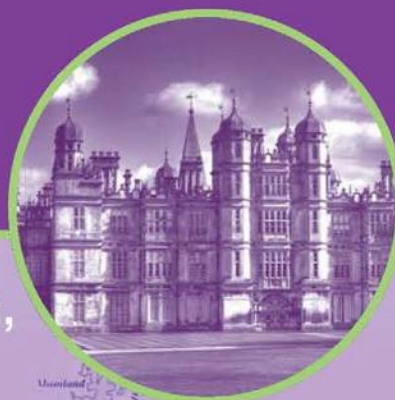


ИННОВАЦИОННАЯ
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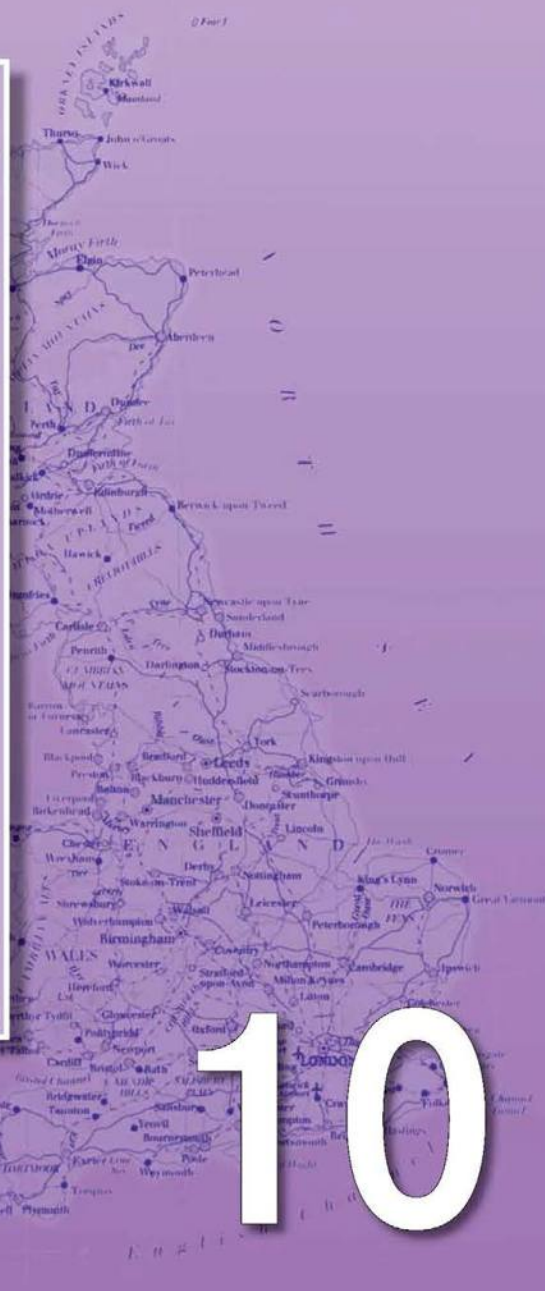
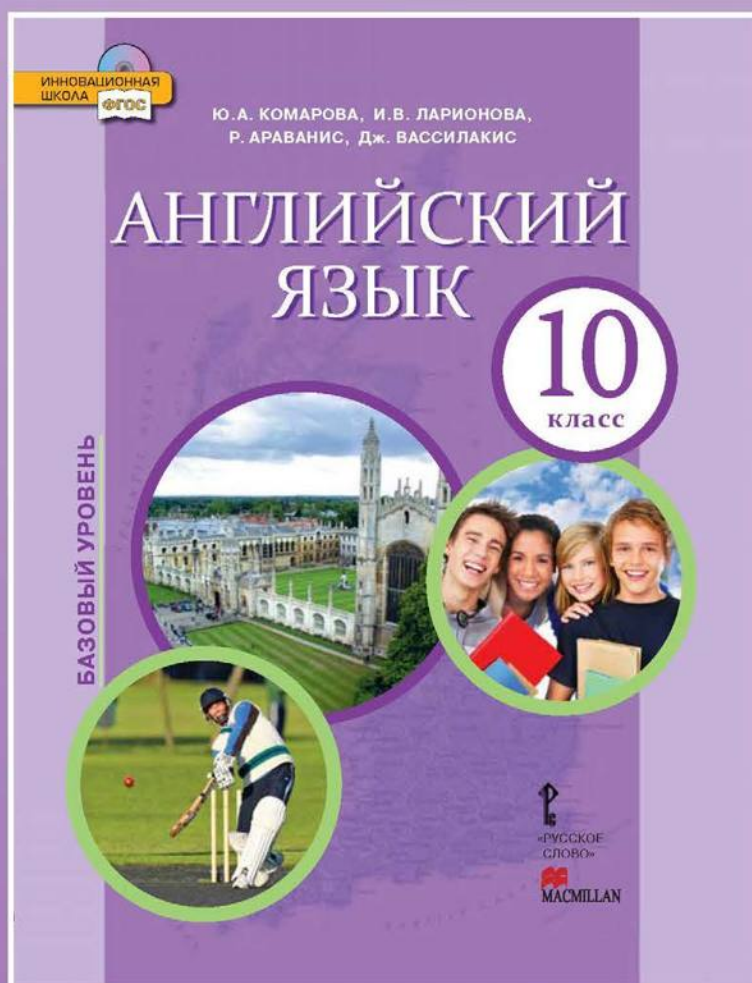
Ю.А. Комарова, И.В. Ларионова, Р. Араванис

КНИГА ДЛЯ УЧИТЕЛЯ



к учебнику Ю.А. Комаровой, И.В. Ларионовой,
Р. Араванис, Дж. Вассилакиса

«АНГЛИЙСКИЙ ЯЗЫК»



«РУССКОЕ
СЛОВО»

MACMILLAN

ФГОС
ИННОВАЦИОННАЯ ШКОЛА

Ю.А. Комарова
И.В. Ларионова
Р. Араванис

КНИГА ДЛЯ УЧИТЕЛЯ

к учебнику Ю.А. Комаровой,
И.В. Ларионовой, Р. Араванис, Дж. Вассилакиса
«Английский язык»
10 класс

Базовый уровень

Москва
«Русское слово»


MACMILLAN

2013

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К63

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Книга для учителя является одним из компонентов учебно-методического комплекта «Англий-
ский язык. 10 класс». Она содержит методические рекомендации по организации и проведению за-
нятий, дополнительные обучающие материалы, разрешённые для ксерокопирования, а также к ней
прилагается диск, содержащий дополнительные тесты для промежуточного и итогового контроля,
которые при необходимости могут быть адаптированы к конкретной учебной ситуации.

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- ✦ Two-option text completion
- ✦ Sentence transformations

- ✦ Expressing surprise and interest

- ✦ Writing a personal profile: paragraphing and linking

- ✦ Reading B2
- ✦ Speaking

- ✦ Multiple choice text completion
- ✦ Sentence transformations

- ✦ Expressing preference

- ✦ Writing a story: style and organization

- ✦ Listening B1
- ✦ Reading B3
- ✦ Grammar and vocabulary A22–A28
- ✦ Speaking

- ✦ Word formation
- ✦ Multiple choice sentence completion

- ✦ Making suggestions
- ✦ Agreeing / Disagreeing

- ✦ Writing a letter / email of application: formal and informal register

- ✦ Listening A8–A14
- ✦ Grammar and vocabulary B11–B16
- ✦ Speaking

- ✦ Grammar transformations
- ✦ Multiple choice sentence completion

- ✦ Describing pictures
- ✦ Hesitating
- ✦ Correcting yourself

- ✦ Writing a story: paragraphing, using narrative tenses

- ✦ Listening A1–A7
- ✦ Reading A15–A21
- ✦ Grammar and vocabulary B4–B10
- ✦ Speaking

- ✦ Multiple choice text completion
- ✦ Multiple choice sentence completion

- ✦ Discussing options
- ✦ Suggesting / Rejecting ideas

- ✦ Writing a formal email of complaint: formal register, content and organization

- ✦ Listening A8–A14
- ✦ Reading B3
- ✦ Grammar and vocabulary A22–A28
- ✦ Speaking

- ✦ Multiple choice text completion
- ✦ Sentence transformations

- ✦ Explaining
- ✦ Giving reasons for opinion
- ✦ Solving a problem

- ✦ Writing an article: finding and supporting ideas

- ✦ Grammar and vocabulary A22–A28
- ✦ Speaking


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8 Who I am page 96	<ul style="list-style-type: none"> Reading for gist and detail Spotting key words 	<ul style="list-style-type: none"> Relationships Describing people Personality Easily confused words 	<ul style="list-style-type: none"> Gerund and infinitive Past modals 	<ul style="list-style-type: none"> Listening for gist and specific information Words you heard: <i>tell</i> and <i>say</i>
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10 Saying your piece page 122	<ul style="list-style-type: none"> Reading for gist Understanding text cohesion Spotting key words 	<ul style="list-style-type: none"> Technology and communication Derivatives Phrasal verbs 	<ul style="list-style-type: none"> Conditional sentences <i>unless, as long as, what if</i> 	<ul style="list-style-type: none"> Listening for gist and specific information Words you heard: communication technology
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Practise your English	Speaking	Writing	 Unified State Exam
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<ul style="list-style-type: none"> Word formation Multiple choice sentence completion 	<ul style="list-style-type: none"> Agreeing / Disagreeing Expressing opinion 	<ul style="list-style-type: none"> Writing an essay: paragraphing and supporting ideas 	<ul style="list-style-type: none"> Listening A1–A7 Grammar and vocabulary B11–B16 Writing C2 Speaking

ПРЕДИСЛОВИЕ

Об особенностях УМК «Английский язык. 10 класс» в вопросах и ответах

Для кого предназначен УМК?

Настоящий учебно-методический комплект (УМК) предназначен для обучения английскому языку на базовом уровне учащихся 10 класса общеобразовательных учреждений. УМК отвечает требованиям Федеральных государственных образовательных стандартов и соответствует Обще-европейским компетенциям владения иностранным языком (*The Common European Framework of Reference for Languages*).

Каковы основные задачи УМК?

