

#### 1 Use of English: cloze test

- 1 widely 2 skilful 3 restless
- 4 period 5 shapes 6 style 7 straight
- 8 splash 9 studio 10 materials

#### 2 Use of English: transformation

- 1 In October and November 2000, there were three fatal attacks on Australian swimmers by a great white shark.
- 2 However, sharks attacking swimmers are freak occurrences.
- 3 Children need more discipline at school, otherwise they won't learn much.
- 4 Peter is only a casual acquaintance.

- 5 So many balloons had to be blown up for Christmas that we were all out of breath.
- 6 The current exhibition is devoted to the work of the Chilean surrealist, Roberto Matta.
- 7 The museum boasts a fine collection of Annie Leibovitz photographs.
- 8 Pancake Day is the British equivalent of the Carnival in Rio de Janeiro.
- 9 If children don't get a treat on Halloween, they are liable to play a trick on you.
- 10 I found Wagnerian opera to be an acquired taste.

#### 3 Vocabulary

- 1 inconceivably 2 rubbish
- 3 paradise 4 ransacked 5 effectively

#### 4 Reading comprehension

1 (2 points). Sample answer. I find the tone of this article to be rather critical. Emphasis is placed on all the money Thorpe is going to make rather than his swimming. I sense the writer does not really approve.

2 (2 points). Sample answer. I consider that Thorpe's physical characteristics play a vital role in his success – his height gives him huge feet and the longest stroke in swimming and his enormous armpull gives him maximum power.

His mental attitude is also crucial – he is very determined and concentrated and he trains a lot. He is also well supported by his family.

3 (2 points). *Thorpedo* is a pun on *torpedo* and *Thorpe*. He is like a torpedo as he goes through the water very fast and is deadly to his rivals.

4 (2 points). Sample answer. Thorpe wore an Adidas bodysuit which contributed to his success and has now signed a sponsorship deal with them. A *Thorpedo* range of swimsuits are to be created and Thorpe receives a licence fee for the use of his name and then a royalty payment each time one is sold.

5 3 points.

- a Much more mature mentally and emotionally than his actual age would suggest.
- b He postponed and intended to do at a later date.
- c To be the first person to do this and to set an example that will be followed by others.

6 (2 points). Sample answer. Thorpe appears a very pleasant, calm and modest young man, as shown in the way he thanked everyone who had helped him and was modest about his achievements.



However, he is also very determined as is shown by his rigorous training programme and the fact that he has a manager and is obviously interested in making as much money as he can out of his swimming. To get to the top in anything, you need to be single-minded and that is what Thorpe is.

**5 Writing****Content**

4 points: all points clearly understood

3 points: one area of misunderstanding – otherwise points clearly made

2 points: text understandable as a whole but several places not clear

1 point: some ideas expressed but not clear what student wanted to communicate

0 points: no ideas expressed clearly

**Vocabulary and structure**

4 points: wide range of structures, idioms, linking words, rich and appropriate vocabulary

3 points: good range of structures, etc and good vocabulary for the topic

2 points: average range of structures, etc and of vocabulary

1 point: poor range of structures, etc and of vocabulary

0 points: both structures and vocabulary insufficient for the level

**Accuracy**

2 points: errors minor and very few

1 point: various errors but none that impede comprehension at all

0 points: frequent errors, some of which are major and interfere with communication of content

**Total: 10 points**

**TOTAL SCORE FOR PROGRESS TEST 4:**

**50 POINTS = 100%**

# Progress test 1 (Units 1–5)

## 1 Vocabulary

Choose the correct answer.

- 1 The campaign to stop drink driving was very well \_\_\_\_\_ at Christmas.  
a publicised    b advertised    c announced  
d marketed
- 2 Ways of being polite \_\_\_\_\_ the culture of the society which uses them.  
a translate    b communicate    c express  
d reflect
- 3 The Council for Racial Tolerance receives thousands of complaints a year and \_\_\_\_\_ many of them.  
a focuses    b bans    c upholds    d grants
- 4 There was a long and \_\_\_\_\_ civil war before the rebels were finally defeated.  
a tangled    b bitter    c intricate    d ruined
- 5 When travelling by air, always give yourself at least one hour to \_\_\_\_\_.  
a get on    b check in    c touch down  
d check out
- 6 Lying to your own advantage is generally regarded as \_\_\_\_\_.  
a amoral    b illegal    c flamboyant  
d immoral
- 7 After I leave school, I'm going to spend a/an \_\_\_\_\_ year travelling before going on to university.  
a free    b out    c open    d gap
- 8 People who work in advertising need to be able to think up catchy \_\_\_\_\_ for their products.  
a scandals    b campaigns    c slogans  
d techniques
- 9 The \_\_\_\_\_ majority of people still hope to get married and raise a family.  
a vast    b major    c main    d ever-lasting
- 10 Michael and I just \_\_\_\_\_ for hours without noticing the time pass.  
a debated    b talked    c communicated  
d discussed

## 2 Use of English: cloze test

Fill in each space with one word.

### The Importance of Friendship

Everyone needs good friends because

(1) \_\_\_\_\_ them, no amount of money, fame, power or success will bring happiness. Think of Princess Diana or of Marilyn Monroe. In the absence of long-standing, supportive friends, people (2) \_\_\_\_\_ have everything have nothing.

This fundamental need for friendship is common to all cultures and nowadays, when people move away from their roots, friends are more important than ever because we look (3) \_\_\_\_\_ them for the support, re-affirmation of self and easy intimacy that in the past (4) \_\_\_\_\_ have come from our family networks.

Friendship has to be reciprocal, two people in tune (5) \_\_\_\_\_ each other. One of the vital skills of friendship is learning to (6) \_\_\_\_\_ attention to the other person, and to observe and remember things that are important to that person. Secure, trusting relationships are essential to the survival of each of us and without them we disintegrate or get depressed.

No friendship remains the same (7) \_\_\_\_\_ the years. Some dwindle and vanish, some get stronger. None can be taken (8) \_\_\_\_\_ granted.

But while friends are important, (9) \_\_\_\_\_ too are enemies. They can provide us with excitement and distraction and (10) \_\_\_\_\_ us feel alive.

## 3 Phrasal verbs

Rewrite each sentence replacing the words underlined with a phrasal verb with the same meaning. Choose from these:  
*find/get/look/call/turn.*

- 1 Sue had great respect for her boss and tried to learn as much as she could from him.
- 2 I'm afraid I'm rejecting your offer of a job because I've decided to go to university instead.
- 3 As soon as I discover the cost of the day trip to Berlin, I'll let you know.



- 4 Taking an aspirin is one of the easiest ways of curing a headache.
- 5 We had to employ a public relations officer to handle the scandal in the factories.

#### 4 Reading comprehension

Read the following passage and choose the answer that most closely summarises the meaning.

##### Stand up for yourself!

Being assertive is an important part of learning how to stand up for your rights, and also how to manage some of the pressures that can lead to stress. However, it is important to differentiate between being assertive and being aggressive.

People who act aggressively often mistakenly believe that they are just being assertive, but they are standing up for themselves in a way that violates the rights of others and can cause conflict both at home and at work.

Typical signs of aggression include thumping fists, pointing fingers, shouting and saying things such as *You should/must/ought to; It's your fault; Don't be stupid; You had better.*

The signs of passive behaviour include downcast eyes, a whining voice and hunched shoulders. Passive language is characterised by phrases such as *It isn't important/doesn't matter; Never mind; I wonder if I could; I can't.* Passive people often let others walk all over them because they have difficulty standing up for themselves (although putting other people's needs first can ultimately leave them feeling resentful).

Being assertive, on the other hand, means that you can avoid exploiting yourself or others. You are able to express your needs, preferences and feelings in a straightforward manner that enhances your relationships. By communicating in a direct and honest way, people can relate to one another as equals and avoid misunderstandings.

Being assertive is about behaving in a relaxed, unhostile manner, using good eye contact, smiling when appropriate (ie when you are pleased), giving and receiving compliments and behaving in a collaborative rather than a competitive way. It

means using 'open' questions (ie questions which expect more than just a 'yes' or 'no' answer) and 'I' statements – *I think/I want* in a way which is not demanding on the person who is being addressed.

- 1 The less assertive you are, the more
  - a likely you are to experience stress.
  - b you will use verbs like 'should' and 'ought'.
  - c you will avoid being exploited by others.
  - d you will accept compliments easily.
- 2 Aggressive people
  - a smile only when receiving compliments.
  - b may often not accept they are being aggressive.
  - c are prone to putting others first and then resenting it.
  - d behave in an unhostile manner to passive people.
- 3 Being assertive means
  - a not being afraid to cause conflict.
  - b never asking for help from others.
  - c looking people in the eye.
  - d never accepting 'no' as an answer.
- 4 According to the text, an open question is a question
  - a that can be very personal or intimate.
  - b that asks for more than agreement or disagreement.
  - c that does not expect an aggressive answer.
  - d that requires you to give your own opinion, using 'I'.
- 5 Look at the language different types of people might use and match the examples to the types. You can use each type more than once.
  - a I want this to work out.
  - b You should.
  - c Nice shirt!
  - d I can't do that.
  - e Why do you feel we should do that?
  - f That's all right – I didn't really want to go anyway.
  - g You must be joking!
  - 1 Assertive people
  - 2 Aggressive people
  - 3 Passive people

## 5 Writing

*Either*

(100 words)

Write a short summary of the passage including an explanation of what being assertive means, how it is expressed and why it is so much better than being either too aggressive or too passive. Add a final paragraph giving two new examples of what you consider to be assertive behaviour – these can be from your own experience or general observations.

*Or*

(250 words)

Think of an occasion when you went to a shop/ office/institution and had to ask the people who worked there for something. Did you find them assertive, aggressive or passive? How did they behave and how should they have behaved? Was your own behaviour appropriate?



## Progress test 2 (Units 6–10)

### 1 Reading comprehension

#### Higher Education in Britain

Many countries have systems of higher education that are basically administered by state agencies, but in Britain the autonomy of its institutions, especially the universities, is strikingly pronounced. Universities enjoy almost complete autonomy from national or local government in their administration, and the determination of their teaching and research curricula.

Entry requirements for British universities are rather complicated. Students seeking university entrance must successfully complete a series of examinations that result in the General Certificate of Education (GCSE). These examinations have two levels: ordinary and advanced level. Normal university entrance will require a minimum of 5 or 6 ordinary levels (taken at the age of about 16) and 2 or 3 advanced levels (taken two years later). There are key compulsory subjects for ordinary level: English, Mathematics, Science, Foreign Languages and Humanities. Different grades are awarded, the highest being A\*. Advanced levels are more specialised and high grades in these are necessary for entrance to the more prestigious universities.

Britain has a centralised admissions bureau to which candidates for admission are able to give their choice of universities in an order of preference. This selective admission to universities, combined with the close supervision of students through a tutorial system, makes it possible for most British undergraduates to complete a degree course in three years rather than four, as is the norm in many other countries. Although there are many subjects, the main distinction is between arts subjects leading to a Bachelor of Arts (BA) degree, or science subjects leading to a Bachelor of Science (BSc). Postgraduate students may take Master of Arts (MA) or Master of Science (MSc) degrees.

Britain's academic programmes are highly specialised and most undergraduates follow an 'honours' course in one or two subjects at the most. This model of higher education has been adapted in varying degrees in Canada, Australia, India, South Africa, New Zealand and other former British colonial territories in Africa, Southeast Asia and the Pacific.

Choose the correct answer.

- 1 What is most striking about British universities is
  - a the fact that their system is copied in many former colonies.
  - b the fact that entrance procedures are complicated.
  - c the fact that students are closely supervised.
  - d the fact that they are very independent and not state-controlled.
- 2 Candidates for admission to university
  - a must have advanced levels in English and Mathematics.
  - b can only choose one university to apply to.
  - c all have to apply through the same admissions bureau.
  - d must come from Britain or former colonies.
- 3 A degree course at a British university
  - a is usually very specialised.
  - b always leads to an honours degree.
  - c is open to anyone with two or three advanced levels.
  - d is the same as a degree course at an Australian university.
- 4 Pupils at British schools
  - a take ordinary levels before advanced levels.
  - b take advanced levels in certain compulsory subjects.
  - c can go to whatever university they choose.
  - d do not do any important exams before the age of 17.
- 5 Read the following statements carefully. If the statement is true, write *true*. If the statement is false, write *false*.
  - a Undergraduates are students who have not yet completed their degree.
  - b A tutorial system is in place in nearly all British schools.
  - c Degree courses in Britain are shorter than in many other countries
  - d A\* is only given for subjects taken at advanced level.
  - e Each university has its own special entrance test.
  - f British universities are free to decide on their own teaching programme.
  - g Students at British universities have to study key subjects.

## 2 Writing

*Either*

(250 words)

Write a letter to a friend who is thinking of coming to university in your country.

Write a short account of university admissions procedures and requirements. What do you have to do before applying for admission to university? What does success in the entrance exams usually depend on?

*Or*

(250 words)

What are your plans for when you leave school? What would you like to do and what does this depend on? Describe the advantages and difficulties of what you hope to do.

## 3 Vocabulary

Match the words from A with the words from B.

**A**

1 lime 2 dead 3 web 4 free 5 inter  
6 land 7 live 8 wheat 9 wide 10 on

**B**

a stock b going c light d lance e active  
f spread g line h lady i site j germ

## 4 Meaning

Here are 12 words beginning with a. Match 10 of them with their meanings.

1 applicant 2 asylum 3 automation 4 apathy  
5 anachronism 6 agoraphobia 7 apprehension  
8 anxiety 9 arachnid 10 accessibility

a something that is out of date and old-fashioned

b something from the same family as spiders

c a feeling a nervousness about something

d a feeling of boredom with everything

e a fear of going outside your home

f a feeling of worry about the future

g protection given by a government to persecuted foreigners

h availability and approachability

i the use of machines and equipment rather than manual labour

j someone who formally asks for a job or position

## 5 Use of English: Word formation

Use a form of the word in capitals to complete the sentence correctly.

eg The loss of all her computer data was due entirely to her own carelessness. CARE

- 1 It was completely \_\_\_\_\_ of her to apply for a place at medical school when she hates the sight of blood. LOGIC
- 2 Diseases in plants can result in \_\_\_\_\_. MALFORM
- 3 He boasted about all his accomplishments at the interview but the panel were totally \_\_\_\_\_. IMPRESS
- 4 When the class said they wanted more exams that year, the teacher shook his head in \_\_\_\_\_. BELIEVE
- 5 Remarks about race, sex or a person's age can often be considered as \_\_\_\_\_ and should be avoided. OFFEND

## 6 Error correction

In the following passage there are 10 mistakes (usage/vocabulary/spelling, etc). Underline each mistake and correct it below.

### Junk e-mails

All of us recieve junk mail – advertising and publicity material that comes through our letterboxes, even though we have not asked for them – and the vast



majority of us disapprove and throw everything directly into the dustbin without even reading it. We want to be left in peace by double-glazing and credit card sellers and feel that we can find our own cheap holiday on the internet if we want to. Now we face to another problem – junk e-mail! Advertisers have said to themselves: 'Why pester 100 people with postal circulars when the same money buys you 500,000 on e-mail?' So many of us now find us on the receiving end of unwanted messages every time we go online. From many cases you can reply to the senders and ask them to delete your details and stop the automatic mail-outs. But what happens when that would not work?

They are three solutions. You can use a junk mail filter facility. This allows you to deal automatically with e-mails from certain senders whenever they write to you. For example, you can set this on so that such messages are identified and moved directly from the In Box to the Delete folder. To run this facility, all you need to do is to keep and update as necessary the list of banned senders.

## Progress test 3 (Units 11–15)

### 1 Adjectives and adverbs

In numbers 1–5 you choose the correct adjective.

- 1 There was a \_\_\_\_\_ wind and I held my coat tightly closed.  
a grilling b biting c cascading d vast
- 2 He was totally \_\_\_\_\_ to the fact that nobody liked him.  
a stunned b desperate c oblivious d careless
- 3 The fans waited all day for a \_\_\_\_\_ glimpse of their idol getting out of her car.  
a fleeting b sparkling c passionate d transfixed
- 4 \_\_\_\_\_ love may not be much fun to experience but it has been the source of an enormous amount of great literature.  
a unsinkable b untainted c unrequited d unsolved
- 5 The air-conditioning machine was so \_\_\_\_\_ that it made a constant clanking noise.  
a antiquated b chilly c unfashionable d strapping

In numbers 6–10 you choose the correct adverb.

- 6 We can sometimes \_\_\_\_\_ cause people to fall in love with us.  
a eagerly b unwittingly c spontaneously d totally
- 7 Being \_\_\_\_\_ outnumbered, they decided to retreat.  
a accidentally b unsuspectingly c blindly d heavily
- 8 She opened the front door \_\_\_\_\_ and was pushed inside.  
a urbanely b unsuspectingly c simply d enormously
- 9 The same piece of music was broadcast on BBC 1 and Radio 3 \_\_\_\_\_.  
a simultaneously b remarkably c supremely d understandably
- 10 The scientist had been working for year on a robot \_\_\_\_\_ capable of understanding feelings as well as instructions.  
a obviously b supposedly c unknowingly d unintentionally

### 2 Sentence structure

Combine the short sentences to make one long one. Do not use *and* more than once in each sentence and try to use different ways of linking.

- 1 Dublin is the capital of the Republic of Ireland. It is situated at the mouth of the river Liffey. Dublin is the birthplace of many great writers and artists who wrote in English. The most successful Irish band of recent years, the Corrs, live in Dublin.

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- 2 In April 1912 the Titanic left Southampton. There were 2,300 people on board. It was its maiden voyage to New York. The waters of the North Atlantic were icy and there were icebergs. The Titanic hit an iceberg and 1,513 people were killed.

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- 3 Jonathon met Angela via e-mail. They didn't meet in person until they got married two weeks later. The ceremony was at the Hilton Hotel in New York. They had over 300 guests. Many of the guests were reporters. The reporters were on the look-out for a good story.

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### 3 Phrasal verbs

Fill in the spaces with **put** or with **stand**.

- 1 I've never been quite sure what the S in UNESCO \_\_\_\_\_.
- 2 In some countries it's a criminal offence to \_\_\_\_\_ and watch somebody being hurt and not do anything to help.
- 3 She always \_\_\_\_\_ her cigarette when babies are in the room.
- 4 A lot of people are \_\_\_\_\_ working for the police because of the dangerous nature of the work and its unpopularity.
- 5 I think I'll \_\_\_\_\_ the job of assistant director – I've got enough experience now.
- 6 Lilly waited for an hour in the restaurant before deciding that her new boyfriend had \_\_\_\_\_ her \_\_\_\_\_ and so she rang her old boyfriend.

### 4 Reading comprehension

Read the following passage written by Chloe Williams and answer the questions.

#### Home or hall?

When I was choosing which university to go to, my main worries were: *Where shall I live? How will I be able to afford hall fees? Will I be lonely?* Then I saw that my local university offered the very course I wanted to do – Modern History – so I didn't look any further. I'm a home girl at heart and I'm happy here, so I saw no reason to go through all the upheaval of moving.

My parents were all for it. We've always got on well and they give me a lot of freedom. They let me be my own person and I can do what I like, so I didn't need to be separated from them in order to learn to be independent.

Financially I'm much better off too. Living in student digs or hall doesn't come cheap. I couldn't afford it and I don't want to have to take out such a huge student loan that I'm going to spend the rest of my life paying it off. I'm only in my second year but already I've seen friends run up crippling debts of thousands of pounds by taking out loans and using credit cards. As it is, I will be able to leave university debt-free and I won't be pressured into taking the first job I'm offered just to pay it back.

By chance, my best friend on my course also lives at home, but our other mates share a big house nearby and we stay over partying as late as we want to. Their place is chaotic, noisy, dirty and brilliant – but I'm always glad to come home.

I can relax without people barging into my room every second. It's clean and tidy and I can study in peace. I get my meals cooked for me and I don't need to lug my laundry down to the launderette. And most importantly of all, I'm surrounded by my family and friends, so it really is the best of both worlds.

1 How would you describe the style of this piece?

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2 Chloe gives many reasons for staying at home. Which two do you consider to be the most important and why?

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3 Chloe uses some colloquial words and expressions. Rewrite the following in a formal style.

a My parents were all for it.

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b Living in student digs or hall doesn't come cheap.

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c We stay over partying.

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d I don't need to lug my laundry down to the launderette.

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4 What have you learnt from this passage about how students manage financially at university?

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5 Reading between the lines, do you share Chloe's impression of herself? What do you think of her?

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## 5 Writing

There are two sides to every argument and there are very good reasons to choose not to live at home when you go to university but to live with other students.

Here are some of those reasons: you learn to stand on your own two feet; you're better equipped for the future; you're closer to the university and its facilities; you'll make more friends; you'll have more freedom to go out and do what you want; university isn't just about studying – it's a whole life experience, etc.

*Either*

(250 words)

Write a companion piece to Chloe's passage in a similar style, putting forward the opposing point of view. Use the ideas suggested and add some of your own if you like. You can write as yourself or invent a student character. Use the first person and write in an informal and chatty style.

*Or*

(250 words)

Write an article for a student magazine on *Where to live when you go to University*. Give the different possibilities and the advantages and disadvantages of each. Give advice as to how future students might choose what is best for them.



## Progress test 4 (Units 16–20)

### 1 Use of English: cloze test

Choose the correct word to fill in the blanks.

#### Art in the 20th century

watercolours straight fabrics plastics shapes  
angles landscape widely materials splash  
pop style movements period skillful  
imagination naturalness restless studio

The Spanish painter, Pablo Picasso, is (1) \_\_\_\_\_ believed to be the most influential and creative artist of the 20th century. From a very young age, Picasso was extremely (2) \_\_\_\_\_ at drawing and painting and his (3) \_\_\_\_\_ personality led him to paint in many different styles.

One style was his blue (4) \_\_\_\_\_ of painting, when he concentrated on blue as the main colour for his pictures. In 1907 Picasso painted a picture called 'Les Demoiselles D'Avignon' which shocked many people by its use of angular and distorted (5) \_\_\_\_\_ to represent human figures. This led to a (6) \_\_\_\_\_ of painting called Cubism.

Other important modern artists include Piet Mondrian, who painted in (7) \_\_\_\_\_ lines and right angles, and the American action painter, Jackson Pollock, who used to (8) \_\_\_\_\_ paint on to huge canvases on his (9) \_\_\_\_\_ floor. David Hockney is one of the best known British painters although he is perhaps most famous for his pictures of California. Hockney works in many different (10) \_\_\_\_\_, including photographs and colour photocopies.

### 2 Use of English: transformation

Rewrite the following sentences so that they mean more or less the same but include the word in capitals (without changing it in any way). The first word of the new sentence has been given, eg

I don't think most politicians have much in common with the lives of ordinary people.  
TOUCH

I think most politicians are out of touch with the lives of ordinary people.

- 1 In October and November 2000, three Australian swimmers died after being attacked by a great white shark.

FATAL

In \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2 However, incidences of sharks attacking swimmers are very rare.

FREAK

However, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3 If children don't have enough discipline at school, they won't learn much.

OTHERWISE

Children \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4 I occasionally see Peter but I can't really say I know him.

CASUAL

Peter \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5 So many balloons had to be inflated for the office party that we were all out of breath.

UP

So \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6 The current exhibition is exclusively concerned with the Chilean surrealist, Roberto Matta.

DEVOTED

The \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 7 The museum possesses a very fine collection of Anne Leibovitz photographs.

BOASTS

The \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 8 The Carnival in Rio de Janeiro and Pancake Day in Britain have more or less the same function.

EQUIVALENT

Pancake \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 9 If children don't get a treat on Halloween, they will often play a trick on you.

LIABLE

If \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 10 It took a long time before I could really appreciate Wagnerian opera.

ACQUIRED

I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3 Vocabulary

Fill in the spaces – the letters following each space are an anagram of the word you are looking for.

(1) \_\_\_\_\_ CEBNIVOCELINA as the time-span is, the Earth is 4,600 million years old. Only scattered information exists about its evolution and only comparatively recently did it begin to flower. Dinosaurs and the great reptiles, mammals and finally modern humans have not been around

for that long and yet we have managed to make a (2) \_\_\_\_\_ SIBHURB tip of a (3) \_\_\_\_\_ SARAPEDI. We have caused the extinction of many hundreds of animal species, (4) \_\_\_\_\_ CANDERKSA the planet for fuel and now stand on the brink of (5) \_\_\_\_\_ TECLFYEFVIE destroying this oasis of life in the solar system.

### 4 Reading comprehension

Read the following passage about the Australian swimmer Ian Thorpe and answer the questions.

When Ian Thorpe thundered home to rapturous applause and gold medal after gold medal in the Sydney Olympics 2000, history was made and the 17-year-old Australian swimmer was hailed as one of the greatest swimmers ever seen.

Famous for his size 17 feet (each foot more than 13 inches long), Thorpe's great strengths are his starts, turns and kicks. His feet serve as an outboard motor, propelling the swimmer away from his rivals like nobody else in swimming manages to do. Shovel-like hands pull him through the water with devastating efficiency, while the long length of his limbs mean that he has a bigger pulling surface all the way up his arm than most of his rivals. The arm pull is what generates the greatest amount of power in freestyle. He shares with Alexander Popov of Russia the longest stroke in swimming, each of their giant armstrokes propelling them almost 2.5 metres.

Standing at 6 feet 5 inches, Thorpe is quick to recognise the advantages of his size and said, with becoming modesty, after his first victory: 'I am very fortunate to have what I have, really it's a gift. I am very thankful to have that. I am also thankful to my parents and my coach, my family and all who supported me. And it was a thank-you to Sydney and Australia for giving me the opportunity to do this in front of a home crowd in my home city. It had been a dream I had for such a long time.'

Wise beyond his years, Thorpe's pleasant demeanour masks a steel-track mind. He trains for eleven sessions a week, including boxing, running and weight and covets the title of 'greatest freestyle



swimmer of all time'. His nickname of *Thorpedo* has been copyrighted and a Thorpedo range of Adidas swimsuits has already been much talked about. The Adidas bodysuits he wore for his victories help to minimise muscle oscillation and therefore fatigue, and one is already up for auction on his personal website. The teenager will receive a licence fee for use of his name and a royalty payment for every branded item sold.

Next year he aims to head back to school to take the exams he put on hold to prepare for the Olympics. His longer-term ambition is to study medicine, though once he has his millions in the bank, he may change his mind about seven years of study. School commitments will, however, mean a reduction in the vast list of sponsors that Thorpe has already accrued and his manager, Dave Flaskas, is aiming for just four key supporters with profit-sharing deals, share options and royalties. Thorpe is set to become the prototype for the financially successful athlete of the 21st century.

And finally, Thorpe's advice to swimming stars of the future taken from his own website: 'When you race don't worry about your competitors. Concentrate on yourself and your own performance. And remember, as long as you've done your best you should be satisfied.'

1 How would you describe the tone of this article?

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2 How important do you consider Thorpe's physical characteristics to be in his success? What else contributes very significantly?

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3 Why do you think his nickname is *Thorpedo*?

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4 How and why is Thorpe set to make millions from Adidas?

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5 Explain the meaning of the following in your own words.

a *wise beyond his years*

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b *he put on hold*

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c *to become the prototype*

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6 The writer of the article says: *Thorpe's pleasant demeanour masks a steel-track mind*. What do you understand this to mean and how far do you agree with it?

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## 5 Writing

*Either*

(250 words)

You are asking Ian Thorpe questions on his website and the resulting interview is to be published in a local paper. Write out the 5 or 6 questions you would ask him (try to be as searching as you can) followed by what you think his answers would be. Base what you say on this article, but you are also free to use any personal information you may have and your own imagination.

*Or*

(250 words)

People often greatly admire top sportsmen and sportswomen, but is there also a high price to pay for such fame? Would you like to be an Olympic champion and what sacrifices would you be prepared to make? Are there any sacrifices you would not be prepared to make and why not? Write your answers to these questions.



**UNIT 1**

<b>1</b>	Verb	Noun: person advertiser	Noun: activity or object advertising (activity) advertisement (object)
	advertise		
	manufacture	manufacturer	manufacturing (activity) advertisement (object)
	complain	complainer	complaining (activity) complaint (object)
	view	viewer	viewing (activity) view (object)
	produce	producer	product (object) producing (activity)
	sell	seller	selling (activity) sale (object)
	compete	competitor	competing (activity) competition (object)
	regulate	regulator	regulating (activity) regulation (object)
	control	controller	controlling (activity) controls (object)
	direct	director	directing (activity) direction (object)
	publicise act	publicist actor	publicity (object) acting (activity) action (object)

- 2** publicity = information or actions intended to attract the public's attention to someone or something.  
advertising = the activity of telling people about products and making them seem attractive so that people want to buy them.

- 3** 1) publicity 2) publicised 3) advertised  
4) advertisers 5) advertised 6) publicity  
7) advertising 8) publicity/advert  
9) publicity 10) advert

- 4** Slogans  
Fresh to the last slice  
Avoid five o'clock shadow  
The white stuff  
You won't lose any sleep over it  
You too can have a body like mine  
The best to you each morning  
Travelling light  
TGI Monday (Thank God it's Monday)
- Products  
bread  
shaving products  
[possible answer]  
milk  
[possible answer]  
sofa-beds  
low fat spread  
breakfast cereals  
safari, cruise and beach wear  
men's suits

- 5** 1) Please Turn Over  
2) Répondez S'il Vous Plait  
3) Very Important Person  
4) United Nations  
5) Limited  
6) Self-Addressed Envelope  
7) Bed and Breakfast  
8) I Owe You  
9) Date Of Birth  
10) Care Of  
11) Headquarters  
12) General Certificate of Secondary Education  
13) Member of Parliament  
14) Value Added Tax  
15) Water Closet  
16) Curriculum Vitae  
17) Bachelor of Arts  
18) Doctor of Philosophy  
19) Genetically Modified  
20) European Union  
21) RSVP  
22) dob, GCSE, CV, BA and PhD  
23) c/o 24) VAT 25) b & b

- 6** 1) of 2) to 3) at 4) of 5) to 6) on 7) of  
8) with 9) for 10) about 11) in 12) of  
13) in 14) out 15) in 16) by 17) with

- 7** call in = send for find out = discover  
[Example answers]  
1) find out (the train times).  
2) find out (what I want straight away, I forget what I wanted).  
3) will call in (a consultant).  
4) call in (the police).  
5) be found out (before it's too late).

**8 [Examples of possible answers]**

Dear Sirs

I am writing to complain about the advert for Spotban. I think it takes advantage of impressionable boys by saying that Spotban will make girls love them. Also, the claim that Spotban will get rid of spots in just one day is untrue.

I think the advert should be banned because the claims it makes are untrue. Young people should be protected from wasting their money.

Yours faithfully

or

Dear Sirs

I am writing to complain about the advert for the 3R Tummy Roller. I think it sets a bad example for young women by making them focus on their weight. Also, it is not true that you can lose that much weight in five minutes.

I think that this sort of advertising should be prohibited as it is degrading to women.

Yours faithfully

or

Dear Sirs

I am writing to complain about the advert for foreign language learning. This advert gives a distorted view of learning a foreign language by suggesting that you can become fluent in one week. This encourages students to set unreal targets.

There should be stricter regulations about this sort of advertising as it can be harmful to students' prospects of learning a language properly.

Yours faithfully

- 2** 1) speaks 2) talk 3) talk 4) speak 5) spoke  
6) talking 7) spoke 8) talk 9) talked 10) spoke

[Examples of possible answers]

Speak: generally used when referring to the language someone uses.

Talk: generally used to describe the activity of communicating with someone.

**3 1) idiom**

Example 1: 'How do you do?'

Example 2 [possible]: 'See you later.'

2) euphemism

Example 1: 'My grandmother sadly passed on last year.'

Example 2 [possible]: 'The soldiers experienced friendly fire.'

3) expression

Example 1: 'She's over the moon about her results.'

Example 2 [possible]: 'I slept like a log.'

**4 [Example answers]**

- |                  |                   |
|------------------|-------------------|
| 1) application   | 2) Accommodation  |
| 3) Association   | 4) negotiation    |
| 5) information   | 6) education      |
| 7) ambition      | 8) imagination    |
| 9) accommodation | 10) communication |

- 5** 1) turned up 2) Turning over  
3) turned into 4) turns out  
5) turned off 6) turned down  
7) turned up 8) turn down

- 6** 1) incorrect: foreign language, French  
2) incorrect: School

**UNIT 2**

1 Country	Nationality (He's ...)	National (She's a ...)	Language	Capital City
Britain	British	Briton	English	London
Poland	Polish	Pole	Polish	Warsaw
United States	American	American	English	Washington DC
Hungary	Hungarian	Hungarian	Hungarian	Budapest
Holland	Dutch	Hollander	Dutch	Amsterdam
Romania	Romanian	Romanian	Romanian	Bucharest
Scotland	Scottish	Scot	Scottish	Edinburgh
Brazil	Brazilian	Brazilian	Portuguese	Brasilia
France	French	Frenchman/woman	French	Paris
Czech Republic	Czech	Czech	Czech	Prague
Ireland	Irish	Irishman/woman	Irish	Dublin
Spain	Spanish	Spaniard	Spanish	Madrid



- 3) correct  
4) incorrect: North  
5) correct  
6) incorrect: father

**7** [Example of possible answer]

Maths  
Foreign languages  
Presentation  
Negotiation  
Working in a team  
Problem-solving  
Computers  
Working in a shop

I am good at Maths and able to speak two foreign languages. As a computer user I have mastery of Information Technology. My background in retail means that I have knowledge of running a shop, experience in problem solving, and can work in a team. Presentation and negotiation are two skills that I particularly enjoy using.

**8** [Student's own answers]

**UNIT 3**

**1** Verbs: takes, reached, offers, operates, speed

Adjectives: ever, right, daily, much, only

Adverbs: simple, all, direct, other, dedicated

- |            |              |               |
|------------|--------------|---------------|
| 1) offers  | 2) ever      | 3) much       |
| 4) only    | 5) simple    | 6) speed      |
| 7) right   | 8) all       | 9) reached    |
| 10) direct | 11) takes    | 12) daily     |
| 13) other  | 14) operates | 15) dedicated |

- 2** 1) interaction      2) inter-continental ballistic  
3) interactive      3) inter-dependent  
5) intermingled      6) high-class  
7) highlights      8) High-rise  
9) highways      10) High-heel

**3** [Examples of possible answers]

Cities usually have cathedrals.

[Students' own answers]

[Students' own answers]

Town planning (6)	Inner city (3)
Townie (1)	• City Hall (5)
New town (2)	Ghost town (4)

**4** [Students' own answers]

**UNIT 4**

- 1** 1) thriller      2) film critic      3) literary editor  
4) text book      5) script

**2** [Examples of possible answers]

Harry Potter and the Philosopher's Stone, by J. K. Rowling, sold a million copies and was a best-seller.

The central character, Harry Potter, is a boy wizard, and the setting is Hogwarts, a boarding school for young witches and wizards.

Harry Potter has lots of adventures in which his magical powers are tested, and he shows his courage and generous heart as he battles with the evil Voldemort.

Children love the book and it has been translated into many languages.

The book is also appreciated by adults, who have their own different edition.

Schools try to encourage reading by getting teachers to read the books out loud.