УМК «Английский язык. 10 класс» способствует реализации следующих образовательных задач:

- **предметных**, нацеленных на дальнейшее развитие и совершенствование коммуникативной компетенции старшеклассников в процессе обучения английскому языку, позволяющей им общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство коммуникации; предполагающей приобщение через изучение английского языка к ценностям национальной и мировой культуры;
- **личностных**, включающих формирование способности и готовности старшеклассников к саморазвитию и личностному самоопределению; развитие у них мотивации к учёбе и целенаправленной познавательной деятельности; формирование позитивных общесоциальных и межличностных отношений в среде учащихся, а также ценностно-смысловых установок, отражающих личностные и гражданские позиции школьника, его правосознание, экологическую культуру; овладение учащимися способностью ставить цели и строить жизненные планы; развитие у учащихся способности к самостоятельному определению своей гражданской идентичности, т. е. умения осознавать своё общероссийское гражданство.
- **метапредметных**, предполагающих освоение старшеклассниками межпредметных понятий и универсальных учебных действий (коммуникативных, регулятивных, познавательных), овладение способностью их использования в познавательной и социальной практике; формирование самостоятельности в планировании и осуществлении учебной деятельности и организации учебного сотрудничества с педагогами и сверстниками; овладение навыками и умениями

учебно-исследовательской, проектной и социальной деятельности.

Из каких компонентов состоит УМК?

УМК «Английский язык. 10 класс» (базовый уровень) состоит из следующих компонентов:

- Программа курса;
- Рабочая программа;
- Учебник с аудиодиском, содержащим аудиоматериалы к Учебнику и Рабочей тетради;
- Рабочая тетрадь;
- Книга для учителя с дополнительными тестами на диске.


Как организован Учебник?

Материал Учебника разделён на 12 тематических блоков, каждый из которых содержит:

- раздел *Reading* для развития у учащихся умений в чтении, а именно: понимания основного содержания текста, полного и точного понимания информации в тексте, понимания структурно-смысловых связей в тексте. Все представленные тексты для чтения написаны с учётом интересов современных старшеклассников. Перед чтением текста учащимся предлагаются задания, стимулирующие интерес к теме блока (*Quiz* и *Dive in!*). Непосредственная работа с текстом завершается рубрикой *Words in context*, нацеленной на развитие у учащихся языковой догадки и обогащение лексического запаса по теме раздела. Заканчивается каждый раздел либо коммуникативным заданием *Quick chat*, либо упражнением на говорение в формате Единого государственного экзамена, в которых учащиеся выражают личное отношение к проблематике текста;
- раздел *Vocabulary* для отработки лексических навыков. Особое внимание в разделе уделяется формированию навыков словоупотребления, этой цели служат рубрики *Easily confused words* и *Phrasal verbs*;
- разделы *Grammar 1* и *Grammar 2* для отработки грамматических навыков. Зачастую эти разделы завершаются коммуникативным упражнением для закрепления грамматических навыков в личностно ориентированном речевом контексте;
- раздел *Listening* для развития у учащихся аудитивных умений. В разделе содержатся упражнения на прогнозирование содержания аудиотекста,

понимание основного содержания прослушанного текста, понимание в прослушанном тексте запрашиваемой информации, полное понимание прослушанного текста;

- раздел *Practise your English* для обеспечения дополнительной практики использования изученных лексических единиц и грамматических структур в речевом контексте;
- раздел *Speaking* для развития у старшеклассников умений в монологической и диалогической речи в контексте реальных жизненных ситуаций. Работа над устной речью начинается с прослушивания речевой модели и знакомства с речевыми клише (*Language chunks*). Далее следует речевая практика в соответствии с предложенной моделью, а завершается раздел свободным речевым высказыванием;
- раздел *Writing* для развития у старшеклассников умений в различных жанрах письменной речи. Раздел содержит образец письменной работы, упражнения на развитие отдельных навыков и умений в письменной речи (*Skills development*), рекомендации по составлению плана и написанию собственной работы с использованием введенных речевых клише (*Planning and writing*), рубрику *Quick check!* для самоконтроля выполненного письменного задания;
- раздел *CLIL* (после каждого двух блоков), направленный на обеспечение эффективного усвоения учебного материала на основе использования междисциплинарных связей с другими предметами, изучаемыми в старшей школе. Раздел завершается заданием, развивающим навыки индивидуальной и/или групповой проектной деятельности учащихся;
- раздел кросскультурной направленности *Culture today...* (после каждого двух блоков) для развития у учащихся лингвострановедческой и социокультурной компетенций;
- раздел *Progress check* (после каждого двух блоков), материалы которого предназначены для контроля сформированности языковых навыков учащихся.

Отдельно следует отметить наличие в каждом тематическом блоке упражнений в формате Единого государственного экзамена, развивающих навыки и умения, необходимые для успешной сдачи ЕГЭ по английскому языку. Названные упражнения обозначены значком . Перед выполнением таких упражнений целесообразно обсудить с учащимися эффективные стратегии выполнения экзаменационных заданий, познакомиться с которыми можно в разделе «Рекомендации по подготовке к ЕГЭ по английскому языку» в конце Учебника.

Учебник также содержит разделы справочного характера, в которых систематизирован учебный материал по овладению языковыми навыками (фонетическими, грамматическими, лексическими и орфографическими) и речевыми умениями (в аудировании, говорении, чтении и письме). Материал способствует дальнейшему развитию у старшеклассников мотивации к изучению английского языка, развитию у них умения самостоятельно выстраивать индивидуальную стратегию обучения, активной работе как на уроках, так и дома. Для этих целей служат:

- раздел *Speaking database* – справочник, содержащий разговорные клише, необходимые для развития умений в устной речи;
- раздел *Writing database* – справочный материал по подготовке, структурированию и выполнению письменных работ в том или ином жанре;
- раздел *Grammar database* – информационно-справочный материал по грамматическим темам каждого блока Учебника;
- раздел *Irregular verbs* – перечень изучаемых неправильных глаголов в трёх основных формах;
- раздел «Рекомендации по подготовке к ЕГЭ по английскому языку», информирующий старшеклассников об алгоритмах и способах выполнения письменных заданий стандартизованного теста ЕГЭ и подготовки к устной части данного экзамена;
- словарь (*Dictionary*), содержащий алфавитный перечень активных и рецептивных лексических единиц, представленных в сопровождении транскрипции и перевода на русский язык.

Как осуществляется обучение фонетике?

Совершенствование фонетических навыков является важной задачей курса. Особое внимание в курсе уделяется отработке у учащихся артикуляционных и слухо-произносительных навыков. Основу фонетических упражнений, вынесенных в Рабочую тетрадь, составляют лексические единицы, используемые в материалах тематических блоков Учебника. Таким образом, фонетические упражнения используются в том числе как дополнительный материал для отработки активной лексики.

Значимым в курсе также является овладение интонацией как средством выразительности речи. Реализации этой задачи служит имитативное (вслед за записью) и самостоятельное чтение.

Как строится обучение лексике?

Учебник уделяет большое внимание обогащению активного и рецептивного лексического запаса старшеклассников. Предъявление лексики осуществляется с помощью различных опор. Например, для облегчения запоминания английских слов школьникам предлагаются фотографии,

иллюстрации, аудиосопровождение и т. д. Работа с иллюстративным рядом помогает учащимся самостоятельно семантизировать новые слова, а прослушивание записи способствует формированию верного звукового образа новых слов. Более того, организация лексического материала такова, что побуждает старшеклассников использовать различные индивидуальные мнемотехнические приёмы, например выстраивание смежных ассоциаций, построение словарной тематической карты и т. д.

В ходе уроков новые слова отрабатываются в условно-коммуникативных и собственно коммуникативных упражнениях. Контроль за овладением новой лексикой осуществляется с помощью различных по своей сложности упражнений.

Поскольку из урока в урок накапливается словарь, необходима систематическая работа по удержанию его в памяти, и такая работа должна быть регулярной, системной и предельно индивидуализированной.

Как строится обучение грамматике?

Одна из задач УМК – совершенствование грамматической стороны речи старшеклассников. Организация грамматического материала в Учебнике позволяет овладевать грамматикой поэтапно, системно и последовательно. Важно отметить, что весь изучаемый грамматический материал предъясняется в контексте и сопровождается пояснениями, схемами и диаграммами, что облегчает его понимание и осмысление.

Грамматические пояснения с примерами рекомендуется давать по мере введения учебного материала. В консолидированном виде пояснения представлены в конце Учебника в разделе *Grammar Database*.

Обучение грамматике предусматривает введение, тренировку и практику в общении. Обобщающее повторение способствует систематическому и сознательному усвоению учащимися грамматического материала. Используя комментарии, творческие задания и проблемные вопросы, учитель побуждает учащихся к наблюдениям за языковым и речевым материалом и действиям с ним, а также к самостоятельным выводам.

Как происходит овладение английской речью?

При формировании умений в аудировании, говорении, чтении и письме в целом имеет место большое разнообразие и варьирование материала и речевых действий с ним. Следует подчеркнуть, что взаимосвязь всех видов речевой деятельности обеспечивается тем, что всё, что усваивается в устной форме и для устной речи, закрепляется с помощью письма и чтения. В то же время обучение чтению и письму как видам речевой деятельности способствует развитию устной речи, так как


создаёт опоры, ориентиры и образцы для неё. Таким образом, каждый вид речевой деятельности выступает не только как цель обучения, но и как средство обучения.

Каким образом осуществляется подготовка к ЕГЭ по английскому языку?

УМК обеспечивает системную подготовку старшеклассников к выполнению устных и письменных заданий ЕГЭ, что реализуется благодаря:

- 1) образовательному процессу совершенствования навыков практического владения английским языком;
- 2) тренировке старшеклассников в выполнении конкретных заданий ЕГЭ;
- 3) информационно-аналитическим указаниям, информирующим об алгоритмах выполнения заданий ЕГЭ.

Собственно образовательный процесс совершенствования навыков практического владения английским языком может быть осуществлён в полной мере на основе материалов Учебника. Этому способствуют следующие факторы: на уроках обеспечен баланс развития всех компонентов коммуникативной компетенции, а именно: речевой, языковой, социокультурной, компенсаторной, дискурсивной и учебно-познавательной; обучение осуществляется с опорой на вариативную вербальную и невербальную наглядность; в Учебнике содержится достаточный материал для развития общеучебных умений, таких как умение самостоятельно добывать и обрабатывать информацию, обобщать, делать заключения, развивать свои тезисы, приводя конкретные примеры и аргументы и т. д.

Тренировка старшеклассников в выполнении заданий в формате Единого государственного экзамена осуществляется на основе материалов, сопровождаемых особой маркировкой в виде значка . В частности, обучаемым предлагается прочитать/прослушать текст и выполнить задания на контроль понимания прочитанного/услышанного по модели заданий ЕГЭ; написать письменные высказывания с элементами рассуждений в формате ЕГЭ; подготовить устное высказывание с опорами регулятивного плана (аналогичным в заданиях ЕГЭ) и т. д. Для дополнительной тренировки учащихся в Рабочей тетради представлен полный тест в формате ЕГЭ.