A new book is due this year with the publication of the fourth Harry Potter book in summer 2001, bringing J. K. Rowling's total to seven books in all.

**3** rhythm = a regular movement or beat  
rhyme = using words with similar sounds

- |            |          |           |
|------------|----------|-----------|
| 1) rhyme   | 2) rhyme | 3) rhythm |
| 4) rhythms | 5) rhyme | 6) rhythm |
| 7) Rhythm  | 8) rhyme |           |

**4** [Answers in bold]

'My love for Heathcliff resembles the eternal rocks beneath ... I am Heathcliff – he's always, always in my mind – not as a pleasure, any more than I am always a pleasure to myself – but as my own being.' Emily Bronte's only novel appeared to mixed reviews in 1847, a year before her death at the age of 30. In the relationship of Cathy and Heathcliff, and in the wild, bleak Yorkshire Moors of its setting, Wuthering Heights creates a world of its own, conceived with a disregard for convention, an instinct for poetry and for the dark depths of human psychology that makes it one of the greatest novels of passion ever written.

'Without a shred of doubt, one of the most frightening and gripping novels I have ever read ... it combines a thrilling and intricate detective story of horror, guilt and upheavals with a deft exploration of the relationship between life, literature and truth. A marvellous creation.' When successful lawyer, Ian Carstairs, dies of a heart attack, his twin daughters, Maya and Imogen, leave the bright lights of show business to work on a biography of their adored father. They soon discover, however, that he was not all he appeared and that in fact he wasn't Ian Carstairs at all. So, who was he and why had he lived a lie for over twenty years?

[Students' own answers]

- 5
- 1) impossible
  - 2) miniature model
  - 3) embarrassed, opportunity
  - 4) necessary
  - 5) criticism
  - 6) awkward
  - 7) anxious
  - 8) raspberries
  - 9) disappeared, mysterious
  - 10) opposite

## UNIT 5

- 1
- |            |                |                |
|------------|----------------|----------------|
| 1) invaded | 2) empire      | 3) inhabitants |
| 4) traces  | 5) whereabouts | 6) explorer    |
| 7) site    | 8) sacrifice   | 9) temples     |
| 10) tombs  | 11) pillars    | 12) domes      |
- 2 Words with the same form as both noun and verb: sign, base, lead, collapse, force, offer, glimpse, film, control, stand.
- 3 More than 2,000 books have been written about the legend of Atlantis. The Greek philosopher Plato started the speculation when he described an empire with a thriving capital, sumptuous palaces, royal courts and ports that were visited by vessels from all over the world. Atlantis's rulers controlled the Atlantic Ocean 2,350 years ago, but when they set their sights on conquering the Mediterranean the Greek god Zeus unleashed earthquakes and floods which submerged the island in a single 'terrible night and day'. Atlantis

could be hidden in the Americas, the mid-Atlantic, northern Europe or even Antarctica. Hunters have already searched world-wide but Atlantis has never been found and die-hard explorers are still out there searching.

4 [Students' own answers]

- 5
- 1) look for mistakes.
  - 2) look up to her.
  - 3) looking over.
  - 4) look ahead.
  - 5) looked on.
  - 6) look after it.
  - 7) looking forward to it.
  - 8) look me up.

## UNIT 6

- 1 Getting bigger: growth, extension, broadening, enlargement, expansion.  
Getting smaller: deteriorate, reduction, lessening, cuts, shrinking, drop, fall.  
Positive connotations: progress, growth, improvement, strengthening.  
Negative connotations: deteriorate, decline, dilapidation, abandonment.  
Neutral connotations: extension, closure, broadening, enlargement, expansion, reduction, lessening, cuts, shrinking, establishment, drop, fall.
- 2
- |                  |                 |                  |
|------------------|-----------------|------------------|
| 1) cut           | 2) dilapidation | 3) strengthening |
| 4) improvement   | 5) closure      | 6) drop          |
| 7) deterioration | 8) extension    |                  |
- 9 and 10: [Students' own answers]

3	Noun	Adjective
	dilapidation	dilapidated
	dereliction	derelict
	obsolescence	obsolete
	abandonment	abandoned
	establishment	established
	Noun	Verb
	Progress	Progress
	expansion	expand
	reduction	reduce
	decline	decline
	broadening	broaden



**4** [Students add their own words to the list in 3]

[Example answers]

Words for getting bigger: swell, increase, develop, multiply, addition.

Words for getting smaller: condense, decrease, squeeze, streamline, deduction.

Words for getting better: enhance, upgrade, evolve, progress, developing.

Words for getting worse: stagnate, crumble, degenerate, worsen, exacerbate

**5** [Students' own answers]**6** [Example answers]

- 1) old-fashioned
- 2) old-school
- 3) Old-Testament
- 4) old-age pensioners
- 5) old masters

- 1) senior
- 2) senior
- 3) elderly
- 4) elderly

**7**

- 1) give up, take up
- 2) wipe up, clear up
- 3) make up, show up
- 4) keep up, put up
- 5) turn up, write up

[Example answer]

I had to get up early this morning to look after my little brother. I went in to check up on him later and he had cut up a magazine. I had to pick up all the pieces.

**8**

- 1) plus
- 2) inverted comma's/speech marks/quotes marks
- 3) asterisk
- 4) at
- 5) apostrophe
- 6) ellipsis
- 7) times
- 8) divide
- 9) per cent
- 10) minus
- 11) degree
- 12) squared
- 13) forward slash
- 14) hyphen

**UNIT 7**

- 1
  - film editor
  - sales assistant
  - tourist guide
  - civil engineer
  - fitness trainer
  - coal miner
  - immigration officer
  - tax inspector
  - laboratory technician
  - flight attendant
  - university lecturer
  - driving instructor
  - antique dealer
  - estate agent
  - social worker
  - refuse collector
  - dental surgeon
  - interior decorator

**2** [Students' own answers]**3** Question: Whenever I type lists in Microsoft Word the program seems to take over and puts them where it likes. How can I regain control of my document?

Answer: Regular users of Microsoft Office find that turning off the automatic help is essential if they are formatting a complex document. Thankfully, getting rid of it is relatively straight forward.

Question: Whenever I plug in my new phone all the phones at home ring constantly. Any ideas?

Answer: This is a common problem and simply means that you have too many phones plugged in. You will not be able to go above a total of four on a single line. Unfortunately there is nothing you can do except have a second line installed.

Question: My friends call me a geek because I read computer magazines at lunchtime. What can I do about it?

Answer: [Students' own answers]

Question: [Students' own answers]

Answer: I had my first computer when I was two. My Dad just wanted an excuse to get rid of his old one.

**4** [Examples of possible answers]

- 1) ... in her web.
- 2) ... with a net.
- 3) ... webbed feet.
- 4) ... in a web of lies.
- 5) ... kicked the ball straight into the back of the net.
- 6) ... £6,000 net of tax.
- 7) ... World Wide Web.
- 8) ... horrible spiders webs.
- 9) ... with a safety net.
- 10) ... in his net.

**UNIT 8**

- 1** 1) b 2) b 3) c 4) c 5) d 6) b 7) c  
8) d 9) c 10) d

**2 Noun****Adjective**

embarrassment	embarrassed
nerves	nervous
fright	frightened
anxiety	anxious
terror	terrified
fear	fearful
threat	threatened
danger	dangerous
horror	horrified
alarm	alarmed
dread	dreadful

**3** [Students' own answers]

- 4** 1) to 2) into 3) in 4) of 5) of  
6) by 7) in 8) from 9) to 10) of

- 5** i) stark  
ii) primal  
iii) shocking  
iv) jolt  
v) genre  
vi) enticed

**6** [Students' own answers]

- 7** chiselled features  
pitch black  
paperback edition  
true story  
customised jewellery

eleven-foot python  
hairy legs  
closed spaces  
first impressions  
anecdotal evidence  
human population  
modern equivalent  
critical appreciation  
storage tank  
living conditions  
relative pronouns  
breeding programme  
market place  
spoken English  
light switch

[Students' own answers]

- 8** 1) fit in with  
2) do away with  
3) get on with  
4) went down with  
5) got away with  
6) put up with

**UNIT 9****1 Types of voice**

soprano  
tenor  
alto  
baritone

**Instruments for a**

**rock group**  
synthesiser  
guitar  
keyboard

**Types of opera**

comic  
light  
grand  
Italian

**Types of musical note**

natural  
flat  
chord  
sharp

**Parts of instruments**

strings  
bow  
percussion  
reed  
keys

**Types of records**

single  
album  
compilation  
release

Left over word: jukebox

Remaining illustrations: musical box  
xylophone  
amplifier

**2** [Students' own answers]



## 3 [Example answer]

One of the greatest popular musicians of all time, Bob Dylan was born in 1941 and had his first hit with *Blowin' in the Wind* in 1963. He had recorded three classical pop albums by the age of 23 and in 1965 revolutionised rock music by adding electronic instruments and inspiring other leading bands, such as the Beatles. One of his great strengths was the simplicity of his songs. His music appealed to both black and white artists and audiences and he became world-famous for his stark nasal tones and, some would say, self-destructiveness, as well as for supporting the cause of civil rights protest movements. Never frightened to shock his followers, Dylan has never been equalled for sheer inventiveness. Although his recent albums have been erratic in quality, it is hard to imagine anyone coming close to him at his all-time best.

- 4 1) taken off 2) put me off 3) set off  
4) called off 5) went off 6) cut off  
7) see you off 8) show off 9) pay off  
10) sent off

- 5 1) unimpressed 2) disappearance  
3) dramatically 4) pronunciation  
5) unoccupied 6) uncomfortable  
7) disconnected 8) uncomplimentary  
9) successfully 10) overheating

## UNIT 10

- 1 1) deficiency  
2) fats  
3) starches  
4) burn  
5) calories  
6) chemical  
7) fizzy  
8) diet  
9) minerals  
10) vitamin  
11) protein  
12) fresh  
13) citrus

The extra word is 'carbohydrates': definition (iii); substances found in food that give you energy.

- (i) preservative  
(ii) flavourings

- 2 Question 1: Which food is the most reliable source of vitamin D?

Answer (C): Fish oil is the only reliable food source.

Question 2: How can I stop myself having so many colds in the winter?

Answer (b): Vitamin C helps prevent colds so eat lots of citrus fruits.

Question 3: Is it normal for my son to have such a constant sweets craving?

Answer (a): His body may not be using sugar efficiently due to a deficiency of vitamin D.

## 3 [Students' own answers]

## 4 [Examples of possible answers]

- 1) A deficiency of vitamin A can lead to skin disease.
- 2) You should eat a balanced diet.
- 3) When the canteen closed the kitchen staff were redeployed.
- 4) Proteins can be obtained from meat, fish, cheese and beans.
- 5) Eating pizza that contains chemical preservatives is bad.
- 6) Over a quarter of British teenage girls describe themselves as vegetarians.
- 7) What is the result of ordering a vegetarian hamburger?
- 8) Is it wrong to fry food in animal fat?
- 9) What do you think will cause the disappearance of meat from most people's diets?
- 10) It is essential to have calcium in your diet if you want your bones to grow healthily.

- |                   |   |
|-------------------|---|
| 5 Agree strongly  | Absolutely/You're right/<br>I couldn't agree more   |
| Agree             | Yes, I suppose so / Yes, but ... /<br>Agreed / I'm with you on that   |
| Disagree          | Hmm ... do you really think so?/<br>I just don't agree/I'm not so<br>sure/You may be right, but all<br>the same ... |
| Disagree strongly | I totally disagree with you/<br>I'm sorry, that's completely<br>wrong   |

[Students' own answers]

**UNIT 11****1 1**

[Examples of possible answers]

- (i) (enter) someone's property
- (ii) Ireland has a tradition of emigrating to other countries
- (iii) a great place to unwind
- (iv) a very valuable thing
- (v) people who study mankind

**2**

- (i) A (ii) A (iii) C

**3**

[Examples of possible answers]

Irish culture is special because it is friendly, relaxed and vibrant.

**4**

[Students' own answers]

- 2** The Dublin Writers Museum was opened in 1991 to celebrate Ireland's **literary** achievements past and present and is well worth a visit.

Besides exhibits relating to **Irish** writers, the museum has a writers' centre where writers can meet informally.

**Parnell Square** leads to the top of O'Connell Street, Dublin's most famous thoroughfare.

After the devastation of the 1916 Easter Rising, the street had to be almost entirely reconstructed, a job that **took until** the end of the 1920s.

Inside the main concourse of the building, the bronze sculpture depicts the **dying** Cuchulainn, a hero from Celtic **mythology**.

- 3** [Examples of sample answers]

- 2) soldiers were busily checking
- 3) he wore a smart ulster
- 4) a smiling waiter
- 5) a traditional Irish band
- 6) they were netted with difficulty
- 7) the young man was obviously not a very local lad

- 4** UNWITTINGLY  
OBSESSED  
STATISTICS  
VARIATIONS

TRANSFIXED  
OBLIVIOUS  
STUNNED  
ENGROSSED

- 5** [Students' own answers]

- 6** In Dublin's fair city, where the girls are so pretty,  
I first set my eyes on sweet Molly Malone.  
She wheeled her wheel-barrow through the  
streets broad and narrow  
Crying 'Cockles and mussels alive, alive – O!'

She was a fishmonger and that was no wonder,  
Her mother and father were fishmongers too.  
They drove a wheel-barrow through the streets  
broad and narrow  
Crying 'Cockles and mussels alive, alive – O!'

She died of a fever and nothing could save her,  
And that was the end of sweet Molly Malone.  
Now her ghost drives a barrow through the  
streets broad and narrow  
Crying 'Cockles and mussels alive, alive – O!'

**UNIT 12**

- 1 Travelling by car**  
lay by  
pull in  
hitch-hiking  
seatbelt  
commuter  
by-pass

- Travelling by plane**  
captain  
aisle  
seatbelt  
charter  
stand-by  
gear

- Travelling by train**  
express  
aisle  
commuter  
buffet car  
compartments  
corridor

- Travelling by boat**  
captain  
quayside  
cruise  
deck  
cabin  
embarkation

- 2** 1) travel 2) journey 3) trip 4) travels  
5) travel, travel 6) travel 7) journey  
8) travel 9) travelling 10) travels, travels

- 3** [Student's own answers]

- 4** 1) put off 2) put in for 3) put ... aside  
4) puts ... away 5) put on 6) put out



- 7) put ... through 8) put down  
9) putting away 10) put ... off

- 5 1) sturdy 2) choke 3) picturesque  
4) local 5) blossoming 6) relaxed  
7) migrates 8) rocky 9) lives 10) rise.

[Examples of possible answers]

- 1) the streets are very crowded  
2) pretty-looking shops  
3) there are fewer people

[Students' own answers]

## UNIT 13

- 1 1)  
(i) non-smoking  
(ii) height five feet ten inches  
(iii) long term relationship  
(iv) professional  
(v) good sense of humour  
(vi) would like to meet  
(vii) Post Office box  
(viii) over 40 years old

[Example answers]

- 2) The Home Counties and The Midlands are regions of England.  
3) *No ties* means unattached, as in unmarried or single.  
4) A narcissistic man thinks he's very attractive and keeps looking in the mirror.  
5) A cultivated man enjoys things like reading, music, art and conversation.  
6) *Petite* means small. It is a French word and is probably meant to imply attractiveness.  
7) The man starts with the word *successful* because it is a positive word: powerful, independent, in control.  
8) The woman also wants to sound independent and in control of her own life.  
9) and 10) [Students' own answers]

2 [Students' own answers]

3 [Example answers]

- 1) please send my love.  
2) fell in love with her.  
3) madly in love with each other.

- 4) that they were love letters.  
5) six-love, six-love, six-love.  
6) art lovers.  
7) all my love.  
8) love life.  
9) love the smell of fresh bread.  
10) a labour of love.

4 [Students' own answers]

- 5 blind date  
marriage vows  
wedding dress  
lie detector  
fleeting glimpse  
business venture  
marketing consultant  
charter flight  
white wedding  
radio station  
close friends  
first impressions  
news report  
flying start  
party invitation  
formal debate  
love story  
vocabulary list  
[Students' own answers]

6 [Examples of possible answers]

- 1) Producers were falling over themselves to hire young men with acting experience.  
2) All the cottages in the Welsh river valley were falling into the hands of wealthy retired Londoners.  
3) The teacher fell victim to the flu and exhaustion at the end of term.  
4) My friend Mark always falls for unsuitable women.  
5) If we can't afford to go abroad this year, we can always fall back on staying with my parents in their seaside cottage.  
6) Robert always falls ill in the winter months.  
7) When they'd heard the impassioned plea for help for the refugees, everyone fell silent.  
8) While I was travelling round the States, I fell in with all kinds of people.

**UNIT 14**

- 1 *movie*: originally short for a 'moving picture'  
*home movie*: footage of family life, usually recorded on a video camera  
*movie-goers*: people who go to watch movies

[Examples of possible answers]

- 1) had to stop filming.
- 2) have run out of film.
- 3) were covered with a watery film.
- 4) with a film of dirt.
- 5) in the film industry.

anagram: THE SILVER SCREEN

- 2 [Students' own answers]

- 3 1)  
 (i) the odds  
 (ii) pester  
 (iii) genuine  
 (iv) area  
 (v) fictional  
 (vi) set aside

2) [Examples of possible answers]

- (i) NS
- (ii) False. 555 numbers are fictional.
- (iii) True
- (iv) NS
- (v) False. 555 numbers are used to stop people dialling real numbers.
- (vi) NS
- (vii) NS
- (viii) False. Film companies occasionally set up publicity phone lines.