Систему подготовки учащихся к сдаче ЕГЭ по английскому языку, помимо перечисленных позиций, отличает информационный аспект, отражённый в разделе «Рекомендации по подготовке к ЕГЭ по английскому языку». Раздел включает в себя:

- информацию о процедуре проведения каждой части ЕГЭ;
- информацию о проверяемых умениях в каждой части ЕГЭ;

- информацию о типах заданий ЕГЭ;
- характеристики заданий каждой части ЕГЭ;
- рекомендации по выполнению каждой части ЕГЭ.

Каковы основные особенности Рабочей тетради?

В Рабочей тетради предложена система упражнений, обеспечивающая дополнительную отработку лексико-грамматического материала Учебника и дальнейшее развитие умений в устной и письменной речи.

Важнейшей особенностью Рабочей тетради является её аудиосопровождение. Учащиеся получают возможность выполнять задания с опорой на аудиозапись, слушать и проверять правильность выполненных заданий, отрабатывать фонетические навыки.

Рабочая тетрадь, как и Учебник, содержит 12 тематических блоков. Каждый тематический блок включает в себя:

- упражнения на чтение и расширение рецептивного словаря;
- грамматико-ориентированные упражнения;
- лексико-ориентированные упражнения;
- задания аудитивного и письменно-речевого характера;
- задания на повторение раздела *Review* (после каждых двух блоков);
- раздел *Progress test* (после каждых четырёх блоков) для контроля сформированности навыков и умений учащихся и дополнительной тренировки выполнения заданий в формате ЕГЭ.

Помимо перечисленных регулярных структурных компонентов в Рабочую тетрадь также включены:

- раздел *Functional speaking*, обеспечивающий дополнительную языковую практику путём вовлечения старшеклассников в различные ролевые игры. Сюжеты для ролевых игр и коммуникативные клише представлены на карточках, которые можно отсканировать и раздать участникам ролевых игр. Информацию на карточках учащиеся используют как опору при подготовке и проведении ролевой игры. Важно иметь в виду, что, включаясь в ролевые игры на уроках английского языка, старшеклассники не только тренируются в употреблении изученного материала, но и приобретают социальный опыт межличностного и межкультурного общения. Помимо прочего участие в ролевых играх способствует подготовке учащихся к устной части ЕГЭ;
- *Unified State Exam Practice test* – полный тест в формате ЕГЭ, предназначенный для тренировки учащихся в выполнении стандартизованного теста;
- раздел *Pronunciation file 'Say it right'*, материалы которого направлены на развитие

и совершенствование у старшеклассников артикуляционных, слухо-произносительных и ритмико-интонационных навыков.

Что представляет собой Книга для учителя?

Книга для учителя является методическим сопровождением Учебника. В ней представлены:

- цели тематических блоков и разделов внутри блоков;
- комментарии к каждому заданию, а также дополнительная культурологическая информация;
- ключи ко всем заданиям Учебника и Рабочей тетради;
- тексты всех учебных аудиозаписей;
- карточки «экзаменатор–собеседник» (*interlocutor cards*) для устной части полного теста в формате ЕГЭ;
- *Teacher's Resource File*, который содержит дополнительные, подлежащие ксерокопированию дидактические материалы:
 - тесты к каждому разделу на контроль усвоения лексического и грамматического материала;
 - коммуникативные задания к каждому разделу, нацеленные на формирование умений в говорении и/или письме;
 - коммуникативные грамматико- и лексико-ориентированные задания;
 - листы самооценки к каждому тематическому блоку;
 - ключи к заданиям *Teacher's Resource File*.

К Книге для учителя прилагается диск, содержащий дополнительные тесты с ключами для промежуточного и итогового контроля. Тесты подготовлены в формате *Microsoft Office Word* и могут быть легко адаптированы учителем к конкретной учебной ситуации.

Следует обратить внимание на то, что объём материала, включённого в раздел, иногда больше, чем нужно для одного занятия. Учитель может сам, ориентируясь на уровень подготовки своего класса, отбирать необходимый объём материала и в комфортном для класса темпе отрабатывать его во время занятия.

1 At leisure

Themes

Leisure
Sport

Language aims

Grammar

Revision of present simple and present continuous
Stative verbs
Adverbs of frequency

Vocabulary

Hobbies and interests
Sports
-ing / -ed adjectives describing feelings
beat and *win*

Skills aims

Reading

Students read a number of short texts for:

- gist
- specific information

Listening

Students listen to short extracts for:

- specific information

Speaking

Students conduct a project to get to know their classmates in order to practise:

- asking and answering questions
- reacting to their partners
- talking about their classmates

Writing

Students write a short personal profile in order to practise:

- paragraphing
- linking
- talking about their likes and dislikes

Reading Pages 8 and 9

Aims of the lesson:

- to warm students up (Dive in!)
- to predict from pictures (Exercise A)
- to read for gist (Exercise B)
- to read for specific information (Exercises C & D)
- to infer lexical meaning from context (Exercise E)
- to personalize the content of the text (Quick chat)

Dive in!

- This activity introduces students to the names of strange hobbies or even common ones that they may not be aware of.
- Ask students to work in pairs or small groups. Give them a minute to do the task.
- Discuss students' guesses as a class. Give them the answers to the ones they do not guess.
- Alternatively, ask each pair or group to look the words up in the dictionary at the back of their Student's Books. This will take longer, but will also encourage learner independence.

Answers

blogging – keeping an online 'diary' which others can read
calligraphy – writing beautifully and artistically
gastronomy – cooking and eating good food
herpetology – collecting / studying snakes and lizards
horticulture – gardening
lepidoptery – collecting / studying butterflies
origami – folding paper into beautiful shapes
philately – collecting stamps

Exercise A

- Discuss these questions as a class. Encourage students to make predictions about the teenagers in the pictures. Don't give anything away, as this will spoil the first *Reading* task.

Exercise B

- Give students about a minute to skim the texts quickly and silently in order to match the texts with the photographs. Tell students they do not need to read everything to do this task.

- Time students. This will encourage them to be quick.
- When eliciting answers, ask students to justify them by referring back to the texts.

Answers

1 B 2 C 3 D 4 A

Exercise C

- Tell students that they will be completing a Unified State Exam type exercise (*Reading B2*).
- Ask students to look at the text headings in exercise C.
- Explain that there are only four texts but five headings (one is extra).
- Ask students to open their books at page 194. Then discuss the strategies for B2 reading tasks with students.
- Give students a time limit of three minutes to read the texts and try to match the headings to the texts.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas, reread the texts where necessary and find the clues in the texts that help them decide on answers.
- Elicit answers.

Answers

A 1 B 5 C 2 D 4

Exercise D

- Explain the task and give students about five minutes to match each teenager with a book.
- You might want to do the first one together as a class.
- Encourage students to note down key words that help them decide.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify their choices by referring back to the texts.

Answers

1 C 2 D 3 A 4 B

Words in context

Exercise E

- Explain the task by doing the first one together. Highlight the clues in the text that show that this is the answer.

- Give students five minutes to find the rest of the words on their own. If they are finding it difficult to do, tell students which texts the words are in. Point out that the first letter has been given to help them. You may also like to point out that one of the answers is from the book texts, not the actual reading texts (item 6).
- Give students a minute to compare answers in pairs.
- Elicit answers.

Answers

- 1 train (text B)
- 2 championship (text B)
- 3 Professional (text B)
- 4 chat (text A)
- 5 contact (text A)
- 6 medallist (The golden girl)

Quick chat

- Ask students to discuss the questions in pairs first. Give them about a minute for this.
- Elicit answers from students around the class.



For extra practice, refer students to pages 4 and 5 in the Workbook.

Vocabulary Page 10

Aims of the lesson:

- to present and practise vocabulary relating to
 - hobbies and interests (Exercise A)
 - sports (Exercise B)
 - adjectives describing feelings (Exercises C & D)
- to personalize the new language (Quick chat)

Exercise A

- Ask students to tell you if they know what the names of the sports in the pictures are.
- Give students a few minutes to do the exercise. It is not as easy as it looks!
- Students compare their answers in pairs.
- Elicit answers and ask them to label the sports in the pictures. The sports are wingsuit diving (A), hang gliding (B) and snowboarding (C).

Answers

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

Exercise B

- Give students a couple of minutes to do the quiz alone first.
- Ask them to compare their answers in pairs.
- Elicit answers. Take this opportunity to check students know the meaning of the incorrect options.
- To determine how well they did in the quiz, ask students how many they got right.

Answers

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

Exercise C

- Give students a few minutes to complete the table.
- Check answers and spelling of words.
- Ask students to work in pairs to come up with more *-ed / -ing* adjectives. Some possibilities are: *terrified / terrifying, horrified / horrifying, interested / interesting*.

Answers

2 thrilled; thrilling
3 amazed; amazing
4 satisfied; satisfying
5 frightened; frightening
6 amusing
7 bored; boring

Exercise D

- Give students a minute to read through the text and choose the right answers.
- Encourage them to read the text carefully for meaning, as this will help them choose the right answers.

Answers

1 boring
2 satisfying
3 interested
4 exciting
5 frightened
6 excited
7 thrilling

Quick chat

- Do this exercise as a class.
- Ask for students' opinions of the hobbies and interests in Exercise A and the sports in Exercise B. Encourage them to use *-ed* and *-ing* adjectives.



Ask students to complete the exercises on page 6 of the Workbook.

Grammar 1 Page 11

Aims of the lesson:

- to revise forms and main uses of the present simple and present continuous

Present simple and present continuous: presentation

- Give students a minute to scan the *Reading* texts on pages 8 and 9 for these sentences. This will give them an opportunity to see the language in a richer context.
- Give students a minute to answer the concept questions.
- Elicit answers.
- To recap, read through the rules of use in the right-hand column. You might also want to read through the relevant section on page 170 in the *Grammar database*.

Answers

1 b 2 a 3 c 4 d 5 e

Exercise A

- This exercise checks students have understood the difference between the uses of the present simple and present continuous.
- Give students a minute to do the exercise before checking answers.

Answers

1 am reading
2 don't enjoy
3 collect
4 do you go
5 go
6 is doing
7 Are you listening
8 spend

Exercise B

- Give students a minute to put the verbs in the present simple or present continuous forms before checking answers.

Answers

- 1 do you go
- 2 is sleeping
- 3 is playing
- 4 doesn't read; prefers
- 5 is; collects
- 6 are staying

Exercise C

- Ask students to guess what the boy in the picture likes to do in his free time.
- Give them a minute to quickly read the text to check if they were right. Tell them to ignore the gaps for now.
- Give students a minute to put the verbs in the present simple or present continuous forms.
- Encourage them to read the text carefully for meaning, as this will help them decide on the right tense.
- Check answers.

Answers

- 1 spend
- 2 come
- 3 do
- 4 isn't
- 5 play
- 6 haven't got
- 7 am studying

Exercise D

- This exercise offers students the opportunity to practise the present simple interrogative form.
- Give students a minute to form the questions based on the prompts.
- Students work in pairs to ask and answer their partner's questions. They should keep notes.
- Students write sentences about their partner using their notes.

Answers

- 2 What time do you go to school?
- 3 When do you do your homework?
- 4 What do you do in your free time?



Ask students to complete the exercises on page 7 of the Workbook.

Listening Page 12

Aims of the lesson:

- to activate students' background knowledge on the topic (Exercise A)
- to encourage prediction from pictures (Exercise B)
- to pre-teach some key vocabulary (Exercise B)
- to listen for specific information (Exercise B)
- to listen for specific information (Exercise C)
- to notice the difference in use between beat and win (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson

Exercise A

- Discuss these questions as a class. Encourage students to use vocabulary from page 10 (the vocabulary page) to talk about these sports.

Answers

- The sports are cricket, baseball and football.
- They are called spectator sports because they are popular sports to watch (a spectator is a person who watches a game).

02 Exercise B

- Check students understand the words.
- Ask students to copy the words into their notebooks and then tick the words they think they will hear based on the pictures in Exercise C.
- Ask them to guess which extract they think the words will appear in. There are no right and wrong answers here. It is a prediction task.
- Play the CD. Students tick the words they hear and in this way check their predictions.
- Check answers.
- Alternatively, pause the CD between the extracts and check answers before moving on to the next extract.

Answers

The following words/phrases are heard in the extracts:

days
watch the game
ahead
win
lost
the score
beat
get tickets
huge (TV) screen
creative event
figure-skaters
the (ice dancing) finals

02 Exercise C

- Ask students to read the questions. They might be able to remember what they heard, so ask them to tentatively answer each question.
- Play the CD for students to check their answers. Tell them to listen to the whole extract before they decide on a definite answer.
- Check answers after each extract. Play the extract a third time if students are getting an answer wrong.

Answers

1 C 2 A 3 B 4 A

Words you heard

beat and *win*

Exercise D

- Read through the listening extracts and ensure students are clear about the difference in use between *beat* and *win*.
- Give students a minute to do the exercise before checking answers.

Answers

1 beaten
2 won
3 beaten
4 won
5 beat



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198. Then discuss the strategies for C3 speaking tasks with students.
- Check students understand what they have to do and they should be working in pairs.
- Give students a couple of minutes to talk on sports. Encourage them to use words from Exercise B and/or from page 10.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra listening, refer students to page 9 in the Workbook, CD: folder 'Workbook', track 2

Audioscript

02 Exercises B & C

1

Man: Most team sports take between an hour and a half to two hours to play. It's understandable, considering most are spectator sports. Who wants to watch for longer than a couple of hours? That's why I think people are often surprised when I tell them that one game of test cricket takes from between three to five days to complete. Yes, you heard right. *Days*, not hours!

2

John: Did you watch the game on TV last night?

Peter: Well, I started to, but I only got to see the first three innings. The Mets were ahead then by two. Did they win?

John: Actually, no, they lost.

Peter: Really? How did that happen? What was the score?

John: 5 to 4.

Peter: So the Dodgers ended up beating them? What a surprise!

John: Yeah, but only just. It was a good game. Too bad you missed most of it.

Peter: Yeah ...

3

Friend: Hi, Max. How're things?

Max: Yeah, fine. You?

Friend: Great! Excited about the final? Did you manage to get tickets?

Max: No, just missed out. I've asked a couple of friends round and we're going to make a night of it.

Friend: Oh? You know your local café'll be showing it on a huge TV screen, don't you?

Max: Yeah, but it's cozier at home. You can relax, eat, and put your feet up.

Friend: Yes, that's true. Well, may the best team win ...

Max: ... Chelsea, you mean?

4

Woman: I spent all weekend glued to the TV watching the World Figure Skating Championships. I saw both the men's and women's singles events, but the most impressive event was the ice dancing finals. It's the most creative event because it involves a pair of figure-skaters dancing in a unique way. The French skaters who won the final really were amazing! The way they moved together, at the same time – what a beautiful sight!

Grammar 2 Page 13

Aims of the lesson:

- to introduce the distinction between stative and dynamic uses of verbs (Exercises A & B)
- to revise and practise adverbs of frequency with the present simple (Exercises C & D)
- to introduce the distinction between stative and dynamic uses of verbs (Exercises A & B)
- to revise and practise adverbs of frequency with the present simple (Exercises C & D)

Stative verbs: presentation

- Read through the explanation of the rules of use of stative verbs. Remind students that the present simple is usually used to talk about states.
- You might want to explain that it is only when these verbs do not refer to a state that they can be used in the continuous form.
- To recap, you might want to read through the relevant section on page 171 in the *Grammar database*. It contains a longer list of stative verbs students can refer to when doing Exercises A and B.

Exercise A

- This exercise checks students have understood the distinction between stative and dynamic uses of verbs.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 ✗ Don't worry, I believe you.
- 2 ✗ That soup smells delicious.
- 3 ✗ I know how to play World of Warcraft!
- 4 ✗ I like the idea of trying an extreme sport.
- 5 ✓
- 6 ✓

Exercise B

- Get students to tell you what's happening in each picture using the verb *smell*.
- Ask students to do the first item and then match each utterance to the pictures.
- Give students a minute to do the rest of the exercise before checking answers.

Answers

- 1 are (you) doing; am helping
- 2 am making; look
- 3 see; need
- 4 are (you) smelling; smell
- 5 think; agree
- 6 Do you like; seems
- 7 want; do (you) mean
- 8 smells; tastes

Adverbs of frequency: presentation

- Ask students to look at the diagram on which the adverbs of frequency are positioned according to the concept of relative repetition or frequency.
- Check understanding by drawing the diagram on the board and eliciting from students where the adverbs should go.
- To learn more about the rules of using adverbs of frequency read through the relevant section on page 171 in the *Grammar database*.

Exercise C

- This exercise checks students know the position of adverbs of frequency in the sentence.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 ✓
- 2 ✗ John is always early!
- 3 ✓
- 4 ✗ Is Pam often so late?
- 5 ✗ I never get up early on Sundays.
- 6 ✓ (*My mum occasionally lets me stay out late.* is also correct.)

Exercise D

- Explain the exercise and give students a few minutes to write the sentences before checking.

Answers

- 1 He is always very polite.
- 2 They never go to school by bus.
- 3 I have never travelled abroad.
- 4 We occasionally exchange music and chat. / We exchange music and chat occasionally.
- 5 She sometimes cooks for her friends.
- 6 Always wash your hands before the meal.
- 7 My sister hardly ever goes to the swimming pool.

Exercise E

- This exercise offers students some free personalized practice of adverbs of frequency.
- Explain the exercise by giving an example on the board about a person / people in your life. Eg: *My favourite football team occasionally wins.*
- Give students a few minutes to write sentences about the people and things in their lives.
- Ask students, in pairs, to read out their sentences to each other.
- Ask students to read out one or two sentences to the class.



Ask students to complete the exercises on page 8 of the Workbook.

Practise your English Page 14

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Ask students to predict what they can about Mark from the picture. Do this as a class.

Exercise B

- Give students a minute to read the text quickly and silently to check their predictions. Tell them to ignore the words in bold for now.

Exercise C

- Students read the text more carefully and choose the best answer.

Answers

- 1 thinks
- 2 boring
- 3 feel
- 4 boring
- 5 look
- 6 are still growing
- 7 always
- 8 rarely
- 9 is getting
- 10 always

Exercise D

- Explain the activity and do the first item together. Remind students that the meaning of the two sentences should be the same.
- Give students a couple of minutes to do the rest on their own before checking answers.

Answers

- 1 never
- 2 (actually) interested
- 3 won
- 4 tired
- 5 not watching
- 6 thinking

Quick chat

- This activity gives students the opportunity to personalize with the text. Ask them to answer the questions in pairs first.
- Discuss the questions as a class.

Speaking Page 15

Aims of the lesson:

- to practise asking questions (Exercises A, C & D)
- to present and practise ways of expressing surprise and interest (Exercises A & B)
- to practise using present tenses in an icebreaking, free speaking activity (Exercises E & F)

Questions and reactions

03 Exercise A

- Tell students they will be listening to the girl in the picture (Pam) talking to some of her classmates.
- Play the CD for students to answer question 1.
- Explain question 2 and read through the *Language*

chunks box together. Explain that these are natural ways to express surprise and / or interest in English.

- Play the extract again for students to listen and write down the expressions they hear.

1 Answers

By asking questions / conducting a questionnaire

2 Answers

- 2 Really?
- 4 That's great!
- 6 Lucky you!
- 7 How strange!

Exercise B

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Students work in pairs. One student should read out a statement and their partner should react, using an expression from the *Language chunks*. They should then swap roles.

03 Exercise C

- This exercise offers some controlled practice of the intonation of questions.
- Play the CD. Students listen and repeat chorally. You might want to ask some students to repeat questions individually.

Exercise D

- This exercise offers some practice using correct intonation when asking questions.
- Students work in pairs to ask and answer the questions.

Project: How my classmates spend their leisure time

Exercise E

- This exercise helps students prepare for the *Speaking* task before they do it. The *Speaking* activity serves as an icebreaker.
- When students have finished turning the statements into questions, ask them to stand up and mingle. They will need to ask their questions to a number of students.
- There are two ways of doing this activity. Either students must find a different classmate for each activity, or, if this proves difficult, they ask as many students as they need to in order to get yes answers.

- Remind them to note down the name of the student and the information required in the last column.

Exercise F

- Students share their results with the class. Use this opportunity to get the class to share information about themselves.

Audioscript

03 Exercises A & C

Pam: Hi, Peter.

Peter: Hi, Pam.

Pam: Do you enjoy watching sports?

Peter: Of course I do!

Pam: OK. P.e.t.e.r. Which ones?

Peter: Football and basketball.

Pam: F.o.o.t.b.a.l.l ... b.a.s.k.e.t.b.a.l.l. Thanks!

Peter: Do you enjoy watching sports?