3) [Students' own answers]

- 4 [Students' own answers]

- 5 1) astronomical  
 2) stuntman  
 3) documentaries  
 4) disaster  
 5) choreography  
 6) footage  
 7) starring  
 8) credits

- 6 [Examples of possible answers]

- 1) If two things go hand in hand then they develop at the same time, as one contributes to the other.
- 2) If you have a hand in something then you take part in whatever happens.
- 3) If you take something in hand then you take control of it.
- 4) If you live hand-to-mouth then you are worried about not having enough to eat.
- 5) If you try your hand at something then you have a go at it to see if you are any good.
- 6) If you make money hand over fist then you get a lot of money.
- 7) Off hand means having to use your memory rather than a reference source.
- 8) To know something like the back of your hand means to be very familiar with it.
- 9) My brother was struggling with his homework so I gave him a hand.
- 10) I'd like to help you but my hands are tied.

**UNIT 15**

- 1 1) Within 2) instance 3) elect 4) national  
 5) councillor 6) local 7) cases 8) majority  
 9) minority 10) constitution 11) rights  
 12) vote 13) general 14) polling  
 15) democratic 16) real

- 2 [Students' own answers]

- 3 first definition: ANARCHISM  
 second definition: FATALISM  
 third definition: NATIONALISM  
 fourth definition: RACISM  
 fifth definition: IDEALISM  
 sixth definition: CYNICISM

- 4 1) perfectionist  
 2) agnostic  
 3) romantic  
 4) optimist  
 5) patriot  
 6) philanthropist  
 7) pessimist  
 8) nonconformist

[Examples of possible answers]

- 9) atheist: 'There is no such thing as God.'



- 10) realist: 'You just have to accept things because that's just the way they are.'

[Students' own answers]

**5** [Examples of possible answers]

- 1) with running applications.
- 2) to stand as a member of parliament.
- 3) for the things I believe in.
- 4) into English?
- 5) by a handful of votes.
- 6) to the mayor's resignation.
- 7) for equal-opportunities.
- 8) on freedom and justice for all.
- 9) on basic rights like education and health.
- 10) in the hands of only a few people.

**6** [Examples of possible answers]

- 1) He just stood there and let his friend get robbed.
- 2) What does NATO stand for?
- 3) I stood in for my boss while she had a baby.
- 4) Rebecca was so tall that she always stood out in a crowd.
- 5) Peter used to stand up for his sister when she was bullied in school.
- 6) Mr Edmunds stood down from his position in favour of a younger candidate.
- 7) Robert said he would meet Diana after work but he stood her up.
- 8) I'll be on stand by in case you need me if things get tough.

**7** [Students' own answers]

**UNIT 16**

- 1**
- 1) boasts
  - 2) exhibits
  - 3) collection
  - 4) gallery
  - 5) restored
  - 6) works
  - 7) guide, display
  - 8) depicting
  - 9) icons
  - 10) span
  - 11) I would love to have my portrait painted.
  - 12) The museum was keen to display its latest acquisition: a painting by Picasso.

*jade* should go under 'materials', not '2-dimensional art'.

*figurative* should go under 'artistic movements', not '3-dimensional art'.

*mask* should go under '3-dimensional art', not 'materials'.

*sketch* should go under '2-dimensional art', not 'artistic movements'.

- 2**
- (i) distortions
  - (ii) labour
  - (iii) indignant
  - (iv) render
  - (v) profess

[Examples of possible answers]

- 1) Some people criticise modern art because they think the pictures do not look real. They blame this on the lack of skill in modern artists.
- 2) Great artists of the past are admired because of the skill with which they include every tiny detail in their paintings.
- 3) Cartoons show us that things don't have to be drawn exactly the way they are in real life.
- 4) People don't criticise the length of Mickey Mouse's tail because they expect cartoon to distort reality.

Some people don't like modern art because they don't think it's as realistic as art from the past. However, there's nothing wrong with distorting nature. Cartoons don't look like real life and nobody complains about that.

**3** [Students' own answers]

**4** [Example answer]

Some people think they know everything about art, but this is silly. You will never finish learning about art. It is an exciting world of its own with its own strange laws and adventures. You should never think you know all about it, for nobody does. There are always new things to discover. Great works of art seem to look different every time you stand before them. They seem to be as inexhaustible and unpredictable as real human beings. It is far better to know nothing about art at all than to have a kind of half-knowledge that makes for snobbishness. Nothing is more important to enjoyment than having a fresh mind. If you're not enjoying it, what's the point?

## 5 [Students' own answers]

- 6 1) by 2) for 3) of 4) to 5) to 6) in  
7) in 8) to 9) on 10) during 11) of  
12) to 13) of 14) on 15) on 16) from  
17) to 18) in 19) of 20) for 21) in

**UNIT 17**

## 2 [Example answers]

- 1) [tick]
- 2) DK. It only says the London Marathon rivals the New York Marathon as the biggest road race. This could refer to the number of competitors rather than the length of the race.
- 3) [cross]
- 4) [tick]
- 5) DK. It only says most of the papers, without saying if they are the popular ones or not.
- 6) [cross]
- 7) [tick]
- 8) [tick]
- 9) DK. It says it's difficult to spot the articles, so it could be that some people believe them, but it doesn't say exactly.
- 10) [cross]

## 3 [Students' own answers]

## 4 [Examples of possible answers]

- 1) You have to apply for tickets between September and December of the previous year. Applications are then selected at random.
- 2) Yes, you can.
- 3) Yes, it is cancelled if the weather or the light is too bad to play in.
- 4) Yes, it is.
- 5) The best way to get to Wimbledon is to take the train to Wimbledon station, and then take the underground to Southfields.
- 6) Why do some people look uninitiated and bemused?
- 7) At what time does the cricket finish?
- 8) Can you get tickets on the day of the match at Wimbledon?

## 5 [Example answer]

Dear Sirs

I am writing to request an application form for the ballot for tickets for next year's Wimbledon Tennis Championship. As I live overseas, I was wondering what special arrangements there are for paying for the tickets and having them sent to me, in the event that I am lucky enough to get some.

Yours faithfully

- 6 This rally was first held in 1896 to celebrate the abolition of the Act which forced cars to drive at a speed limit of 2mph.

Only cars built before 1905 can be entered.

Limited to an average of 20mph they aim to reach Brighton before 4pm.

The start line at Hyde Park has a great sense of occasion but crowds line the whole route, particularly outside pubs.

- 7 Every year Norway thanks Britain for liberation from the Nazis with a fir tree to put in Trafalgar Square.

Regent Street has the best lights and puts Oxford Street to shame.

Don't go to see the lights being switched on by a celebrity as the congestion is a nightmare.

It is better to go later.

Shop windows can be decorated with angels, snowmen and a Santa Claus grotto.

Superior displays can be found in big stores such as Harrods and Selfridges.

- 8
- 1) Patron saint
  - 2) Easter
  - 3) devout, self-denial
  - 4) service, hymns, prayers
  - 5) fast
  - 6) Catholic, Protestant
  - 7) martyr
  - 8) Hindu
  - 9) pagan
  - 10) worshippers
  - 11) Hanukkah is Jewish festival, also known as the Feast of Dedication.
  - 12) Buddhist religion is concerned with enlightenment.

## 9 [Examples of possible answers]

- 1) The argument about what to do at New Year was eventually forgotten.
- 2) Jason took a deep breath and extinguished all the candles on his birthday cake.
- 3) After the meeting, my colleague gave me a detailed account of what had taken place.
- 4) The photo of my mother was so good that I had it enlarged for her.
- 5) When you write a CV, you have to be positive and yet not boast too much as it can put people off.
- 6) It's difficult to have a relationship with Will as he doesn't know what he wants.

**UNIT 18****2** [Example answers]

- 1) comes 2) specially 3) taken 4) plants
- 5) each 6) such 7) error 8) the 9) one
- 10) next 11) ways 12) it 13) as 14) more
- 15) and

- 3** 1) yields
- 2) pests
- 3) transit
- 4) herbicide
- 5) soya
- 6) maize
- 7) purée
- 8) gene
- 9) advocate
- 10) benefit

## [Example answers]

- (i) Tomatoes have had water removed to make them harder to damage and easier to turn into purée.
- (ii) Maize has been genetically modified to resist attacks from certain insects.
- (iii) Soya has been genetically modified so that it is not effected by a certain herbicide.

## [Students' own answers]

- 4** further (line 1)
- food (second instance, line 2)
- totally (line 3)
- ever (line 6)
- natural (line 8)
- many (line 13)

**5** [Students' own answers]

- 6** food chain
- sound mind
- partial agreement
- art exhibition
- paperback edition
- habitable zone
- steel band
- hand grenade
- land mine
- rubbish tip
- time span
- place name
- street party
- sudden onslaught
- space ship
- endangered species
- dried fruit
- religious observance
- practical joke
- fatal attack

## [Students' own answers]

- 7** oceans: PACIFIC, ATLANTIC, ARCTIC
- seas: CARIBBEAN, MEDITERRANEAN, CASPIAN
- rivers: RHEIN, DANUBE, THAMES
- deserts: GOBI, KALAHARI, SAHARA
- mountain ranges: ALPS, HIMALAYAS, PYRENEES
- streets in London: DOWNING, OXFORD
- famous avenue in New York: FIFTH
- famous squares: TIMES, TRAFALGAR
- famous bridges: GOLDEN GATE, SYDNEY HARBOUR
- famous art gallery in London: TATE

**UNIT 19**

- 1** 1) lines
- 2) rhymes
- 3) century
- 4) long
- 5) six
- 6) writers
- 7) verses
- 8) fourth
- 9) beats
- 10) anonymous
- 11) times
- 12) rhythm
- 13) strong



- 14) te-Tum  
15) plays  
16) regular

a word used to describe any short poem that expresses a poet's personal feelings and thoughts = lyric  
a special way of copying or mimicking someone else's writing style, either to mock the original poem or just to have fun = parody

**2** [Examples of possible answers]

- 1) The feeling in the lines are tired, depressed and bored.
- 2) (iii) because Macbeth sounds like everything is falling apart: nothing is worthwhile anymore.
- 3) Shakespeare uses images which are artificial, like actors and shadows. These are effective images, because Macbeth feels that his life has lost its meaning.
- 4) The light image is effective because a light can go out at any moment, just like a life.
- 5) (i) time drags by very slowly and monotonously  
(ii) an actor poses and worries
- 6) Repetition is effective here because it expresses the monotony of the days passing (tomorrow, and tomorrow, and tomorrow) and the fragility of human life (out, out).
- 7) The extract is written in blank verse. The verse is not regular: eg, 'Told by an idiot, full of sound and fury'.
- 8) (ii)
- 9) Time creeps past slowly, day after day after day, and it will forever. We never learn anything: the past is just a road on the way to death. Life is just a brief flame which might as well go out, because everything is an illusion anyway. We are like actors, posing and worrying about an audience which will only forget us when the curtain comes down. It's all just noise and flashing lights, with nothing underneath.

- 3** This is the Night Mail crossing the border,  
Bringing the cheque and the postal order,  
  
Letters for the rich, letters for the poor,  
The shop at the corner and the girl next door.  
  
Pulling up Beattock, a steady climb:  
The gradient's against her, but she's on time.  
  
Past cotton-grass and moorland boulder  
Shovelling white steam over her shoulder,

Snorting noisily, she passes  
Silent miles of wind-bent grasses.

Birds turn their heads as she approaches,  
Stare from the bushes at her blank-faced coaches.

Sheep-dogs cannot turn her course;  
They slumber on with paws across.

In the farm she passes no one wakes,  
But a jug in the bedroom gently shakes.

- 1) boats
- 2) he/she

- 4** 1) unresponsive 2) loosely 3) indefinite  
4) minutely 5) mindless 6) unsolicited  
7) disrespect 8) unnoticed 9) tempestuous  
10) uncritically

**5** [Students' own answers]

**UNIT 20**

**1** [Examples of possible answers]

- 1) Review 1.

2)

It is set at the beginning of the third Millennium.  
It is about an invading alien race, the Psychlos,  
that needs earth's resources.

The aliens killed lots of things.

A human character called Johnny Goodboy  
emerges in America and meets the aliens.

3)

The Psychlos are technology dominated.

That Johnny Goodboy's last name is Tyler.

That Johnny is tired of his village.

That Johnny doesn't know he's going to meet the  
aliens.

That Johnny is detected by the Psychlos chief of  
security, Terl, who has grown sick of the earth and  
wants to use Johnny to get him back to his  
advanced home world.

4)

That earth has been occupied for 1000 years.

That Terl is the leader of the Psychlos.

That Johnny organises a band of followers to  
overthrow the aliens.

That the film is based on a book.

5)  
Review 1 Paragraph Openings  
Desperate to acquire ...  
Meanwhile, in a land once known ...  
Unfortunately for him ...

Review 2 Paragraph Openings  
Earth has been under the rule ...  
Now a lone human ...  
Based upon the 1982 ...

- 6)
- (i) This means that the aliens killed nearly all of the living things on the planet.
  - (ii) This means that Terl was tired of the fertile, organic environment of earth.
  - (iii) This means Johnny will be used by Terl, and possibly sacrificed, to achieve Terl's aims, like a pawn in a game of chess.
  - (iv) This means a long and often complicated story, set after 'the end of the world'.
  - (v) This means a follow up of the film that is expected to be made.

7) [Students' own answers]

2 [Students' own answers]

3 narrow escape  
shooting star  
collision course  
hammer blow  
celestial body  
newly invented  
twentieth century  
modern times  
complete silence  
clockwork precision  
random shot  
target practice  
human race  
utter nonsense  
volcanic eruption  
science fiction  
radar system  
Greek mythology  
music scene  
sporting achievements  
world affairs

- 4
- 1) They slept under the stars that night.
  - 2) This is a three-star hotel.

- 3) The American flag has stars and stripes.
- 4) Some items were marked with a star because they were not on sale.
- 5) Lydia and Joseph are my star pupils.
- 6) Rose has had a lot of good luck in her life because of her stars.
- 7) Leonardo di Caprio was the star of *The Beach*.
- 8) When I hit my head on the beam I saw stars.
- 9) What's your star sign?
- 10) I enjoyed looking out over the ocean in the starlight.

- 5
- 1) stands out 2) make out 3) hold out
  - 4) passed off 5) handed out 6) crossed out
  - 7) wearing out 8) write out 9) seek out
  - 10) pulled out

- 6
- The following words were spelt incorrectly:  
collision, appalled, relevant, consequences,  
interrupt, asteroid, acquire, terrestrial, echo,  
strategies

## Grammar Section Answer Key

### 1 The Present Tenses

#### Exercise 1

- 1) are working 2) rely 3) am driving 4) catch
- 5) ask, says 6) is approaching, terminates
- 7) are sitting 8) think 9) ask 10) don't have

#### Exercise 2

- 1) It's getting late. We must go.
- 2) Our house faces east.
- 3) The sun wakes us in the morning.
- 4) We are living in this flat for the time being.  
(the present continuous emphasises the temporary nature of the arrangement)
- 5) Do you own a car?
- 6) What is that man over there doing?
- 7) That woman is wearing my coat!
- 8) This week the price includes tax and delivery.

#### Exercise 3

- 1) using the present simple to describe a routine
- 2) using the present continuous to describe a changing situation
- 3) using the present simple to state a fact

Does Dodi think he's good enough? Yes.

- 4) using the present continuous (with a/ways) to complain about a habitual action

- 5) using the present simple to describe a state
- 6) using the present continuous to describe a changing situation

What is the implication of Dodi's answer? c (He can't play the way he used to)

- 7) using the present simple to describe a short action that is completed as soon as it is described
- 8) using the present continuous to describe an action in the present moment
- 9) using the present simple to state a fact

[Example answer]

*Crowd* is a collective noun, the usage of which is usually singular. However, it is also acceptable to use collective nouns with verbs in the plural, so long as the singular and plural forms are not used together in the same sentence.

- 10) using the present simple to tell a story about the past
- 11) using the present simple to ask about a fact
- 12) using the present simple (with *often*) to ask about a routine

What's the implication of 'The score was'? Did Dodi's team win?

The implication is that the other team won 3-1 (Dodi was right about the number of goals scored, but not about which teams would score them).