Pam: Only tennis.

Peter: Really?

Pam: Yep! Time to move on. Bye!

Peter: Bye.

Pam: Hi, Connie. Do you do a fun leisure activity?

Connie: Yes, I go horse-riding every Saturday.

Pam: Lucky you! C.o.n.n.i.e ... h.o.r.s.e.-r.i.d.i.n.g.

Connie: How about you?

Pam: No. Only if you call reading and watching TV fun ...

Connie: No, I don't think so.

Pam: Hi, John.

John: Hi, Pam.

Pam: Do you have an interesting hobby?

John: Yes, I collect stamps.

Pam: That's great! J.o.h.n ... s.t.a.m.p.s.

John: Do you have an interesting hobby?

Pam: Yes, I collect key rings.

John: Key rings? How strange!

Pronunciation file 'Say it right!'

Workbook Page 117;

CD folder 'Workbook_Pronunciation file'

[s] [z] and [ɪz]

Ask students to open their Workbooks at page 117 and look at the pronunciation activities of the unit.

02 Exercise A

- Explain to students that the final 's' in the third person present simple is pronounced in three different ways depending on the sound preceding it.
- Play the CD and students put each word, as they hear it, in the corresponding column.

Answers

[s]	[z]	[ɪz]
makes helps	plays goes spends does has	exercises watches

Exercise B

- Before students practise saying the verbs in pairs, you may want to model the words for students to repeat.
- Students work in pairs to practise saying the words.

Exercise C

- Students work back through the unit to find two more verbs for each column.

Possible answers

[s]	[z]	[ɪz]
sleeps reads	enjoys comes	announces studies

Audioscript

Say it right!

02 Exercise A

exercises
plays
goes
spends
does
has
watches
makes
helps

Writing Pages 16 and 17

Aims of the lesson:

- to warm students up (Exercise A)
- to practise filling in a form with personal information (Exercise B)
- to practise paragraphing and linking ideas in a personal profile (Exercises C & D)
- to practise linking ideas (Exercise E)
- to practise talking about likes and dislikes (Exercise F)
- to practise planning and writing a personal profile (Exercise G)

Background information

Social networking sites like *Facebook* and *MySpace* are websites where people can share information (eg, messages, photos, music and videos) with friends and family. *Musical Teenagers* is not a real social networking site. However, the form and text type students will analyse is based on one.

Exercise A

- Get students to discuss the question in pairs before discussing it as a class.
- Tell students these types of websites are called *social networking sites*. Ask students if they have ever had personal experience using such sites and what they think of them.

Exercise B

- This exercise involves analysing a form for the type of information it requires. This one is filled in incorrectly.
- Give students a few minutes to read through it and try to correct it. Tell them that the fields with an asterisk (*) are required. Tell them to ignore the gaps for now.
- Get students to compare their answers in pairs before checking them.

Answers

First Name: Peter
Surname: Boddington
Country: UK
Postcode: missing
Email Address: missing
Birthdate: Date 11; Year 1996
He has ticked all the kinds of music, but in his profile he only mentions rap and hip hop.
He hasn't ticked the box regarding the Terms of Use and Privacy Policy.

Skills development

Paragraphing and linking

Exercise C

- Give students a minute to match the information with the paragraphs in the profile.

Answers

- 1 – 3
2 – 2
3 – 1
4 – 2

Exercise D

- This activity helps students see how the ideas in the text are linked. They are either linked by way of linking words or by way of ideas.
- Give students a minute to do the task before checking answers. Remind them that there is one extra sentence.
- Ask students to justify their choices.

Answers

- 1 d 2 a 3 b

Exercise E

- Explain the task. Tell students that there are six words / phrases with three broad meanings.
- Do the first one together. Tell them that *so* is similar in meaning with another of the words / phrases in bold. Elicit *that's why*.
- Students match the rest.

Answers

- so = that's why
also = too
but = though

Vocabulary: likes / dislikes

Exercise F

- Before they tick the correct column, ask students to scan the profile for as many expressions as they can find from the *Language chunks*.
- Explain that these expressions are informal ways of talking about likes and dislikes, which is why they are extreme. They are good to use in informal contexts.

Answers

	I like	I don't like
I'm into	✓	
I can't say I like		✓
I can't stand		✓
I dislike		✓
I enjoy	✓	
I hate		✓
I love	✓	

Planning and writing

Exercise G

- Give students a little time to read the extract and then discuss it as a class.
- Read through the plan and tips in the *Quick check!* box.
- Remind students to use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, the profile in class.



Ask students to complete the writing task on page 9 of the Workbook.

Teacher's Resource File:

- Progress test (page 170)
- Communication activities (pages 182–184)
- Vocabulary exercises (page 214)
- Self-assessment checklist (page 219)

Editable Tests CD: Unit 1 test

2 Coming and going

Themes

Travel
Transport

Language aims

Grammar

Revision of past simple and past continuous
used to and *would*

when, while, during and *ago*

Possessive adjectives and possessive pronouns

Vocabulary

Travel

Easily confused words: *live* and *stay*; *travel*, *trip*,
journey, *voyage*

Phrasal verbs

Word formation: negative prefixes *un-* and *dis-*

Skills aims

Reading

Students read a narrative text:

- for gist
- to understand text cohesion

Listening

Students listen to short extracts for
gist and specific information

Speaking

Students conduct a pairwork speaking task in
order to practise solving a problem

Writing

Students write a story and practise:

- organization
- style
- sequencing ideas

Reading Pages 18 and 19

Aims of the lesson:

- to warm students up (Exercise A)
- to activate background knowledge (Dive in!)
- to predict from the first paragraph (Exercise B)
- to read for gist and to check predictions (Exercise C)
- to understand text cohesion (Exercise D)
- to infer lexical meaning from context (Exercise E)
- to personalize the content of the text

Quiz

Exercise A

Background information

- 1 An electric-powered train reached a speed of 203 kph in October 1903; a steam-powered car reached a speed of 205 kph in January 1906; an aeroplane reached a speed of 203.8 kph in September 1913.
- 2 The first two lines of the Paris Métro were opened in 1900; the Moscow Metro opened in 1935 with an 11-km section of line and 13 stations, and is now Europe's busiest metro system; the 6.4 km Metropolitan Railway in London was opened in 1863, and became part of what is now the London Underground.

- 3 The Royal Penthouse suite in Geneva's Hôtel Président Wilson, overlooking Lake Geneva, has 12 rooms, including a library, a billiard room and a fitness centre.
- 4 The 2298-km-long railway from Beijing to Guangzhou, opened in December 2012, is the world's longest *high-speed* railway; the 9289-km-long Trans-Siberian Railway from Moscow to Vladivostok was built from 1891–1916 (the Moscow–Pyongyang and Kiev–Vladivostok *services* are both longer, but use the Trans-Siberian for much of their routes); the 4466-km-long service from Toronto to Vancouver uses the route of the Canadian Pacific Railway, completed in 1885.
- 5 In 2011 (the latest figures available), France had 79.5 million international tourist arrivals, the USA had 62.3 million and China 57.6 million; the USA receives by far the most money from international tourism, followed by Spain, France and China.
- 6 In 2001, Tito paid \$20 million to visit the International Space Station, travelling there and back on Soyuz spacecraft.
- 7 America was named after Amerigo (or Américo) Vespucci, 1454–1512, a navigator and explorer who first visited the West Indies in 1497; he later explored the east coast of South America, and deduced that this was a continent unknown to Europe, rather than the eastern fringe of Asia as had been believed; the name America, first used in 1507, originally referred to the southern continent, but was later used for the northern continent as well.
- 8 The 50-km Channel Tunnel, opened in 1994, travels under the English Channel between Dover and Calais; it is used by both passenger and freight trains, as well as vehicles.

Dive in!

- Before discussing the questions as a class, get students to discuss them in pairs first. Encourage students to guess where they think the places in the pictures are (China, France and Russia (Kizhi Island)).

Exercise B

- Read the first paragraph aloud as a class and answer the questions as a class.
- Write students' guesses on the board. This is so that you can refer back to their guesses after they've read the text.

Answers

Students' own answers

Exercise C

- Give students three minutes to skim the text quickly and silently to check their predictions from Exercise B. Tell them to ignore the underlined words for now.
- Elicit answers.



Exercise D

- Tell students that they will be completing a Unified State Exam type exercise (*Reading B3*).
- Explain them that they have to reconstruct the text in exercise C by selecting from list 1–7 the right sentence part to fill each gap (A–F) in the text.
- Remind that there are six gaps but seven sentence parts (one is extra, which does not fit in any of the gaps).
- Ask students to open their books at page 194. Then discuss the strategies for B3 reading tasks with students.
- Give students a few minutes to read the text and try to fill in the gaps.
- Next, get students to check their answers in pairs – encourage them to discuss their answers, reread the text where necessary and find the clues in the text that help them decide on answers.
- Elicit answers.

Answers

A 7 B 6 C 2 D 4 E 3 F 5

Words in context

Exercise E

- Explain the task. Tell students to find the clues in the text that help them decide on an answer.

- Give students three minutes to do the activity.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

- 1 unaccompanied
- 2 resort
- 3 abroad
- 4 exotic
- 5 cabin crew



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198. Then discuss the strategies for C3 speaking tasks with students.
- Check students understand what they have to do and they should be working in pairs.
- Give students a couple of minutes to talk on holidays.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra practice in this type of reading task, refer students to pages 10 and 11 in the Workbook.

Vocabulary Page 20

Aims of the lesson:

To present and practise

- **vocabulary relating to travel** (Exercises A & B)
- **easily confused words: *live* and *stay*** (Exercise C); *travel*, *trip*, *journey* and *voyage* (Exercise D)
- **phrasal verbs relating to travel** (Exercise E)

Exercise A

- Ask students to describe the place in the picture (a cruise ship in a port).
- Ask them if they have ever been to places like the one in the picture or if they have ever travelled by ship.
- Give students a minute to choose the correct answer for each item.
- Elicit answers and check they know the meaning of the wrong options.

Answers

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

Exercise B

- Model the words / phrases for students to repeat (for pronunciation purposes).
- Give students a couple of minutes to complete the exercise. Students may use the dictionary at the back of their Student's Books to find the meaning of the words / phrases.
- Ask them to compare their answers in pairs.
- Elicit answers. Take this opportunity to check students understand the meaning of the words / phrases.

Answers

- 1 taxi rank
- 2 passport
- 3 boarding pass
- 4 traveller's cheques
- 5 terminal
- 6 attractions
- 7 guidebook

Exercise C

- This exercise helps students see the difference between the commonly confused verbs *live* and *stay*.
- Give students a minute to read the example sentences and to choose the correct answers.

Answers

- 1 Stay
- 2 Live

Exercise D

- This exercise helps students see the difference between the commonly confused nouns *travel*, *trip*, *journey* and *voyage*.
- Give students a minute to read the example sentences and to choose the best word to complete the definitions given.
- You could ask students to write the completed definitions in their notebooks.

Answers

- 1 Voyage
- 2 Journey
- 3 Trip
- 4 Travel

Exercise E

- Give students a minute to do the activity alone first. Tell them that the option they choose should make sense in the sentence.
- Check answers.

Answers

1 a 2 b 3 b 4 a



Ask students to complete the exercises on page 12 of the Workbook.

Grammar 1 Page 21

Aims of the lesson:

- to revise forms and main uses of the past simple and past continuous
- to present and practise *used to* and *would* to talk about past habits and / or states

Past simple and past continuous: presentation

- Give students a minute to scan the *Reading* text on page 19 for sentences a–e. This will give them an opportunity to see the language in a richer context.
- Give students a minute to name the tenses and then to match the sentences a–e with the uses 1–5.
- Elicit answers.
- To recap, you might want to read through the relevant section on pages 171 and 172 in the *Grammar database*.

Answers

- a 1 (past simple)
- b 2 (past simple)
- c 4 (past continuous)
- d 5 (past continuous)
- e 3 (past simple)

Exercise A

- This exercise checks students have understood the difference between the uses of the past simple and past continuous.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 went
- 2 stayed
- 3 were still packing
- 4 realized
- 5 were getting off
- 6 was getting on

Exercise B

- Give students a minute to read the text and put the verbs in the past simple or past continuous forms before checking answers.
- Encourage them to read the text carefully for meaning, as this will help them decide on the right tense.

Answers

- 1 drove
- 2 travelled/was travelling
- 3 met
- 4 saw
- 5 had
- 6 was driving
- 7 found
- 8 made

used to and would: presentation

- Explain that we can use *used to* and *would* to talk about the past.
- Give students a minute to read the examples and complete the rules.
- Elicit answers.
- To recap, you might want to read through the relevant section on page 172 in the *Grammar database*.

Answers

- 1 used to; would
- 2 would

Exercise C

- Explain the task. Remind students that the second sentence should have the same meaning as the first and that they must use the word given in brackets.
- Give students a couple of minutes to complete the sentences.
- Ask students to compare their answers in pairs.
- Elicit answers.

Answers

- 1 used to spend
- 2 would go swimming
- 3 didn't use
- 4 would take me

Exercise D

- This exercise offers students the opportunity to practise all the grammatical items in this lesson.
- Give students a minute to read the text and choose the correct answers.
- Encourage them to read the text carefully for meaning, as this will help them decide on the answer.
- Elicit answers.
- Ask what they usually do on their summer holidays.

Answers

- 1 meant
- 2 used to spend
- 3 would go
- 4 were dancing
- 5 didn't use to go



Ask students to complete the exercises on page 13 of the Workbook.

Listening Page 22**Aims of the lesson:**

- to activate students' background knowledge on the topic (Exercise A)
- to listen for gist (Exercise B)
- to listen for specific information (Exercise C)
- to notice words that take the negative prefixes *un-* and *dis-* (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- Ask students to discuss the questions in pairs before discussing them as a class.



04

Exercise B

- Tell students that they will be completing a Unified State Exam type exercise (*Listening B1*).
- Ask students to open their books at page 193. Then discuss the strategies for B1 listening tasks with students.

- Explain that students will listen to four short extracts and then should match speakers 1–4 to the statements A–E.
- Remind that there are four extracts but five statements (one is extra, that does not fit anywhere).
- Highlight the different prepositions used to talk about ways of moving about.
- Play the CD. Students match the speakers to the statements.
- Check answers.
- Alternatively, pause the CD between the extracts and check answers before moving on to the next extract.

Answers

1 A 2 D 3 C 4 B

04 Exercise C

- Ask students to read the questions carefully. They might be able to remember what they heard, so ask them to tentatively answer each question.
- Play the CD for students to check their answers. Tell them to listen to the whole extract before they decide on a definite answer.
- Check answers after each extract. Play the extract a third time if students are getting an answer wrong.

Answers

1 b 2 a 3 b 4 a

Words you heard

Word formation: *un-* and *dis-*

Exercise D

- Read through the extracts from the listening text and ensure students understand how to use the negative prefixes *un-* and *dis-*.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 disagreed
- 2 Unfortunately
- 3 unlucky
- 4 disadvantages
- 5 unfamiliar
- 6 discourage

Quick chat

- Give students a minute to answer the questions in pairs.
- Ask a few students to tell the rest of the class how they prefer to go to school or college.



For extra listening, refer students to page 15 of the Workbook, CD: folder 'Workbook', track 3.

Audioscript

04 Exercises B & C

Speaker 1

Man: I used to walk to school when I was very young and we lived in the town centre, but then we moved to the suburbs and it was a bit too far – it would have taken me at least three quarters of an hour. By bus it was only about ten minutes, unless there was a lot of traffic. My school day started at quarter past eight, so normally I should catch the eight o'clock bus. But the eight o'clock bus usually took more than 20 minutes because there was often heavy traffic at that time. So, I had to get the seven forty-five. I got to school a bit early, but there was no other choice.

Speaker 2

Woman: My school was about ten kilometres away, so there was no way I could walk there. And I didn't really trust public transport either. This was all more than 30 years ago. In those days, the buses were always late and crowded, completely unreliable overall. So I used to cycle to school. It took me about an hour, and it was a way of keeping fit as well! There didn't use to be any cycle routes like there are today, so cycling wasn't as safe as it is now, but then the traffic wasn't as heavy as it is these days, so it wasn't really unsafe. My mum disapproved at first, but, since I'd cycle with a group of friends, she soon stopped worrying.

Speaker 3

Woman: My school was only a ten-minute walk from where I lived, but I never enjoyed walking, and especially in the morning, I couldn't be bothered to walk at all. I was lucky, though, because it was on my mum's way to work, so she used to drive me to school every morning. The best thing about it, apart from not having to walk early in the morning, was that I could comb my hair during the ride. In the afternoon, I didn't really mind walking back home so much – it was in the morning that I found everything very difficult. I think I just never was a morning person. At all.

Speaker 4

Man: I didn't really have to travel to school – you see it was across the street from where I lived. The bus stop was actually further away than the school was. Some of my mates had to get up an hour or more earlier than me and then get the bus or the tube, so in a way you could say I was lucky. But I felt that I was rather unlucky – I was missing out on so many things, like morning walks, bus rides with my friends, and such. And it always seemed that the funniest things happened to them while they were walking to school, so my mornings were never as exciting as theirs.

Pronunciation file 'Say it right!'

Workbook Page 117;

CD folder 'Workbook_Pronunciation file'

[d] [Id] and [t]

Ask students to open their Workbooks at page 117 and look at the pronunciation activities of the unit.

03 Exercise A

- Read through the explanation as a class.
- Play the CD.

04 Exercise B

- Play the CD and students write the words in the right column depending on the sound of the *-ed* ending.
- Play the CD again for students to listen and repeat.

Answers

		[d]	[Id]	[t]
1	changed	✓		
2	cleaned	✓		
3	cycled	✓		
4	depended		✓	
5	disapproved	✓		
6	finished			✓
7	missed			✓
8	spotted		✓	
9	travelled	✓		
10	used	✓		

Audioscript

Say it right!

03 Exercise A

lived
ended
walked

04 Exercise B

- 1 changed
- 2 cleaned
- 3 cycled
- 4 depended
- 5 disapproved
- 6 finished
- 7 missed
- 8 spotted
- 9 travelled
- 10 used

Grammar 2 Page 23

Aims of the lesson:

- to present and practise *when, while, during* and *ago* with past tenses (Exercises A & B)
- to revise and practise possessive adjectives and possessive pronouns (Exercises C & D)

when, while, during and ago: presentation

- Write the sentences from the listening texts on the board and underline the time expressions. Ask students the following questions: *Which two expressions join two parts of a sentence?*
Which two expressions are used in phrases referring to periods of time?
Which expression is used with the past continuous?
- Ask students to complete the rules.
- To recap, you might want to read through the relevant section on page 173 in the *Grammar database*.

Answers

- 1 When; while
- 2 During; ago
- 3 while

Exercise A

- This exercise checks students have understood the distinction between conjunctions of time *when* and *while*, preposition of time *during*, and adverb of time *ago*.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 while
- 2 when
- 3 during
- 4 four years ago
- 5 when
- 6 While

Exercise B

- Give students a minute to do the exercise before checking answers.

Answers

- 1 during
- 2 ago
- 3 when; ago
- 4 while
- 5 during
- 6 when / while

Possessive adjectives and possessive pronouns: presentation

- Write up the two expressions *my friend* and *a friend of mine* on the board. Ask students if they mean the same thing (they do). Explain that they both mean *one of my friends*.
- Books closed, write up the list of possessive adjectives on the board.
- Tell students that *mine* is the possessive pronoun for *my*.
- Elicit the rest of the possessive pronouns from students and write them up on the board.
- Books open, give students a minute to read the example sentence in the presentation box and then complete the rules.
- Check answers.

Answers

- 1 possessive adjectives
- 2 possessive pronouns

Exercise C

- This exercise checks students understand the difference between possessive pronouns and possessive adjectives.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 A: your B: mine
- 2 A: his B: yours
- 3 A: their B: ours

Exercise D

- Give students a minute to do the exercise before checking answers.

Answers

- 1 my
- 2 mine
- 3 ours
- 4 ours
- 5 her
- 6 their
- 7 yours
- 8 her
- 9 their
- 10 his



Ask students to complete the exercises on page 14 of the Workbook.

Practise your English Page 24

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Write *Eurail* on the board and ask students if they can guess what it refers to. Write *pass* next to it and ask students if they can guess what a *Eurail pass* is. Don't confirm or negate their guesses yet as this will spoil the reading activity.
- Ask students to read the first paragraph to find out what *Eurail* is.

Answers

Eurail is used to refer to the European railroads.

Exercise B

- Tell students that they will be completing a Unified State Exam type exercise (*Grammar and Vocabulary A22–A28*).
- Ask students to open their books at page 196. Then discuss the strategies for A22–A28 grammar and vocabulary tasks with students.
- Give students a few minutes to read the text and complete it by choosing the most suitable words from the options given.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas, reread the texts where necessary and find the clues in the texts that help them decide on answers.
- Elicit answers.
- After checking answers, ask students if they think the *Eurail pass* sounds like a good deal.