**Exercise 4** [Examples of possible answers]

- 1) HUNDREDS MORE RAILS FAULTY
- 2) MINISTER PLEDGES SAFETY IMPROVEMENTS
- 3) MOST PASSENGERS ANGRY ABOUT SERVICE

## 2 The Past Tenses

### Exercise 1

- 1) was having, jumped, shouted
- 2) thought, reached, expected
- 3) was composing, occurred
- 4) was watching, stepped, said
- 5) was sitting, fell, proved
- 6) were you doing, was shot
- 7) were travelling, collected, killed, was conducting
- 8) did Booth shoot, was watching, died
- 9) was writing, wrote. didn't meet, died.
- 10) was crossing, was steaming, hit, sank

**Exercise 2** [Examples of possible answers]

- 1) Did people used to
- 2) didn't

- 3) didn't used to have
- 4) would
- 5) used to listen
- 6) would
- 7) didn't used to
- 8) didn't
- 9) didn't used to
- 10) would
- 11) used to

### Exercise 3

- 1) arrived 2) was 3) had left 4) was coming
- 5) was kicking 6) asked 7) had seen
- 8) was driving 9) Was she wearing
- 10) didn't notice 11) had to 12) hadn't taken
- 13) Was 14) was barking 15) thought
- 16) had forgotten

### Exercise 4

- 1) present 2) future 3) past 4) present
- 5) present 6) future 7) future 8) present
- 9) present 10) past

### Exercise 5

 [Examples of possible answers]

- 1) Past simple of 'to leave' (simple action completed in the past)
- 2) Past perfect simple of 'to dine' (suggesting at this point in time)
- 3) Past continuous of 'to expect' (suggesting interruption by a simple tense)
- 4) Future in past of 'is to' (they were on the verge of (undertaking))
- 5) Future in past of 'to be seen' (they would vanish later on)
- 6) Past perfect simple of 'to leave' (suggesting a point in time)
- 7) Past continuous of 'to move' (describing a past scene)
- 8) Past perfect simple of 'to go' (because the people never came back)
- 9) Past continuous of 'to lie' (describing a past scene)
- 10) Past perfect continuous of 'to write' (continuous tense is interrupted by a simple tense (happened) and the continuous perfect focuses on the activity rather than the outcome)
- 11) Expression used with the infinitive of 'tell' to describe a past habit (suggesting that the situation is now different)
- 12) Expression used with the infinitive of 'hear' to describe a past habit (suggesting that the situation is now different)



### 3 The Future

#### Exercise 1

- 1) are you doing (it's asking about a fixed arrangement for the future; 'will you do' is possible)
- 2) 'm going to have (it's talking about a fixed arrangement for the future; 'will have' is possible)
- 3) Will you be going (asking about an action that will be going on in the future; 'Will you have gone' can be used, but would sound awkward)
- 4) is taking (it's talking about a fixed arrangement for the future; 'takes' is not possible)
- 5) 'll enjoy (it's a prediction; 'are enjoying' is not possible)
- 6) I have (using the simple tense to talk (about timetables) with reference to the future; 'am having' is possible)
- 7) 'll have been going out (future perfect continuous suggests that the three weeks will be completed by a future date – Sunday; 'we'll go out' is not possible)
- 8) 'll meet (it's a prediction; 'are meeting' is possible)
- 9) going to have (it's a statement of intention; 'will have' is also possible)
- 10) 'll join you (it's a statement of intention; 'join you' is not possible)
- 11) we are to have (it describes a state that will begin in the future; we'll have had is possible, by implies that the state will change again by the point in the future)
- 12) 'll look like (because it's a prediction; 'going to look like' is possible)

#### Exercise 2

- 1) are meeting (it's a fixed arrangement for the future)
- 2) will be (it's a prediction)
- 3) will have been married (because 50 years of marriage will be complete at that point in the future)
- 4) I'll drive (it's an offer)
- 5) lands (it talks about a timetable with reference to the future)
- 6) will be wearing (it's something that will be going on in the future)
- 7) will have been travelling (because travelling will be complete at that point in the future)
- 8) has to (a prediction, replacing 'will' with a modal construction)

#### Exercise 3 [Examples of possible answers]

- A: are going to miss (it's a prediction)  
 B: will get (it's a prediction)  
 A: does ... leave (it's talking about timetables with reference to the future)  
 B: are to be  
 A: are we seeing (it's a question about a fixed arrangement)  
 B: will have had (the action will be completed in the future) ... will be feeling (it talks about a state that will be going on in the future)  
 A: –  
 B: is going to be (it's a plan)  
 A: –  
 B: will have given (the action will have been completed by the point in the future) ... will have been wondering (the action will have been completed by the point in the future)

#### Exercise 4 [Examples of possible answers]

- 1) I will see you tomorrow.
- 2) I'm going to go to Egypt for my holiday.
- 3) I am seeing the dentist next week.
- 4) My plane takes off at nine o'clock in the morning.
- 5) I'll be taking my exams this time next week.
- 6) I'll have finished my exams in two weeks' time.
- 7) I will have been studying English for a long time when I leave school.
- 8) I am to be paid by the hour for my holiday job.

#### Exercise 5

- 1) were to remain
- 2) was to become
- 3) were going to have
- 4) was going to
- 5) would be going

### 4 The Perfect Tense

#### Exercise 1

- 1) for 2) just 3) still 4) since
- 5) never 6) ever 7) yet 8) already

#### Exercise 2

- 1) been playing (b)
- 2) have we played (b)
- 3) had been writing (b) ... hadn't written (b)
- 4) we'll have done (a)
- 5) 's been working (b)
- 6) 've been reading (a)
- 7) 've read (a)

- 8) had it (a)
- 9) lived (d) ... been living (d)
- 10) 've been going

**Exercise 3 [Examples of possible answers]**

- 1) The idea is 'so far'. He can go on holiday again.
- 2) The idea 'up to, and including, a point in time'. She hadn't seen her since school, but she has now.
- 3) The perfect tense is used with ordinal numbers in sequences which can be continued. He could repeat his command again.
- 4) It is asking if you have already done something.
- 5) The perfect tense is used to focus on the result of the broken leg.
- 6) There is no time adverb. Oil has been discovered (and is 'still' discovered), but we don't know when exactly.
- 7) The first use of the perfect expresses the idea of 'how long up to the present' (five years between her leaving and now). The second use expresses that an action will be complete when the time period is over (she will have changed by 'now')
- 8) The first use of the perfect expresses the idea of 'how long up to the present' (for years before now).

**Exercise 4**

- 1)
  - A: Have ... done
  - B: have been working
  - A: did ... you
  - B: forgot
- 2)
  - A: are ... reading
  - B: Have ... finished
  - A: read ... I've read
  - B: suppose 'Do ... like'
- 3)
  - A: -
  - B: 've met ... don't know
  - A: did you meet
  - B: think ... do ... ask
- 4)
  - A: Are ... coming
  - B: 've seen ... didn't like ... I've been
- 5)
  - A: Have ... seen ...
  - B: does ... say

A: has been getting

B: paid

**Exercise 5**

- 1) gone (because she's still absent)
- 2) been (because the person must have gone and come back if they have been at all)
- 3) been (because the person has to have gone and come back in order to hand the money over)
- 4) been (because the person must have gone and come back in order for the mother to wonder where he's been)
- 5) Gone (because the person isn't there to type the letter and so can't have come back)

**5 Conditional Sequences****Exercise 1**

- 1) mix ... get
- 2) hadn't explained ... wouldn't have found
- 3) know ... tell ... don't
- 4) 'd saved ... young ... wouldn't
- 5) wouldn't do ... I were
- 6) will be ... help

**Exercise 2**

[Students' own answers]

**Exercise 3 [Example answers]**

- A: -
- B: 'd pay ... did
- A: would
- B: 'd have bought ... 'd had
- A: told ... do you promise
- B: wouldn't be ... told
- A: will sell ... pay
- B: would ... hadn't been
- A: could have sold ... hadn't been

**Exercise 4**

- 1) Would you kindly inform me personally if you have any cause to complain?
- 2) If we offered 10% more for the company, what would your reaction be?
- 3) If I'd had your opportunities as a young man, I'd be in parliament by now!
- 4) Would you be tempted to stay if you were awarded a 30% salary increase?
- 5) You will be given extra marks if you've finished before time.
- 6) The whole situation would have changed if only we'd waited five minutes longer.



## Exercise 5

A: would know ... were

B: were ... isn't

A: gets ... 'd told ... needed

B: 'd shut up

A: weren't coming

B: are coming ... aren't

## 6 The Modal Auxiliaries

## Exercise 1

- 1) d 2) f 3) a 4) b 5) g/h 6) i 7) e  
8) b 9) j

## Exercise 2

- 1) He can't swim/have been swimming – his hair isn't wet. (deduction about a past event)
- 2) You could go/have gone yesterday, so why didn't you? (describing a past ability – to go to a party)
- 3) You should must listen/be listening ALL the time. (describing a present obligation)
- 4) That boy over there must be/must have been the one we're looking for. (deduction about the present)
- 5) They should have been/will be tired when we get there because they'll have worked/'ll have been working all day. (prediction about the future)
- 6) We should/ought to be careful. Someone might follow/might have followed us when we left the bank. (describing a present obligation/describing a past possibility)
- 7) We don't must/have to do everything our parents might want/might have wanted. (describing a present obligation/describing a present possibility)
- 8) They must have could/been able to hear us – we were shouting loud enough. (deduction about a past event)
- 9) Some friends and I will meet/will be meeting at the Red Parrot restaurant at lunchtime. Would you like/Would you have liked to join us? (prediction about a future event/prediction about a future event)
- 10) I may see/may have seen him when I cut the cake at the party tomorrow. (describing a future possibility)

## Exercise 3

- 1) She might have warned me.
- 2) I could have done it last week, ma'am.

- 3) You ought to have asked me to help you out.
- 4) John can't have done it because he was here all the time.
- 5) Mary must have found the jewels and given them to Mark.
- 6) You shouldn't have taken that money from them.
- 7) They may not have committed the crime after all.
- 8) They can't have arrived yet.
- 9) We need not have got up so early after all.
- 10) I may have left the keys in the house.

## Exercise 4

- 1) ... we were able to cross it: you can't use 'could' to describe a past achievement.
- 2) You should have come to see me yesterday: you can't use 'must' in the past tense.
- 3) Fortunately, I was able to: 'might' is generally a present modal, and 'I was able' is more appropriate.
- 4) You ought to have told me: although you don't use infinitives with modals, 'ought' takes 'to'.
- 5) I couldn't come to last week's meeting: 'could' is the past tense form of 'can'. Using 'can't have' would be a way of making an inference, which is not appropriate here.
- 6) We could have gone for a great day: 'would' implied 'used to'; 'could have' suggests a past ability.
- 7) ... should have won the match: past perfect.
- 8) ... someone might have seen: past perfect.
- 9) ... some may have been taken away by the police; modals have no -ing form; this describes a past event.
- 10) We could have visited you: past perfect.

## 7 The Passive Voice

## Exercise 1

- 1) (published) The first three books in the Harry Potter series were published
- 2) (called) the first book is called
- 3) (written) it was written
- 4) (sending) After being sent to ... (finally accepted) the manuscript was finally accepted
- 5) (would read) and would be read by millions
- 6) (still find) could still be found
- 7) (has described) has been described
- 8) (is to deal with) will be dealt with
- 9) (has awarded) has been awarded, ... (has



included) has been included

- 10) (will bring out) will be brought out ... (will offer for) will be offered for sale ... (are selling) are being sold by

### Exercise 2

- 1) *Doctor Faustus* was written by Christopher Marlow.
- 2) some discoveries, like the comet Halle-Bopp, are still made today by amateur enthusiasts.
- 3) the last tournament of the twentieth century being won by France.
- 4) the first successful printing press was invented by a European with a more suitable language.
- 5) the next games will be hosted in [date] by [place].

### Exercise 3

- 1) Most paper today is made from wood, but in earlier days it was made from rags.
- 2) Paper had been used in China for a thousand years before it was first brought to Europe.
- 3) All kinds of new products are being created these days but they are usually of a different kind from those which were being developed in the nineteenth century.
- 4) Most of today's bright colours couldn't even have been imagined 150 years ago, because aniline dyes hadn't been invented yet.
- 5) We were promised individual helicopters 50 years ago, but they haven't been seen yet.
- 6) I'm interested in being shown how to do this correctly in spite of having been told that it is very difficult.
- 7) These instructions have to be followed very carefully if the right results are to be achieved.
- 8) Medieval monks were encouraged to spend months copying manuscripts before the printing press was invented.
- 9) It used to be said that everything important had already been invented.
- 10) It has been reported that a cure for cancer will be found in the near future.

### Exercise 4

- 1) It was first cultivated and brewed by the people of Ethiopia (coffee is the topic so it should be the grammatical subject)
- 2) it was introduced in the mid-seventeenth century (coffee starts as the subject and then switches to the object; the passive form with

the pronoun 'it' keeps the original subject)

- 3) it has been described as (there is no need to say who did the describing; the active form requires the retention of unnecessary information)
- 4) Most of the world's coffee is produced in Latin America and Africa (the focus is on coffee production, not the coffee producers)
- 5) These fluctuations were usually caused by coffee surpluses (the passive puts the focus back on the price fluctuations, which became the focus at the end of the preceding sentence)

## 8 Causatives

### Exercise 1

- 1) have to get the table repaired
- 2) do you get your hair done?
- 3) get your roof seen to.
- 4) had them cleaned
- 5) had it cooked by a caterer.
- 6) have/get their heads shaved
- 7) had it iced
- 8) I'll have to get it replaced.

### Exercise 2 [Examples of possible answers]

- 1) You can probably get your hair cut there.
- 2) You can probably have your suits made there.
- 3) You can probably get your watch mended there.
- 4) You can probably have your picture painted there.
- 5) You can probably have your films developed there.
- 6) You can probably have your car cleaned there.
- 7) You can probably have your dog groomed there.
- 8) You can probably get your eyes tested there.

## 9 Reported Speech

### Exercise 1

- 1) Jane asked me how long I'd been waiting.
- 2) Peter wanted to know if it had been snowing long.
- 3) Bob asked Angela if Ian had got to Berlin the previous night.
- 4) Dr Roberts enquired if the following train stopped at Brno.
- 5) George asked the mechanic if it would take long to repair the car.
- 6) Jane demanded to know from her mother what difference it would make if she told her.
- 7) Bill wanted to know when the test results would arrive.

- 8) Rick asked Rebecca who she thought had done it.
- 9) The detective asked Mary if the man had ever called her before.
- 10) Mrs Burns asked her husband where he thought the children had gone.

**Exercise 2**

- 1) b 2) h 3) i 4) d 5) f 6) g 7) j
- 8) a 9) e 10) c

**Exercise 3 [Examples of possible answers]**

- 1) Mary warned David not to buy a dog or a cat.
- 2) Daniel denied that he had taken the money.
- 3) Darren advised Don not to spend all his money, but to save some of it for the rent.
- 4) Senator Williams demanded that the government resign immediately.
- 5) The chairman explained that he would very much like the original proposal to succeed and suggested that they should vote for it.
- 6) Jeremy informed Arthur that the government had lost the election and suggested that they send a letter of congratulation to their leader.
- 7) Brad assured Marcia that they had a good chance of winning the case.
- 8) Anna warned Bill that in no way should he change his mind, and advised him that the best option was for them to say nothing.

**Exercise 4 [Examples of possible answers]**

- 1) John complained about the service.
- 2) John agreed to go to the police station.
- 3) John suggested we went for a walk.
- 4) John insisted on seeing Casa Nostra.
- 5) John recommended the blue one.
- 6) John warned me not to swim there.
- 7) John claimed that he knew Laurence Olivier.
- 8) John reminded me to take my handbag.
- 9) John invited me to a party at Bill's.
- 10) John requested the bill.

**10 Questions****Exercise 1**

- 1) Could you speak English when you were young?  
[Students' own answer]
- 2) Is your English workbook green? [Students' own answers]
- 3) Have you had enough time to finish this exercise? [Students' own answers]
- 4) Would you like to eat crocodile meat?  
[Students' own answers]

- 5) Had the telephone been invented in 1850? [No]
- 6) Will China be in the next Olympic Games. [Yes]
- 7) Was England ever invaded by the Romans? [Yes]
- 8) In Britain does the PM do the job of an MP?  
[Yes]

**Exercise 2 [Examples of possible answers]**

- 1) How long has it been since America's oldest city, St Augustine, was founded?
- 2) In what year will Arizona celebrate 100 years of statehood?
- 3) What is Arizona's most extraordinary tourist attraction?
- 4) What is the effect of Florida high annual rainfall and low-lying countryside?
- 5) Which nationality founded the city of St Augustine?
- 6) Which state, out of Florida and Arizona, has the driest climate?
- 7) What is Florida's most important agricultural produce?
- 8) How big is Florida in relation to Arizona?
- 9) How many American states were there when Arizona was added in 1912?
- 10) Why is the Arizona climate so healthy?

**Exercise 3**

- 1) wouldn't you? Yes, I would.
- 2) hadn't we? Yes, we had.
- 3) was it? No, it wasn't.
- 4) are there? No, there aren't.
- 5) didn't he? Yes, he did.
- 6) did it? No, it didn't.
- 7) shall we? Yes, let's.
- 8) do they? No, they don't.
- 9) aren't I? Yes, you are.
- 10) won't you? Yes, I will.
- 11) won't you? Yes, I will.
- 12) will you? No, I won't.

**Exercise 4**

- 1) Did you? I thought it was to be expected.
- 2) Isn't it? I just go with the flow.
- 3) Won't it? I'm sure she'll think it's excellent.
- 4) Will I? Is it interesting?
- 5) Aren't you? I'm really excited about it.

**11 Relative clauses****Exercise 1**

- 1) The bird which frightens away the others in my garden is a magpie.



- 2) The artist who painted that picture is very famous.
- 3) I know the man who wrote that book.
- 4) The team George Bush owned had the highest paid player in baseball.
- 5) The man we asked for help was my friend's brother.
- 6) The dog we took with us was a German shepherd.
- 7) The woman we gave the book to could understand the language it was written in.
- 8) The old gentleman, whose car had broken down, had no money.
- 9) The doctor, whose horse we were being carried on, thought it was very funny.
- 10) The city where they met and fell in love was San Francisco.

## Exercise 2

[Mistakes are underlined. Corrections below]

Charles Darwin, his father wanted him to be a doctor, failed to get a medical degree at Edinburgh. Later, at Cambridge where he studied theology he spent most of his time studying beetles. Surprisingly, this led to a career, which was to make him famous – or infamous – throughout the world.

Darwin was appointed naturalist on the ship The Beagle, that made, from 1831–1836, 'the most famous of the great voyages of scientific discovery and the least heroic' around the South American continent, including the celebrated stop in the Galapagos Islands. This was the voyage during that Darwin collected the information, which he was to eventually use in his great book The Origin of Species that was published in 1859.

The Origin of Species is the book provides us with the foundation of modern biology and it is the book Steve Jones, Professor of Genetics at University College, London declared 'The Book of the Millennium'.