Answers

1 A 2 B 3 A 4 C 5 C 6 B 7 D 8 C 9 C 10 B

Exercise C

- Explain the activity and do the first item together. Remind students that the meaning of the two sentences should be the same.
- Give students a couple of minutes to do the rest on their own before checking answers.

Answers

- 1 landed when / while
- 2 went to / would go to
- 3 friend of hers
- 4 on foot
- 5 used to / would
- 6 saw me off

Quick chat

- This activity gives students the opportunity to personalize with the text. Ask them to answer the questions in pairs first.
- Discuss the questions as a class.

Speaking Page 25

Aims of the lesson:

- to warm students up (Exercise A)
- to express preferences (Exercise B)
- to present and practise ways of talking about preferences (Exercises C, D & E)
- to practise using ways of talking about preferences in a free speaking collaborative task (Exercise F)

Exercise A

- Give students a minute to brainstorm as many activities as they can think of that people can do at a summer camp by the sea.
- Elicit ideas and write them up on the board.

Exercise B

- Ask students to look at the picture and to check if the ideas they came up with in Exercise A are there.
- Get students, in pairs, to talk about the activities they would prefer to do and why. Give them a couple of minutes for this.

05 Exercise C

- Explain the activity. Check students know the activities by showing them in the picture in Exercise B. Tell students that they will hear what the speakers decide to do for the time slots.
- Play the CD. Students listen and circle the activity the two students decide to do in the four time slots.

Answers

9.00–10.00 beach volleyball
10.00–13.00 swimming
14.00–16.00 singing lessons
18.00–20.00 fishing

05 Exercise D

- Play the CD again for students to listen and note down the expressions they hear.

Answers

Asking about preference

Which do you prefer?

Expressing preference

I'd prefer to ...
I prefer X to Y ...
I'd rather do X ...
I'd rather not do ...

Exercise E

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Give students a minute to transform the sentences using the word in brackets.

Answers

- 1 would you rather go, the seaside or the mountain
- 2 travelling by train to flying / to travel by train
- 3 not go fishing in the evening
- 4 do you prefer, a hotel or a campsite



Exercise F

- Tell students that they will be completing a Unified State Exam type exercise (*Speaking* – two-way conversation part).
- Ask students to open their books at page 198. Then discuss with students the strategies for a part of *Speaking* which includes a dialogue on a particular situation.
- Check students understand what they have to do and they should be working in pairs.
- Give students five minutes to talk about campsite activities.
- Elicit feedback from each pair. Ask them to tell the class what they have decided on for each time slot and why.

Audioscript

05 Exercises C & D

Girl: I hate jogging, especially in the morning. So we'd have to go for either aerobics or beach volleyball. Which do you prefer?

Boy: I don't know. I like aerobics, but it's something you can do anywhere. Beach volleyball, on the other hand, you have to be on the beach to play it. So I'd rather play volleyball in the morning.

Girl: Me too. It'd be fun, and I prefer ball games to aerobics anyway.

Boy: All right, then. What would you like to do next?

Girl: Well, I think football is definitely out of the question. I don't want to play football when I'm by the sea ...

Boy: My feelings exactly. But I like both swimming and sailing. Can't we do both?

Girl: Actually, I think I'd prefer to go swimming after the beach volleyball.

Boy: Fine! Let's do that, then. What about the afternoon?

Girl: Something relaxing, please. Definitely not dance lessons.

Boy: OK then, so the choice is between yoga and singing lessons.

Girl: I'd rather not do yoga. I've heard it's more difficult than it looks.

Boy: Singing then ...

Girl: What about in the evening? Do you feel like going water-skiing?

Boy: No, I don't want to get wet again, and I think bird-watching would be boring, so how about fishing?

Girl: OK, fishing it is!

Writing

Pages 26 and 27

Aims of the lesson:

- to warm students up (Exercise A)
- to read two model stories for gist (Exercise B)
- to analyse two model stories for style and organization (Exercises C, D, E & F)
- to practise planning and writing a story (Exercises G & H)

Exercise A

- Ask students to discuss the questions in pairs for about a minute first before discussing them as a class.

Exercise B

- Tell students they are going to read two stories about surprises.
- Give them two minutes to read them quickly and to match them to the pictures.

Answers

Story 1: picture 2

Story 2: picture 1

Skills development

Style and organization

Exercise C

- Give students a minute to look back at Story 1 to answer the questions.
- Elicit answers.

Answers

Background information:

paragraph 1

The main events:

paragraphs 2 and 3

Conclusion:

the last paragraph

Exercise D

- Give students a minute to reread Story 2 to answer the questions.
- Elicit answers.

Answers

Background to the story:

It was my birthday, but I thought no one remembered it.

None of my friends called to say happy birthday, and even my parents didn't say anything all day.

Result of this:

So I went for a walk on my own in the afternoon and I didn't make any plans for the evening.

The story can be divided into four paragraphs:

It was my birthday, but I thought no one remembered it. None of my friends called to say happy birthday, and even my parents didn't say anything all day.

So I went for a walk on my own in the afternoon and I didn't make any plans for the evening.

When I got back home, it was very quiet. I thought everyone was out and I was alone. But then, a minute later, all the lights went on, and all my friends and family were singing, 'Happy birthday to you'.

That's why no one said anything all day. They wanted to give me a surprise party. And they managed. It was a surprise. And it was also the best birthday party!

Exercise E

- Explain to students that sentences 1–3 express the writer's thoughts and feelings. Including them would make the story more interesting.
- Give students two minutes to reread the story in order to find where the best place to include these sentences would be.

Answers

1 ... *my parents didn't say anything all day.* I was very disappointed. I thought nobody liked me.

2 ... *I thought everyone was out and I was alone.* I decided to watch TV all evening.

3 *And it was also the best birthday party!* Nobody forgot about my birthday after all. And they did love me!

Exercise F

- These phrases are discourse markers that indicate the sequence of events in a story. Using them makes a story easier to read and the events easy to follow.
- Give students a minute to do the task before checking answers. Tell them that some phrases can be used in more than one place in a story.

Answers

- 1 conclusion
- 2 main paragraph(s)/conclusion
- 3 conclusion
- 4 introduction
- 5 main paragraphs
- 6 introduction/main paragraphs

Planning and writing

Exercise G

- Write the title of the story students are going to write, *A surprise holiday*, on the board. Tell them that they are going to write a story with this title.
- Give students a few minutes to make notes for each bullet point.
- In pairs, students tell each other about their surprise holiday. They should discuss each bullet point.

Exercise H

- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 166 for a plan with useful expressions students can use in their story. Remind them to also use expressions from the *Language chunks* box.
- If time allows, ask students to write, or begin to write, their story in class.



Ask students to complete the writing task on page 15 of the Workbook.

Teacher's Resource File:

- Progress test (page 171)
- Communication activities (pages 185, 186)
- Vocabulary exercises (pages 214, 216)
- Self-assessment checklist (page 220)

Editable Tests CD: Unit 2 test



The Golden Ring

Pages 28 and 29

Aims of the lesson:

- to motivate students to learn about Russian history through English
- to read for gist (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercises C)
- to give students an opportunity to organize their own learning experience completing a cross-curriculum project

Exercise A

- Ask students to look at the three questions and see if they can remember the answers.
- Next, get them to quickly skim through the three paragraphs about the particular cities and see if they can confirm / check their ideas.
- Get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

- 1 Suzdal
- 2 Sergiev Posad
- 3 Vladimir

Exercise B

- Explain the activity.
- Give students about three minutes to do the activity. Tell students to find in the text and note down the relevant information with the answers.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

- 1 F (*the first – Suzdal wasn't built until the 11th century*)
- 2 T
- 3 F
- 4 T
- 5 T
- 6 T

Exercise C

- Explain the activity and tell students they will need to read the text in more detail to do it.
- Give students about five minutes to do the activity.
- Tell them to find and jot down where they get their answers from in the text.
- Give students a minute to compare answers in pairs.
- Elicit answers.

Answers

- 1 stunning
- 2 founded
- 3 settle
- 4 invasion
- 5 refuge
- 6 reign
- 7 siege
- 8 spiritual

Project

Students do their own research on the city of their choice and then write a history of the city.



Ready, steady, game on!

Pages 30 and 31

Aims of the lesson:

- to encourage students to learn about unusual sports
- to understand cohesion within the text (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercises C)
- to engage students in discussions to enable them to personalize the cross-cultural topic of the unit (Exercise D)

Exercise A

- Start by writing up the title *Ready, steady, game on!* on the board and ask students to guess what the topic could be. Write up their ideas on the board.
- Now ask students to look at the text / pictures quickly and see which of their ideas were correct.
- Ask students to look at the paragraph headings in exercise A.
- Explain that there are six headings but only five paragraphs (one heading is extra).
- Tell students to read the text quickly (give them a time limit of three minutes) and try to match the headings to the paragraphs.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

- A 2
- B 1
- C 4
- D 6
- E 5

Exercise B

- Explain the activity.
- Give students about three minutes to do the activity. Tell students to find in the text and note down the relevant information with the answers.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

- 1 F
- 2 T
- 3 T
- 4 F ('Ultimate' is a non-contact sport)
- 5 T
- 6 T
- 7 F (Canada were in the 2011 Men's World Cup Final)
- 8 F

Exercise C

- Explain the activity and tell students they will need to read the text in more detail to do it.
- Give students about five minutes to do the activity.
- Tell students to find the words in the text.
- Give students a minute to compare answers in pairs.
- Elicit answers.

Answers

- 1 opponent
- 2 origins
- 3 frenetic
- 4 agility
- 5 recognition
- 6 intercept
- 7 thrills and spills
- 8 foothold
- 9 combination
- 10 similar

Your voice Exercise D

- Ask students to discuss the questions in pairs first.
- Give them up to five minutes to discuss two questions.
- Encourage students to consciously apply *Speaking C3* strategies to a discussion in order to successfully deal with difficulties they might encounter.
- Elicit answers / ideas from students around the class.