- 1) Darwin, whose father wanted ('whose' is the correct relative pronoun for introducing clauses about a person)
- 2) at Cambridge, where he studied theology, he spent (this is a non-defining clause and therefore requires enclosing in commas)
- 3) a career which was to make him famous (this is a defining relative clause – the surprise is not the career but the fame – and therefore the comma is not needed)

- 4) ship *The Beagle*, which made, from 1831–1836 (the relative pronouns in non-defining clauses cannot be replaced by 'that')
- 5) the voyage during which Darwin (relative pronouns in defining relative clauses cannot be replaced by 'that' if preceded by a preposition)
- 6) the information which he ('which' introduces a defining clause, so no comma is needed)
- 7) The Origin of Species, which was published in 1859. (the date of publication is contained in a non-defining clause, so a comma is required and 'which' must replace 'that')
- 8) is the book which provides us with (relative pronouns cannot be omitted from defining relative clauses if they are subject pronouns)

## Exercise 3 [Examples of possible answers]

- 1) At the Royal Academy, which Anna had never been to, we saw a Caravaggio exhibition, which is still on.
- 2) Large areas of Shanghai, which was only fully reincorporated into China after the Second World War, were governed by England, France and the USA.
- 3) My only daughter, who lives in Paris, is a great Francophile.
- 4) The monarch who followed Mary was Queen Elizabeth, who ruled the country for the next 45 years.
- 5) Elizabeth, who never married, developed into a very astute queen whose subjects rejoiced in her successes.
- 6) Bela Bartok, whose early works received a hostile reception, studied composition at the Budapest Academy of Music, where he was appointed professor of piano in 1907.

## Exercise 4 [Examples of possible answers]

- 1) Mary was late, which is not unusual, and Mrs Perkins, who hates lack of punctuality, was uncharacteristically furious.
- 2) *The Beagle* was commanded by Captain Fitzroy, whose other claim to fame was as the head of the National Meteorological Office, and the ship's naturalist was one Charles Darwin, which made the voyage infinitely more famous than it would otherwise have been.
- 3) The winemakers of Bordeaux and Burgundy, who had long enjoyed a dominant position, found themselves challenged by improving wineries in Central Europe, which was excellent for consumers.



- 4) There was an unexpectedly favourable report by the health officials presented to the standing committee, who all welcomed the news enthusiastically, which was encouraging.

## 12 Participial clauses

### Exercise 1

The four incorrect sentences are 2, 4, 8 and 10.

- 1) The person who is waving to us over there is someone I knew at school.
- 2) The dog which rescued its master yesterday was a King Charles spaniel.
- 3) The aftershocks which were reported yesterday have continued.
- 4) Anyone who finds themselves receiving one of these letters should telephone the police.
- 5) The people who were arrested before the minister's visit have all been released.
- 6) Titles of all the books which are being borrowed this afternoon must be notified.
- 7) Anyone who has been granted a visa since 1995 should have no problem.
- 8) Any books which are found on desks after 5 p.m. will be removed.
- 9) Students who are lying on desks will be asked to leave.
- 10) What can you tell me about the woman who wrote this nineteenth-century novel?

### Exercise 2

- 1) TIME: I noticed that the cottage seemed abandoned while I was walking up the garden path.
- 2) RESULT: I felt apprehensive because I felt that this was very unusual.
- 3) TIME: After taking the key out of my pocket I tried to open the front door.
- 4) RESULT: My composure was destroyed because there was a sudden howl from behind the door.
- 5) CONDITION: The voice worried me due to the circumstances I was in.
- 6) RESULT: I felt extremely tense because I had heard so many stories.
- 7) RESULT: I leapt about a meter in the air because I voice behind me said, 'That's my dog'.
- 8) CONDITION: You could say I was relieved that the voice was human due to the situation.

### Exercise 3

Sentences 1, 3, 5, 8 and 10 are all unacceptable because the subjects of the participial and main clauses are not the same.

[Examples of possible answers]

- 1) Walking along the pavement, I was ridden into from behind by a cyclist.
- 3) Finally getting to my feet, I noticed a police car pull up beside me.
- 5) Watching him take out his notebook, I was glad to see the policeman was taking me seriously.
- 8) Suddenly asking more and more questions, the policeman got me quite worried.
- 10) Listening to his reply to my question, I was astonished to hear him say that the thief had an accomplice who often wasted the time of police by faking an accident.

## 13 Phrasal and Prepositional Verbs

### Exercise 1a

- 1) give up smoking cigarettes
- 2) carry out a plan
- 3) set off (intransitive)
- 4) put off a game
- 5) bring in money
- 6) hold up a flight
- 7) get away (intransitive)
- 8) make up an untrue story
- 9) put across one's ideas
- 10) work out details of a proposal
- 11) take over another company
- 12) throw away an old coat

### Exercise 1b

- 1) made it up.
- 2) to give up smoking cigarettes
- 3) put them across
- 4) the hold up
- 5) to bring it in.
- 6) work it out.
- 7) put it off
- 8) threw it away.
- 9) was taken over.
- 10) couldn't carry it out.

### Exercise 2

- 1) died out
- 2) getting on
- 3) come about
- 4) went up
- 5) come out
- 6) get away

- 7) turn up
- 8) take off
- 9) sinks in
- 10) wear off

**Exercise 3a**

- 1) take after a parent
- 2) come across an unexpected find
- 3) come into a lot of money
- 4) count on someone's help
- 5) look into a crime
- 6) see through an attempted deception
- 7) call on an acquaintance
- 8) do without luxuries
- 9) jump at an opportunity
- 10) fall for a trick

**Exercise 3b**

- 1) coming across
- 2) were
- 3) looking into
- 4) called on
- 5) count on
- 6) jump at
- 7) to have come into
- 8) do without
- 9) takes after
- 10) fall for
- 11) to see through

**Exercise 4**

- 1) to put up with
- 2) to run out of
- 3) fall back on
- 4) cut down on
- 5) look down on
- 6) to live up to
- 7) look forward to
- 8) to get on with
- 9) do away with
- 10) to go through with

**14 Infinitives and gerunds****Exercise 1 [Examples of possible answers]**

- 1) Respecting other people is important.  
It is important to respect other people.
- 2) Not watching TV for a week is easy.  
It is easy not to watch TV for a week.
- 3) Levitating is impossible.  
It is impossible to levitate.
- 4) Forgetting people's names is embarrassing.  
It is embarrassing to forget people's names.

- 5) To be taken for a drive is enjoyable.  
It is enjoyable to be taken for a drive.
- 6) Not telling the truth is unethical.  
It is unethical not to tell the truth.
- 7) Running a marathon is tiring.  
It is tiring to run a marathon.
- 8) To be hit on the nose is painful.  
It is painful to be hit on the nose.

**Exercise 2**

- 1) listening to what she had to say.
- 2) to give up singing.
- 3) to be addressing them.
- 4) to speak to them and get an apology.
- 5) to be laughed at.
- 6) to be seen so we hid in the bushes.
- 7) to have been invited to exhibit my pictures.
- 8) meeting Lord Williams.
- 9) losing the game is not a tragedy.
- 10) winning the lottery.

**Exercise 3**

- 1) Drinking
- 2) being obliged
- 3) to tell
- 4) to come out
- 5) having
- 6) to tell
- 7) having heard of
- 8) to give
- 9) to have enjoyed
- 10) presenting
- 11) discussing
- 12) refining
- 13) to accompany
- 14) drinking
- 15) to be entertained
- 16) to try
- 17) to survive
- 18) to have
- 19) to share
- 20) indulging
- 21) having met
- 22) returning
- 23) starting
- 24) to tell
- 25) to visit
- 26) to walk
- 27) to take
- 28) swearing
- 29) to drink
- 30) contemplating

- 31) being helped
- 32) to mutter
- 33) falling
- 34) being
- 35) to offset
- 36) looking
- 37) reporting
- 38) to contain
- 39) to fall
- 40) locating

**15 Articles****Exercise 1a**

- a) a
- b) the
- c) the
- d) the
- e) the
- f) the
- g) no article
- h) an

**Exercise 1b**

- a) 'a' is used because you are talking about a single example of a group.
- b) 'the' is used because everyone has shared knowledge of which moon is meant.
- c) 'the' is used because there is only one example.
- d) 'the' is used because what follows ('on each side') makes it clear what is referred to.
- e) 'the' is used because it refers back to the earlier example (Venus)
- f) 'the' is used because there is only one example.
- g) no article is used because 'love' is an uncountable noun.
- h) 'an' is used because you are talking about a single example of a group.

**Exercise 2**

- 1)
- 1) no article 2) the 3) no article 4) a
- 5) no article 6) an 7) no article 8) no article
- 9) a 10) the 11) The 12) the
- 13) no article 14) the 15) the 16) a
- 17) the 18) a 19) the 20) the
- 2)
- 1) an 2) no article 3) no article 4) no article
- 5) no article 6) the 7) the 8) the 9) a
- 10) no article 11) a 12) the 13) the 14) a
- 15) the 16) a 17) no article 18) no article
- 19) no article 20) the 21) a 22) the 23) a
- 24) the 25) the

- 3)
- 1) a 2) a 3) the 4) an 5) no article
- 6) no article 7) the 8) the 9) no article
- 10) no article 11) a 12) no article 13) the
- 14) the 15) the 16) the 17) the 18) a
- 19) the 20) no article 21) a 22) no article
- 23) no article 24) the 25) no article 26) a
- 27) no article

**4)**

- 1) no article 2) a 3) no article 4) a 5) the
- 6) an 7) the 8) a 9) the 10) the 11) the
- 12) a 13) no article 14) no article 15) an
- 16) a 17) no article 18) the 19) the 20) the

**16 Nouns****Exercise 1**

- 1) my parents old caravan (parents')
- 2) for two weeks holiday (weeks')
- 3) my eldest brothers bicycle (brother's)
- 4) beside Mummy and Daddys old-fashioned tandem (Mummy and Daddy's)
- 5) (Spain's)
- 6) St James at Compostela (St James's)
- 7) trodden by so many pilgrims feet (pilgrims')
- 8) a Moors name (Moor's)
- 9) some of the Moors greatest monuments (Moors')
- 10) the Christian worlds (world's)
- 11) Jerusalems holy sepulchre (Jerusalem's)
- 12) St Peters in Rome (Peter's)

**Exercise 2**

- 1) King's Cross train ... FA Cup Final ... West London's football stadium.
- 2) an iron cooking utensil ... a metal soup ladle.
- 3) income tax rate increases ... death duty rate reductions.
- 4) Transport union representatives ... a London hotel ballroom ... merger plans.
- 5) ham and tomato sandwiches ... fruit pies ... departure time changes.

**Exercise 3**

- 1) Where's the birthday's girl? Unacceptable: birthday girl.
- 2) It's a chocolate box! Inappropriate: box of chocolates.
- 3) empty bottles of wine ... Inappropriate: wine bottles (the bottle are empty so contain no wine)
- 4) move my things for tennis ... Inappropriate: tennis things



- 5) from the chair back ... Inappropriate: back of the chair
- 6) to have a tennis game with ... Inappropriate: game of tennis
- 7) she's a colleague of work but ... Unacceptable: work colleague
- 8) in the Birmingham's office ... Unacceptable: Birmingham office
- 9) the sport club ... Unacceptable: sports club
- 10) got this economic course at the ... Inappropriate: economics course

## Exercise 4

- 1) A glass isn't always (no article) glass. (a glass = a glass for drinking from; but glass = the substance glass is usually made from)
- 2) (no article) Education is what matters, son, so get yourself an education. (education = learning in general; an education = a particular set of skills and/or qualifications)
- 3) It's very expensive: you might say it's a capital where you need (no article) capital. (a capital = the capital city in a country; capital = money)
- 4) (no article) Toast isn't much good for a toast. (toast = grilled bread; a toast = a ceremony involving alcohol)
- 5) Did you know that a bridge in Turkey is probably the origin of (no article) bridge? (a bridge = a way over a river; bridge = a card game)
- 6) This is a paper that's only good on (no article) paper. (a paper = a particular newspaper; (to be good on) paper = to be good in principal but not in fact)
- 7) Did you hear a cricket when you were listening to (no article) cricket? (a cricket = an insect; cricket = a sport)
- 8) A chocolate isn't always only (no article) chocolate. (a chocolate = a sweet that usually made of chocolate (but sometimes contains other things); chocolate = a substance that chocolates are usually made from)
- 9) I don't want a hair, I want (no article) hair. Perhaps it will make me look younger. (a hair = a single strand of hair; hair = hair as a whole, as in 'a full head of hair')
- 10) We finally came to an accommodation about (no article) accommodation. (an accommodation = an agreement; accommodation = somewhere to live)

## 17 Adjectives

## Exercise 1

- 1) critically ... delicious
- 2) natural ... carefully
- 3) loudly ... loud
- 4) spectacular ... scientifically ... delighted
- 5) carefully ... happy

## Exercise 2

- 1) evil-smelling, partly-frozen
- 2) three-ton ... two-month
- 3) non-repayable, interest-free
- 4) wide-ranging, 240-page ... top-flight
- 5) early-morning ... well-armed, military-style
- 6) top-of-the-range, user-friendly ... hard-to-find

## Exercise 3

- 1) John was the youngest of the two ... (younger) ... Ethen was the Smiths' elder child ... (eldest)
- 2) ... not as difficult for me to do like I expected ... (as) ... as much time that I hoped ... (as)
- 3) ... twice as hard than ... (as) ... a lot worst than anyone else's. (worse)
- 4) is highest (and most celebrated) than ... (higher ... more) ... was otherwise so anonymous as the mountain is famous ... (as)
- 5) ... waiting longer as everyone else ... (than) ... even longer than the poor old woman ... (than)

More you complain, more we will have to wait ... (The more ... the longer)  
 ... you're very less ill than most people here ... (much)  
 ... the least you shout, the most the doctors will listen to you. (less ... more)

## Exercise 4a [Example of possible answer]

The order of the words in the small ad can be related to the guidelines as follows:

'Unusually charming' – adverb of degree

(Unusually) qualifies a 'subjective' adjective:

'charming'

'tall' – non-subjective adjective of size

'intelligent' – other non-subjective adjective

'semi-retired' – participle adjective

'black American' – nationality ('black' could be counted as a separate colour adjective, but in usage here it qualifies 'American' rather than 'professor')

'college professor' – 'college' is a noun modifier which form parts of the noun being 'described': 'professor'

**Exercise 4b**

- 1) beautifully designed, green Chinese silk pyjamas
- 2) small, Spanish, black leather writing case
- 3) memorably delicious, hot, French onion soup
- 4) thoroughly enjoyable, recently-revived British morality play
- 5) quite tasty little home-made currant buns

**Exercise 5**

- 1) the poor ... underprivileged
- 2) the blind
- 3) the sick
- 4) the wealthy
- 5) the elderly ... the very young
- 6) the living ... the dead

**18 Adverbs****Exercise 1**

- 1) It is often difficult to understand her because she speaks so rapidly.
- 2) She has never been to England but she practises her exercises extremely conscientiously.
- 3) At weekends she likes listening to English radio programmes very much.
- 4) Also, she always goes to the English theatre whenever she possibly can.
- 5) If she saves her money fast enough, she is going to England to study next year.

**Exercise 2 [Examples of possible answers]**

- 1) Sometimes, a fox visits the garden at night.
- 2) Theoretically speaking, secret ballots are conducted anonymously.
- 3) At the concert, Jennifer appeared last and played beautifully.
- 4) In the early morning, birds can be seen building their nests extremely skilfully.
- 5) I am always saving money, but I never seem to have enough.
- 6) As ever, the band played incredibly well.
- 7) Incomprehensibly, the comedian, who is usually quite boring, was actually quite funny.
- 8) If you ever became a politician you would be really surprised how hard it is to change things.

**19 Prepositions****Exercise 1**

- 1) MOVING
- 2) scoring
- 3) selling
- 4) risking
- 5) running
- 6) leaving
- 7) denying
- 8) winning

**Exercise 2**

- 1) I need some money to pay for it with.
- 2) They are going to have new buildings put up.
- 3) Which one of the contestants is the judge looking at?
- 4) Nobody likes being made a fool of.
- 5) That is a very difficult place to get to.
- 6) The train they were run over by was ten minutes late.
- 7) Has the case already been looked into?
- 8) Does she know the person you are talking about?
- 9) Do you think he should have his hair cut off?
- 10) Where was the slow train coming from?

**Exercise 3**

The sentences with wh- questions in exercise 2 are: 3 and 10.

The sentences with relative clauses in exercise 2 are: 6 and 8.

The sentences with passive clauses in exercise 2 are: 4 and 7.

The sentences with causatives in exercise 2 are: 2 and 9.

The sentences with infinitive clauses in exercise 2 are: 1 and 5.

**Exercise 4 [Examples of possible answers]**

- 1) What was that customer looking at?
- 2) I didn't recognise that man you were waving to.
- 3) The party has been called off.
- 4) I might get the doctor to look at it.
- 5) It took a long time to get to.

**Exercise 5**

- 1) Who are they talking about? It's Mozart.
- 2) What's Anna crying about? She wants someone to play with.
- 3) Why does Sam feel awful? This morning she had all four wisdom teeth taken out by the dentist.

- 4) Why can't Dave go to the game? Because he's having his car seen to by the garage.
- 5) Wow! So this is the chair in the painting ... . These days a chair is something to look at not to sit on.
- 6) Yes, they don't mind being looked at ... . They don't want to be taken out.

**Exercise 6**

John: Well, like your doctor.... But as your friend ...  
As the saying goes ... or something like that.

A: As you probably know ...

B: Like me, darling!

A: As my husband ...

B: We, like your friends ...

Father: ... 'Don't do as I do, do as I say!'

Son: ... 'like father, like son'.

Father: Well, as your father ...

Son: Just like your dad ...

**20 Linkers**

**Exercise 1**

- 1) As
- 2) Even though
- 3) wherever
- 4) since
- 5) so long as
- 6) As soon as
- 7) Unless
- 8) Although
- 9) given that
- 10) although
- 11) where

**Exercise 2**

- 1) whereas a big island would not.
- 2) since it was small and isolated.
- 3) as long as they let him enter.
- 4) until his money ran out.
- 5) where he could hide safely.

**Exercise 3a**

- 1) In addition
- 2) therefore
- 3) Otherwise
- 4) However

**Exercise 3b**

otherwise = if not

in addition = moreover

however = nevertheless

therefore = consequently

**Exercise 4**

- 1) In spite of being very tired, they managed to walk home.
- 2) In addition to the situation being appalling, it is actually getting worse.
- 3) Because of the committee's refusal to change its approach, the problem proved insoluble.
- 4) Since I was not familiar with the city and didn't have a map, I got lost.
- 5) Whereas last year was awful, this year is looking more promising.
- 6) Not only can't we find the letters, the computer files have been erased.
- 7) As well as giving his lecture yesterday, the professor appeared on television.
- 8) Tempting as the idea may be, we can't stop to eat yet.
- 9) Much as I like the idea personally, I can't possibly support it.
- 10) So unhappy had Sam become, she could not continue.

**21 Auxiliary verbs and ellipsis**

**Exercise 1**

- 1) I am getting up.
- 2) I won't forget to brush my teeth.
- 3) I already have called Mr Peters.
- 4) I might help Jean with her maths.
- 5) It can't be coming over the hill.

**Exercise 2**

- 1) might go to Nottingham with Jill and Dave.
- 2) did start a new era in mining technology.
- 3) couldn't come.
- 4) shouldn't go with Isabella to Malta next summer.
- 5) he hasn't done it again.
- 6) should have called the police ... didn't call the police.
- 7) was one of my shoes.
- 8) did have much money.

**Exercise 3**

The use of ellipsis can be corrected by adding 'to' after the verb:

- 1) want to
- 2) have to
- 3) decide to
- 4) plan to
- 5) attempted to



**22 Information processing****Exercise 1a**

- 1) 2
- 2) 1
- 3) 5
- 4) 3
- 5) 4

**Exercise 1b**

John gave Bill a car.

Bill was given the car by John.

Bill was given a car.

It was Bill that John gave the car to.

What John gave Bill was a car.

**Exercise 2a**

- 1) A/C
- 2) B/D
- 3) A/C
- 4) B/D

**Exercise 2b**

- 1) Into battle went the soldier.
- 2) Up into the sky went the rocket.
- 3) High on the hill above the village stood the castle.
- 4) Along the Roman road can be found the remains of fortresses.
- 5) Away went the balloon.

**Exercise 3**

- 1) No sooner had the broadcast ended than critical phone calls flooded in.
- 2) Under no circumstances will I allow you to attend that concert.
- 3) Only when I got out of the car did I realise what had happened.
- 4) Such is the gap between rich and poor that we may never manage to bridge it.
- 5) Not only did he meet the girl of his dreams, he married her too.
- 6) Rarely does an opportunity like this come along.
- 7) Never had the Queen been spoken to like that.
- 8) So relieved were the people that they celebrated the event for weeks.

**Exercise 4**

- 1) Charming as he is, he is also very unreliable.
- 2) Hard as the labourers worked, they still couldn't finish the job.
- 3) Intelligently as the doctor tackled the difficulty, she could not resolve it.
- 4) Well as the Scots played, it was inevitable that the Brazilians would win in the end.
- 5) Careful as he certainly is, he might not be the right man for the position.

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# 1

# It pays to advertise

## 1 Read the text about advertising. Complete each gap (1–10) by choosing the correct word a, b or c.

Everyone knows the reason for advertising – it helps you sell more (1) \_\_\_\_\_.

Successful advertising (2) \_\_\_\_\_ can have a dramatic effect on sales, leading to increases that would surprise most people.

Advertising on TV is a huge business. TV (3) \_\_\_\_\_ receive millions in revenue from companies desperate to have their product highlighted for less than a minute at a time. Clearly everyone wants their (4) \_\_\_\_\_ shown at peak-time when the number of (5) \_\_\_\_\_ is at its highest. This demand means that the cost of advertising during certain (6) \_\_\_\_\_ can be incredible – up to £30,000 for five slots of 30 seconds! However, companies may be under the false impression that (7) \_\_\_\_\_ on TV is the best technique.

In fact, the most cost effect methods are those employed by some of the major brands that are (8) \_\_\_\_\_ worldwide. The first thing the companies do is to find a simple (9) \_\_\_\_\_ that will be easily recognised. Next, they visit the retailers (the shops that will sell their products) and pay to have the products (10) \_\_\_\_\_ in a particular place.

Next time you visit your local supermarket, have a look at the items that you can find displayed at eye height or at the end of aisles. You may be surprised by what you see – subtle advertising is all around.

- |                    |              |              |
|--------------------|--------------|--------------|
| 1 a increases      | b products   | c item       |
| 2 a campaigns      | b markets    | c programme  |
| 3 a companies      | b directors  | c viewers    |
| 4 a advertisement  | b channel    | c programme  |
| 5 a advertisements | b programmes | c viewers    |
| 6 a advertisements | b logos      | c programmes |
| 7 a advertising    | b marketed   | c programme  |
| 8 a companies      | b marketed   | c recognise  |
| 9 a logo           | b picture    | c programme  |
| 10 a displayed     | b marketed   | c view       |

## 2 Listen and complete.

Advert	Product
1	
2	
3	

## 3 Talk about your favourite advertisements.

- 1 What does your favourite advertisement advertise?
- 2 Why do you like it?
- 3 Describe it.

# 1

# It pays to advertise

## TEACHER'S NOTES

This worksheet covers language from unit 1. It is for use after unit 1.

**Language focus:** Vocabulary: advertising

**Skills:** Vocabulary Listening Speaking

**Aims:** To listen to and talk about advertisements.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 35 minutes

## Procedure

- 1** Before you give the students the worksheet, brainstorm where products are advertised (e.g. on TV, radio, newspaper advertisements, billboards etc). Ask the students which method of advertising they think is the most successful.
- 2** Give each student a copy of the worksheet. Ask them to read the text all the way through, ignoring the gaps at this stage. Point out that this will help the students to choose the correct answers later. Answer any questions they may have.
- 3** Ask the students to read the text again and to complete each gap with the correct word from the choices below the text. Monitor and provide help where necessary.
- 4** Put the students into pairs to compare their answers. Check the answers with the class by asking individual students to read sections of the completed text out loud.

## Answers

- 1** b    **2** a    **3** a    **4** a    **5** c  
**6** c    **7** a    **8** b    **9** a    **10** a

- 2** **1** Tell the students that you are going to read three radio advertisements out loud. Ask them to look at the chart in activity 1 and explain that they have to note down what product each advertisement is advertising. Tell them that the product type has been left out of each advertisement and that it will be replaced by a noise made by you, the teacher. If necessary, read the first one up to the first noise as an example.

*Bring the entertainment into your living room with this fantastic [NOISE].*

- 2** Read each advertisement out loud at a steady pace. Pause after each one to give the students time to write their answers. Try to use appropriate intonation. Read each one twice if necessary.

*Bring entertainment into your living room with this fantastic [NOISE]. The sixty centimetre screen makes you feel as though you are really part of the programmes you are watching.*

*Mud, food, ink are all difficult to get off your clothes but with Shine [NOISE] you'll never have a problem again. One wash with Shine [NOISE] and your clothes are as good as new.*

*Don't know what to have for dinner? Bring a little bit of Italy into your home with our selection of authentic Italian [NOISE]. Just pour into a pan, heat and stir. Add the [NOISE] to any Pasta and ... a real Italian experience.*

- 3** Put the students into pairs to compare their answers.
- 4** Read the advertisements again if you think it is necessary.
- 5** Check the answers as a class.

## Answers

Advert	Product
1	TV
2	Washing powder
3	Sauce (for pasta)



- 3**
  - 1** Ask the students to think about their favourite advertisement. Tell them to read the three questions and give them time to think about their responses.
  - 2** Divide the students into small groups and ask them to discuss the questions with their group.
  - 3** Monitor and provide help where necessary.
  - 4** Ask groups to share their ideas with the class. Have any of the students chosen the same advertisement?



# 3

## Ancient civilisations

### 1 Read and write P (pyramid), S (Stonehenge) or N (Nazca).

The Great Pyramid of Giza is probably the most famous of all the Egyptian pyramids. It was built over four thousand years ago as a tomb for King Khufu. The Egyptians worshipped lots of different gods and also believed in life after death. The Pyramids were seen as 'resting places for the dead' on their way to another world with the gods. Inside the pyramid paintings of animals line the walls.

Many people have wondered how the Pyramids were built. It can't have been easy. There are over a million stones some of which, for example the 'blue' stones in the king's chamber, came from hundreds of kilometres away. The construction must have taken hundreds of men a lot of years to complete. The pyramids must have seemed amazing to them as well.

Crossing the southern plains of England you will suddenly come across a circle of stones in the middle of a field. Stonehenge was built around 4,000 years ago and is the most famous stone circle found in Britain. Nowadays most people agree that Stonehenge must have been built as a calendar to mark important events in the life of the people. In the summer when you stand in the circle the sun rises between two stones. Stonehenge is also a feat of engineering. The largest of the stones weigh around 50 tons and it could have taken 600 men to move them. Some of the stones were also transported from the Welsh mountains over 200 kilometres away. The people who built it can't have been ordinary people.

In the Nazca Desert in southern Peru are a collection of lines that close up appear to be nothing unusual. However, if you fly above the desert you will see an amazing thing. Many of the lines are perfectly straight and run for many kilometres. Other lines make up shapes or pictures. There are over seventy such pictures including a spider, a monkey, a hummingbird and a 300 metre long pelican. The main mystery is how anyone could have made such lines and drawings more than 1,000 years before the invention of the aeroplane. The other mystery is why the lines were drawn. One idea is that they might have been used in religious ceremonies and could have been designed to be 'seen by the gods'.

- 1 It was built for a person.
- 2 Lots of stones were used.
- 3 It was used in connection with the gods.
- 4 You need to be above the ground to see this properly.
- 5 Animals are an important part of it.
- 6 Some of the stones came from another country.
- 7 People might go there early in the morning to see something.
- 8 It is the most recent of the three ancient mysteries.

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### 2 Talk about the places in activity 1.

- 1 Which of the three landmarks would you like to see? Why?
- 2 Are there any mysterious landmarks in your country?

# 3

# Ancient civilisations

## TEACHER'S NOTES

This worksheet covers language from units 3 and 5. It is for use after unit 5.

**Language focus:** Passives; speculating about the past

**Skills:** Reading Speaking

**Aims:** To read and talk about three mysterious landmarks.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 25 minutes

## Procedure

- 1** Write the following on the board:

The Great Pyramid, Stonehenge, the Nazca lines.

Brainstorm what the students know about these famous landmarks. Write their ideas on the board next to each landmark.

- 2** Ask the students to read the texts to find out if any of their ideas are correct or mentioned.
- 3** Tell the students to read the eight sentences (1–8) under the texts. Answer any questions they may have. Explain that some of the sentences refer to the pyramid text, some to the Stonehenge text and some to the Nazca text.
- 4** Put the students into pairs to read the texts again and decide which sentences refer to each text. Tell them to put an P for pyramid, an S for Stonehenge or an N for Nazca in each box at the end of the sentences. Point out that some, but not all, of the sentences refer to more than one text. Encourage them to underline the section of the text which helped them to make their choice. Monitor and provide help where necessary.

- 5** Check the answers with the class. Encourage the students to refer to the section of text which helped them to decide.

## Answers

- |                  |                  |
|------------------|------------------|
| <b>1</b> P       | <b>2</b> P and S |
| <b>3</b> P and N | <b>4</b> N       |
| <b>5</b> P and N | <b>6</b> S       |
| <b>7</b> S       | <b>8</b> N       |

- 2** **1** Divide the students into small groups to discuss the two questions. Explain that a *landmark* is a large or well-known building or object, or a feature of the landscape.
- 2** Monitor and provide help where necessary.
- 3** Ask the groups to share their ideas with the class.

# 4

## Job interviews

1 Read and match the headings (A–H) with paragraphs (0–7). The first one has been done as an example.

A A good start

B A personal profile

C Are you a show off?

D Do you really want this job?

E First impressions count

F Know your stuff

G What do they want?

H Why should we give you this job?

**How to be successful in your job interview.**

(0) A \_\_\_\_\_

If you've been asked for a job interview, then somewhere in your letter of application or CV you have done enough to convince your future employer that you have something to offer. It's now important to prepare yourself to make certain that you impress your interviewer.

(1) \_\_\_\_\_

The first thing to do is to think about what you would want or expect if you were the one who wanted someone to work for you. The person interviewing you is not trying to trip you up; they are simply looking for the best person to fit the job.

(2) \_\_\_\_\_

If they ask you about yourself, then keep things simple. Don't give them your life story. Think about what information would help you get the job.

(3) \_\_\_\_\_

Of course it's important to dress well. Don't go over the top, but make sure that you are smart and dressed appropriately for the kind of job you are applying for. It's also important that you arrive on time, preferably a few minutes early.

(4) \_\_\_\_\_

It's also sensible to have done some research about the company. If you know a bit about the job and the employer, this will indicate that you are serious. Don't ask questions about perks – it's not a good idea to only seem to be interested in money and holidays.

(5) \_\_\_\_\_

Another thing to think about is what you have to offer the company. Think about your skills and what you would be able to offer. It's also good to be fairly honest about your strengths and weaknesses – employers like it when they feel they can trust you.

(6) \_\_\_\_\_

One thing which is really important is to be positive and confident. But, be careful not to be overconfident because that can put people off.

(7) \_\_\_\_\_

Finally, think of some questions to ask the interviewer at the end of the interview. Questions about the job or the organisation will show that you really are interested and you are not just there because you need a job – any job.

So, these are our tips to help you have a successful interview. The rest is up to you – Good luck!



# 4

## Job interviews

### TEACHER'S NOTES

This worksheet covers language from unit 7. It is for use after unit 7.

**Language focus:** Dealing with a job interview

**Skills:** Reading

**Aims:** To read and understand a text.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 15 minutes

### Procedure

- 1 Give each student a copy of the worksheet. Ask them to read the article all the way through. Answer any questions they may have.
- 2 Point out that each paragraph has a heading but that the headings are missing. Ask the students to read the headings and make sure they understand them. Point out that this is a common exam exercise.
- 3 Go through the example with the class. Ask the students to tell you why heading A matches the first paragraph. The students should refer to the key phrases in paragraph A in their explanation (*it's a good match because the paragraph talks about the first stages leading up to an interview i.e. a good letter of application and CV*).

- 4 Put the students into pairs to match the remaining headings and paragraphs. Monitor and provide help where necessary.
- 5 Check the answers with the class. Encourage the students to tell you which parts of each paragraph helped them to make their choices.

### Answers

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 G | 2 B | 3 E | 4 F |
| 5 H | 6 C | 7 D |     |

# 5

# Fear!

## 1 Listen and write M, C or J.

- 1 ☐ is frightened of small, closed places.
- 2 ☐ is frightened of high places.
- 3 ☐ has arachnophobia.
- 4 ☐ doesn't understand why she has her fear.
- 5 ☐ was five when his fear started.
- 6 ☐ was with one of his parents when his fear began.
- 7 ☐ was playing a game when he was young.
- 8 ☐ can't visit a friend because of her fear.
- 9 ☐ is frightened by things touching him.
- 10 ☐ might find travelling difficult.

## 2 Read the phobias. What are you frightened of?

acrophobia   algophobia   ailurophobia   aviaphobia   arachnophobia  
bacteriophobia   claustrophobia   cynophobia   haemophobia

# 5

# Fear!

## TEACHER'S NOTES

This worksheet covers language from unit 8. It is for use after unit 8.

**Language focus:** End position prepositions; phobias

**Skills:** Listening Speaking

**Aims:** To listen to people talking about phobias; to talk about phobias.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 25 minutes

## Procedure

- 1** Ask the students to look at the ten sentences. Go through each one and make sure the students understand them.
- 2** Explain that you are going to read three people's phobias out loud. Write Matt, Chris and Jenny on the board. Tell the students to listen and decide which person each sentence refers to. Explain that they should write M, C or J in the box at the beginning of each sentence.
- 3** Read each text out loud at a steady pace. Pause after each person to give the students time to write their answers. If necessary, read each one twice.

*My name is Matt. What am I afraid of? I'm really frightened when I'm in lifts and other places like that, especially when those places are crowded. It's not the people that frighten me but just the fact that I don't feel as though I can breathe. What am I talking about? Claustrophobia. It all started when I was about five and I got stuck in a cupboard at home. I was playing hide-and-seek. I hid in a cupboard and the door got jammed. I was locked in there for almost two hours!*

*Hi! I'm Chris. I'm terrified of spiders and other insects. I hate the idea of their little legs crawling all over my skin. I think you know what I'm talking about. I guess it all goes back to when I was about eight years old and I went camping with my dad.*

*We were walking through some woods and I walked straight into a spiders' web – a really big one. The next thing I knew there were about ten spiders on me! Yuck! My dad couldn't understand what I was worried about. He told me to calm down and kept saying 'What are you frightened of?' Well, I have been terrified of spiders since that day.*

*I'm Jenny and I'm scared of heights. It's called acrophobia. I can't even fly in a plane as just the thought of my feet leaving the ground terrifies me. I've got a friend who lives in a ninth floor flat and I can't go and visit her because I get scared as soon as I get in the lift. What am I frightened of? I have no idea really. I just know that I'm frightened.*

- 4** Put the students into pairs to compare their answers. If necessary, read each text again. Check the answers with the class.

## Answers

**1** M   **2** J   **3** C   **4** J   **5** M  
**6** C   **7** M   **8** J   **9** C   **10** J

- 2** **1** Ask the students to read the list of phobias. Put them into pairs to discuss what each one means.
- 2** Check the meanings with the class.
- 3** Divide the students into small groups to discuss whether they have any of the phobias. Monitor and provide help where necessary.
- 4** Ask groups to share their ideas with the class.



# 6

# Food

## 1 Read the text below. Choose the correct answer (a–c) for each question.

Everyone knows how important it is to think about what you eat. But food is a very interesting thing. Did you know ...

The potato was originally from Peru and was brought to Europe by explorers. Potatoes are 99% fat free, contain 35% of an adult's daily requirement of vitamin C and are 80% water! Amazingly Germans eat twice as many potatoes as Americans.

Water is essential for life and an average adult should drink around 2.5 litres of water a day. If you eat lots of fibre, things like bread or rice, you need to drink more water. This is because your body doesn't digest fibre, so you need the extra water to push the fibre through your body. Around 70% of your body consists of water, so keep drinking.

In Morocco children are given hedgehog liver to eat. They think it helps you remember. In fact, fish is good for your brain as fish contain zinc and if you don't have enough zinc in your body, your memory deteriorates. In many countries fish are thought to bring luck. In Japan people eat red snapper on New Year's Day because red is thought to be a lucky colour.

Eggs contain all eight essential amino acids and are a great source of protein. However, you'd need to eat more than eight eggs a day to get all the protein you need. Eggs also help protect you against blindness and heart disease. Many animals lay eggs and although chicken eggs are the most popular around the world, people will eat eggs from ostriches, crocodiles and fish – caviar of course!

For years people have used garlic as a charm against the evil eye – protecting people against vampires. In some countries people used to put garlic over their doors. Interestingly enough, garlic and onions kill flu and cold viruses. If you suffer from insomnia, then you should eat onions as they contain a mild natural sedative called quercetin.

- 1 Americans eat \_\_\_\_\_ number of potatoes than Germans.  
**a** the same                      **b** half the                      **c** twice the
- 2 Caviar is ...  
**a** fish eggs.                      **b** chicken eggs.                      **c** crocodile eggs.
- 3 If you can't sleep, you should eat ...  
**a** onions.                      **b** potatoes.                      **c** garlic.
- 4 Over a third of an adult's daily vitamin C requirement can be found in ...  
**a** eggs.                      **b** fish.                      **c** potatoes.
- 5 If you eat lots of bread, you should ...  
**a** have lots of protein.                      **b** drink water.                      **c** sleep well.
- 6 In winter you should try to eat more ...  
**a** garlic.                      **b** fish.                      **c** eggs.
- 7 Eating fish is likely to help your ...  
**a** eyes.                      **b** heart.                      **c** brain.

## 2 Talk about food. Do you eat the same things?

- 1 What's your favourite food? Why?
- 2 What's the strangest food you've eaten?
- 3 What do you eat for breakfast?
- 4 Have you ever eaten something you didn't like? What was it?
- 5 Do you eat any special food for holidays or festivals?

# 6

# Food

## TEACHER'S NOTES

This worksheet covers language from unit 10. It is for use after unit 10.

**Language focus:** Tense review

**Skills:** Reading Speaking

**Aims:** To answer multiple-choice questions about a text; to talk about food.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 25 minutes

### Procedure

- 1** Write these foods on the board:  
potatoes, eggs, water, onions and garlic,  
fish.  
  
Ask the students what they know about the  
nutritional value of these foods. Write their  
ideas on the board next to each food.
- 2** Ask the students to read the five texts to find  
out if any of their ideas are mentioned.
- 3** Tell the students to read the multiple-choice  
questions and the answer selection for each one.  
Answer any questions they may have.
- 4** Tell the students to select an answer for each  
question based on what they have read so far.  
Give them a time limit of 2 minutes.
- 5** Tell the students to read the text again to check  
and correct their answers.

- 6** Check the answers with the class. Encourage the  
students to refer to the sections of the text  
where they found the answers.

### Answers

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

- 2** **1** Divide the students into small groups.  
Ask the students to read the five  
questions. Answer any questions they  
may have. Give them a few minutes to  
think about their responses.
- 2** Tell the students to tell each other about their  
eating habits. Monitor and provide help where  
necessary.
- 3** Ask groups to share their ideas with the class.

# 7

# Travelling around

## 1 Read and complete the gaps (1–10) with the correct word a, b or c.

It was summer and I had (1) \_\_\_\_\_ had my eighteenth birthday and finished school. I'd spent the past three years saving (2) \_\_\_\_\_ and at last I was about to (3) \_\_\_\_\_ on the adventure of a lifetime. I opened the front door, slung my rucksack over my shoulder and prepared to (4) \_\_\_\_\_ off down the road. Ever since I'd read Jack Kerouac's *On The Road* I'd wanted to travel and feel the 'wind of freedom in my hair'.

First stop the bus (5) \_\_\_\_\_, people milling around waiting for buses, kissing farewells, or simply hanging (6) \_\_\_\_\_. I entered the ticket office and paid for a ticket for the next Greyhound (7) \_\_\_\_\_ of town. I spent the (8) \_\_\_\_\_ talking to an old lady who was travelling to visit her grandchildren; she was really nice and shared her sandwiches with me. That night I slept in a cheap motel on the outskirts of a small, dusty town. The next day, as the sun rose, I headed (9) \_\_\_\_\_ the highway to hitchhike. I was looking (10) \_\_\_\_\_ a ride south and the border with Mexico. The words of a song were going round in my head and I could feel the rays of the sun on my upturned face – life was looking good.

- |            |           |           |
|------------|-----------|-----------|
| 1 a just   | b only    | c so      |
| 2 a in     | b down    | c up      |
| 3 a get up | b set off | c set up  |
| 4 a head   | b hand    | c foot    |
| 5 a port   | b garage  | c station |
| 6 a around | b down    | c up      |
| 7 a set    | b in      | c out     |
| 8 a travel | b journey | c voyage  |
| 9 a along  | b over    | c for     |
| 10 a for   | b to      | c in      |

## 2 Write a travel story starting with the words ...

When I flew for the first time

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# 7

# Travelling around

## TEACHER'S NOTES

This worksheet covers language from unit 12. It is for use after unit 12.

**Language focus:** Phrasal verbs; words connected with travelling

**Skills:** Reading Vocabulary Writing

**Aims:** To complete a text with phrasal verbs and to write a travel story.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 40 minutes

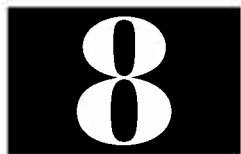
## Procedure

- 1** 1 Ask the students to read the story all the way through, ignoring the gaps at this stage. Answer any questions they may have.
- 2 Tell the students to read the text again and to choose the best word for each gap from the choices provided. Remind them to focus on the words immediately before and after each gap to provide context and make the words easier to choose.
- 3 Monitor and provide help where necessary.
- 4 Put the students into pairs to compare their answers. Check the answers with the class.

## Answers

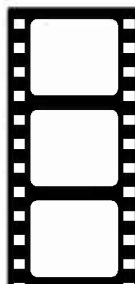
- |            |            |            |            |             |
|------------|------------|------------|------------|-------------|
| <b>1</b> a | <b>2</b> c | <b>3</b> b | <b>4</b> a | <b>5</b> c  |
| <b>6</b> a | <b>7</b> c | <b>8</b> b | <b>9</b> c | <b>10</b> a |

- 2** 1 Ask your students to remember the first time they flew in a plane (if someone hasn't flown, ask them to think of a special journey). Brainstorm adjectives to describe that journey. Write them on the board.
- 2 Set a time limit (about 20 minutes) and ask the students to write a brief account of what happened on their journey.
- 3 Put the finished stories around the room and ask the students to read as many as they can.
- 4 Ask the students to choose their favourite story.



# Movie magic!

1 Read the film review and the email. Answer the questions.



*Claustrophobia* is a movie that really doesn't live up to its billing. You look at the list of actors and actresses and the world class director and think 'Wow! That should be great!' What a disappointment! The acting was terrible and there was absolutely no plot – woman gets stuck in a lift, lights go out, scream ... If this was meant to be scary, then the definition of the word scary is wrong in my dictionary. If you want to see a film this weekend, then don't go and see *Claustrophobia*. Choose another film instead.

Jake Marshall (Film critic)

- 1 Did the film critic enjoy the film? \_\_\_\_\_
- 2 What did he think about the acting? \_\_\_\_\_
- 3 Does he recommend the film? \_\_\_\_\_

Hi Maria

Just read this review in the newspaper and I can't believe it. Did the person see the same film as we did? I thought it was brilliant. He says the acting was bad and that there was no story. I'm going to write to the newspaper and tell them what I think. Why don't you write to them as well? Maybe they'll offer us a job writing the film reviews.

Love

Jenny

- 1 Does Jenny agree with the film critic? \_\_\_\_\_
- 2 What is she going to do? \_\_\_\_\_
- 3 What does she suggest Maria does? \_\_\_\_\_

2 Either

- 1 Write a letter from Maria to the newspaper saying what you thought about the film *Claustrophobia*.

Or

- 2 Write a review for a film you have recently seen.

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# Movie magic!

## TEACHER'S NOTES

This worksheet covers language from unit 14. It is for use after unit 14.

**Language focus:** Giving opinions

**Skills:** Reading Writing

**Aims:** To read and write a film review.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 35 minutes

### Procedure

- 1** 1 Ask the students the following questions:  
What was the last film you saw?  
What did you think of it?  
Why did you decide to go and see the film?
- 2 Give each student a copy of the worksheet. Tell them that they are going to read a film review and an email.
- 3 Ask them to read the film review. When they have finished ask the students if they would go to the cinema to see the film. Why/Why not?
- 4 Ask the students to read the review again and to answer the questions underneath. Tell them to continue with the email.
- 5 Put the students into pairs to compare answers. Check the answers with the class. Encourage the students to refer to extracts from the two texts when giving their answers.

### Answers

#### Review

- 1 No.
- 2 It was terrible.
- 3 No.

#### Letter

- 1 No.
- 2 Write to the newspaper.
- 3 The same.

- 2** **Note:** For this writing activity the students have a choice of task. They can either pretend to be Maria and write a letter to the newspaper, or they can write a review of a film they have seen recently.

- 1 Make sure the students understand they only need to write one or the other (not both).
- 2 Set a time limit (about 20–25 minutes).
- 3 Monitor and provide help where necessary.
- 4 Put the finished reviews/letters around the room and encourage the students to read as many as they can.



# 10

# Shark!

## 1 Listen and complete the gaps using no more than three words for each gap.

Dr Smith is (0) a leading expert on sharks.

People don't really (1) \_\_\_\_\_ sharks and the reputation as machines that go around (2) \_\_\_\_\_ people is just not (3) \_\_\_\_\_. Only around (4) \_\_\_\_\_ percent of sharks can actually hurt people and of these only four (5) \_\_\_\_\_ including the great white are considered very dangerous.

The most dangerous place to be is (6) \_\_\_\_\_ particularly where there are (7) \_\_\_\_\_. The main warning sign to look out for is when the shark begins to swim in a (8) \_\_\_\_\_.

Although the whale shark is huge it is completely (9) \_\_\_\_\_.

Sharks swim for great distances and use their (10) \_\_\_\_\_ and hearing to help locate food. They can actually smell a drop of blood from as far away as (11) \_\_\_\_\_.

Sharks have no natural predator apart from (12) \_\_\_\_\_ and this is something we should remember.

# 10 Shark!

## TEACHER'S NOTES

This worksheet covers language from unit 18. It is for use after unit 18.

**Language focus:** Present simple for facts

**Skills:** Listening

**Aims:** To listen to a radio programme about sharks and complete a summary.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 20 minutes

## Procedure

- 1** Brainstorm what the students can remember about sharks from the Student's Book.
- 2** Give each student a copy of the worksheet. Ask them to read the summary carefully, ignoring the gaps at this stage.
- 3** Explain to the students that you are going to read an excerpt from a radio programme about sharks out loud and that they have to complete the summary with the correct information as they listen. Point out that they will not hear exactly the same language and vocabulary in the radio programme as they read in the summary. Also make sure that they understand they can use up to 3 words in each gap.
- 4** Read the excerpt out loud at a steady pace. Pause after each paragraph to give the students time to write their answers. Read it once only.

*On today's programme we have Dr Smith, a leading expert on sharks.*

*Hello. Today I am going to be talking about that ferocious creature of the sea: the shark. Sharks are one of the most misunderstood animals in the world. They have a reputation for being man-eaters and killing machines when, in fact, nothing could be further from the truth. There are over 350 species of shark and around 80% of these are unable to hurt people. Only four species: the tiger, hammerhead, reef and great white are considered dangerous. Attacks usually occur where there are lots of people in shallow water. If a shark starts to swim in a zigzag pattern, then this is a warning sign.*

*The whale shark, which is the biggest fish in the world, is totally harmless to man. A whale shark*

*can grow up to 20 metres long. The smallest shark is the pigmy shark which grows to around 18 centimetres.*

*Sharks are amazing animals that have been designed for hunting. They cruise for long distances looking for food. They have incredible hearing and a sense of smell that enables them to locate a single drop of blood from up to 3 kilometres away.*

*There are lots of myths about sharks and one thing we must remember is that sharks have no natural predators other than us. They are fascinating animals and deserve to be treated with respect. Just think, sharks were around even before the dinosaurs!*

- 5** Put the students into pairs to compare their answers.
- 6** Read the excerpt again for the students to check and correct their answers.
- 7** Check the answers with the class. If possible, copy the summary onto an overhead transparency and complete the information as the students call out the answers.

## Answers

- 1** understand
- 2** killing
- 3** true
- 4** 20 (twenty)
- 5** species
- 6** in shallow water
- 7** a lot of people
- 8** zigzag pattern
- 9** harmless to man (people)
- 10** sense of smell
- 11** 3 (three) kilometres
- 12** us (man)

.....

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# 2

## A bit of culture

### TEACHER'S NOTES

This worksheet covers language from Talking points 1. It is for use after Talking points 1.

**Language focus:** Cultural differences

**Skills:** Reading Writing Speaking

**Aims:** To read, write and talk about cultural differences.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 45 minutes

### Procedure

- 1** 1 Ask the students if any of them have visited Britain. If some have, ask then if there were any things they found strange or different from their own country. Write their ideas on the board. If none of the students has visited, ask them what differences they think there might be between their country and Britain. Write their suggestions on the board.
- 2 Ask the students to read the text to find out if any of their ideas and suggestions are mentioned. Answer any questions they may have.
- 3 Tell the students to read the true/false statements under the text and to underline key words and phrases which may help them to identify the answers in the text.
- 4 Ask the students to read the article again and decide if the statements are true (T) or false (F). Tell them to write T or F in the box at the end of each statement. Monitor and provide help where necessary.
- 5 Put the students into pairs to compare their answers.
- 6 Check the answers with the class. Encourage the students to tell you where in the text they found the answers.

- 2** 1 Ask the students to read the competition details. Make sure they understand what they have to do.
  - 2 Put the students into pairs, or small groups, and ask them to talk about what they would tell to a person who was going to visit their country. Point out that they may want to make notes to help them with the writing later. Monitor and provide help where necessary.
  - 3 Set a time limit (20 minutes) and ask the students to write their competition entries.
- Note:** The writing can be given as homework.
- 4 Collect the student's articles and mark them. Ask the students to read their articles out loud to the class. The class decides who to award the prize to.
  - 3** 1 Divide the students into small groups (3–5 people) and ask them to discuss the three questions. Encourage them to give reasons for their answers.
  - 2 Monitor and provide help where necessary.
  - 3 Ask groups to share their choices and reasons with the class. Which is the most popular destination?

### Answers

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

# 9

## A question of talent

1 Read and complete using the correct form of the words given.

### Football star or football wannabe?

For many young boys the dream of becoming a (0) professional footballer is everything. However, it is important that these (1) \_\_\_\_\_ remember that to be a (2) \_\_\_\_\_ footballer requires more than just talent. Certainly it is essential that you can play and are (3) \_\_\_\_\_ but nowadays that isn't enough on its own. In fact, it is such a (4) \_\_\_\_\_ arena that luck is one factor. From every one hundred kids, only one is likely to make it and even then they are (5) \_\_\_\_\_ to become rich and (6) \_\_\_\_\_. If you manage to get signed by a big club, you then need to avoid (7) \_\_\_\_\_ and stay fit. (8) \_\_\_\_\_ is obviously a key factor, as is the (9) \_\_\_\_\_ to adapt and play the system that is used at the club you have joined. But, if you have the (10) \_\_\_\_\_ to succeed then, who knows, maybe the next time we see you you'll be playing at the World Cup for your country.

(0) **profession**

(1) **young**

(2) **success**

(3) **skill**

(4) **compete**

(5) **likely**

(6) **fame**

(7) **injure**

(8) **fit**

(9) **able**

(10) **determine**

# 9

# A question of talent

## TEACHER'S NOTES

This worksheet covers language from Talking points 7. It is for use after Talking points 7.

**Language focus:** Word formation

**Skills:** Vocabulary Grammar

**Aims:** To complete a text with the correct form of words given.

**Preparation:** Make one copy of the worksheet for each student.

**Time:** 20 minutes

## Procedure

- 1** Ask the students if any of them want (or ever wanted) to be a football player or sports professional. If so, find out why, and what happened to prevent them from following their dream or what are they doing to help them to succeed.
- 2** Brainstorm what is required of a sports player. Write their ideas on the board.
- 3** Ask the students to read the text all the way through to find out if any of their ideas are mentioned. Tell them to ignore the gaps at this stage.
- 4** Check the students understand that they have to complete the text by filling in each gap using the correct form of the word at the end of each line. Go through the example with the class.

- 5** Set a time limit (about 10 minutes) and tell the students to complete the text.

- 6** Put the students into pairs to compare their answers. Check the answers with the class.

## Answers

- 1** youngsters
- 2** successful
- 3** skilful
- 4** competitive
- 5** unlikely
- 6** famous
- 7** injury/injuries
- 8** Fitness
- 9** ability
- 10** determination