Answers

- 1 and 2 Students' own answers



Pages 32 and 33

Exercise 1

- 1 sky diving
- 2 bungee jumping
- 3 extreme sports
- 4 collecting things
- 5 drawing (and) painting
- 6 rock climbing
- 7 goggles
- 8 kick
- 9 pitch
- 10 court (and) net
- 11 horticulture
- 12 calligraphy

Exercise 2

- 1 set off
- 2 guidebook
- 3 see (me) off
- 4 trip
- 5 checked in; boarding pass
- 6 checked out
- 7 passport

Exercise 3

- 1 live
- 2 stayed
- 3 voyage
- 4 journey
- 5 travel
- 6 voyage

Exercise 4

- 1 unlucky
- 2 disagreed
- 3 disadvantage
- 4 unsafe
- 5 disapproves
- 6 discourage

Exercise 5

- 1 excited
- 2 boring
- 3 amazing
- 4 frightened
- 5 frightening
- 6 thrilled

Exercise 6

- 1 I go to school every morning at 8 am.
- 2 At the moment, I'm training for the tennis championship.
- 3 ✓
- 4 ✓
- 5 What are you doing at the moment?
- 6 Where do you go to school?
- 7 These biscuits taste fantastic!
- 8 ✓

Exercise 7

- 1 were you doing
- 2 used to
- 3 was travelling; saw
- 4 played
- 5 ago
- 6 watched

Exercise 8

- 1 would
- 2 used to
- 3 used to
- 4 Did
- 5 used to
- 6 use to

Exercise 9

- 1 your book
- 2 used to/would
- 3 I was walking
- 4 of my friends
- 5 hardly
- 6 used to

3 Just the job for you!

Themes

Work and jobs
Volunteering

Language aims

Grammar

Present perfect simple
Present perfect continuous
Question tags
Polite questions

Vocabulary

Work and jobs
Derivatives (verbs and nouns)
Easily confused words
Phrasal verbs

Skills aims

Reading

Students read three short biographies for gist and specific information

Listening

Students listen to a radio interview for gist and specific information

Speaking

Students conduct a pairwork speaking task in order to practise:

- making suggestions
- agreeing and disagreeing
- exchanging opinions

Writing

Students write a formal email / letter and practise:

- using formal language
- applying for a job

Reading Pages 34 and 35

Aims of the lesson:

- to warm students up (Dive in!)
- to motivate students (Exercise A)
- to read for gist (Exercise B)
- to scan for details (Exercise B)
- to read for specific information (Exercise C)
- to infer lexical meaning from context (Exercise D)
- to personalize the content of the text

Dive in!

- The activity aims to get students thinking about different jobs and what they may involve and how much people doing them might earn. It is meant to be a fun activity with no right or wrong answers.
- Give students two minutes to discuss the questions about the pictures in pairs first.
- Discuss students' guesses as a class.

Answers

The pictures show the following jobs:

- A pilot
- B teacher
- C mechanic
- D vet
- E doctor

Background information

A career test (or career aptitude test) can help you see what you are good at and what you enjoy doing. The results can be used to suggest different jobs that reflect the taker's skills, aptitude and interests.

Exercise A

- Explain to students that sometimes people do career tests to find out what they are good at and what they enjoy doing. This can help them decide what job to do.
- Give students two minutes to do the test for themselves. Explain any unknown words.
- When they have finished, tell them to turn to page 164 for an interpretation of the results. Again, ensure students understand the words describing personality and the jobs in the interpretation.
- Have a class discussion about the results. Do students agree with them?

Exercise B

- Read the first paragraph of the text aloud as a class and ask students to predict what they think the short texts about the three people will be about.
- Give students two minutes to skim the three texts quickly and silently to match each person with a picture.
- When they've finished, give students another two minutes to scan the text to find the qualities each

person had according to the career test they did. Check students understand the meaning of the words.

Answers

Pictures

- 1 B
- 2 A
- 3 C

Qualities

- 1 Jim: creative, confident
- 2 Josh: artistic, clever
- 3 Madeleine: enjoys a challenge, wants excitement

Exercise C

- Discuss as a class key words in the questions that will help students know what information to look for in the texts. Eg: Who was not really helped by the career test?
- Do the first one together. Tell students to scan each text to find where the career test is mentioned. Tell them to read that part of each text carefully to find the answer.
- Give students five minutes to do the rest on their own.
- Tell students to compare their answers in pairs before you check them. Remember to ask them to justify their answers by reading the part of the text that contains it.

Answers

- 1 C 2 A 3 A 4 B and C 5 C 6 B 7 C

Words in context

Exercise D

- Explain the activity and give students three minutes to do it.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

- 1 suits
- 2 Creative
- 3 Industry
- 4 artistic
- 5 challenge
- 6 inventor
- 7 animator
- 8 stunts



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198. Then discuss the strategies for C3 speaking tasks with students.
- Check students understand what they have to do and they should be working in pairs.
- Give students a couple of minutes to talk on jobs.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra practice in this type of reading task, refer students to pages 18 and 19 in the Workbook.

Vocabulary Page 36

Aims of the lesson:

To present and practise

- vocabulary relating to jobs (Exercise A)
- derivatives (verbs and nouns) relating to work (Exercises B & C)
- easily confused words relating to work (Exercise D)
- phrasal verbs relating to work (Exercise E)

Exercise A

- The activity is designed to explain what the jobs are to students.
- Present the job vocabulary and then model it for students to repeat (for pronunciation purposes).
- Give students two minutes to match the jobs with their description.
- Elicit answers.
- Ask students if they know anyone who does these jobs or what they know about these jobs. Get them to tell you if they would like to do any of these jobs. Which one(s) and why?

Answers

- 1 nursery teacher
- 2 flight attendant (also known as a member of the cabin crew)
- 3 factory worker
- 4 mechanic
- 5 civil engineer
- 6 computer technician
- 7 civil servant
- 8 shop assistant

Exercise B

- Give students a couple of minutes to copy the table and complete the derivatives. If students are not sure about the meaning, they may use the dictionary at the back of their Student's Books to look up any unknown words.
- Ask them to compare their answers in pairs.
- Elicit answers. Model the words for students to repeat. Take this opportunity to check students understand the meaning of the words.

Answers

- 1 retire
- 2 application/applicant
- 3 interview
- 4 qualification
- 5 experience
- 6 employ

Exercise C

- Ask students what they think Katie Brown's job involves.
- Tell students to read the text quickly, ignoring the gaps for now, to check their guesses.
- Give students a minute to complete the activity before checking answers. Tell them to read the text carefully as this will help them decide which words to use in each gap.

Answers

- 1 employs
- 2 employees
- 3 qualifications
- 4 experience
- 5 retire

Exercise D

- This exercise helps students see the difference between the commonly confused words relating to work.
- Allow students to read the first sentence and to choose the correct option.
- Check the answer and check that students know the meaning of the other option.
- Model the words in item 3 for students to repeat (colleagues, staff).

Answers

- 1 get
- 2 salary
- 3 colleagues
- 4 earns
- 5 do
- 6 makes

Exercise E

- Give students a minute to do the activity alone first.
- Check answers.

Answers

- 1 e 2 c 3 d 4 b 5 a



Ask students to complete the exercises on page 20 of the Workbook.

Grammar 1 Page 37

Aims of the lesson:

- to present and practise the forms and main uses of the present perfect simple and present perfect continuous

Present perfect simple: presentation

- Give students a minute to read the sentences and to match each with a description.
- Elicit answers.
- Read as a class through the note regarding the words which are often used with the present perfect simple.
- To recap, you might want to read through the relevant sections on pages 173 and 174 in the *Grammar database*.

Answers

- a 2 b 3 c 1

Exercise A

- This exercise provides practice for the form of the present perfect simple.
- Give students a minute to read the text first. Ask them what the person's job involves.
- Students complete the activity. Tell them there is a list of irregular verbs on page 192 for them to refer to if they need to.
- Check answers.

Answers

- 1 Have you ever watched
- 2 've spent
- 3 've travelled
- 4 've just got
- 5 've learnt
- 6 haven't found

Present perfect simple: presentation

- Tell students to match the sentences with the meanings of the present perfect continuous.
- Elicit answers.
- Read the reminder regarding stative verbs.
- To recap, you might want to read through the relevant section on page 174 in the *Grammar database*.

Answers

a 1 b 2

Exercise B

- This exercise checks students understand the difference between the present perfect simple and present perfect continuous.
- Give students a minute to do the activity.
- Ask students to compare their answers in pairs.
- Elicit answers.

Answers

- 1 been waiting
- 2 worked
- 3 been trying
- 4 been driving
- 5 been washing
- 6 wanted

Exercise C

- Explain to students that to do this activity they have to read the text carefully.
- Give students two minutes to read the text and complete it with the right form of the verbs in brackets.
- Encourage them to read the text carefully for meaning, as this will help them decide on the right answer.
- Elicit answers.
- Ask students if they think this person's job sounds interesting. Ask them to tell you why they think it does or doesn't.

Answers

- 1 lost
- 2 thought
- 3 has turned out
- 4 have been working
- 5 have never enjoyed
- 6 have kept
- 7 have just prepared
- 8 took
- 9 thought
- 10 have found



Ask students to complete the exercises on page 21 of the Workbook.

Listening Page 38

Aims of the lesson:

- to activate students' background knowledge on the topic (Exercise A)
- to encourage prediction (Exercise B)
- to listen for gist (Exercise C)
- to listen for specific information (Exercise D)
- to notice and practise the difference in meaning and use of the words *job* and *work* (Exercise E)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- Give students a minute to read the dictionary definitions.
- Discuss the question as a class.

Exercise B

- The purpose of this task is to encourage students to predict the content of the *Listening* extract. It also gives them a good reason to listen to the extract they will hear.
- Give students a minute to read the advertisement for *Be a volunteer!* Don't explain too much to them yet. The purpose of this volunteer programme will become clear once they've heard the *Listening* extract.
- Read through the three options together and ask students to make an educated guess about what working with *Be a volunteer!* would involve. Don't confirm or negate their guesses yet.

06 Exercise C

- Explain that students will listen to a girl talking about her sister's experience as a youth volunteer.
- Play the CD. Students listen and choose the right option.
- Check the answer.
- Now clarify any words students may not be clear about.

Answers

3



06

Exercise D

- Tell students that they will be completing a Unified State Exam type exercise (*Listening A8–A14*).

- Ask students to open their books at pages 193 and 194. Then discuss the strategies for A8–A14 listening tasks with students.
- Explain that students will listen to the radio interview again and then they should choose the correct multiple choice answer to complete each sentence 1–6.
- Ask students to read the sentences carefully. They might be able to remember what they heard, so ask them to tentatively choose an answer.
- Ask them to find key information in the sentences – information that they need to listen out for.
- Play the CD for students to check their answers.
- Play the extract a third time if students are getting an answer wrong.

Background information

VSO stands for Voluntary Service Overseas. It is an independent, international development charity that works with the aid of volunteers to fight poverty in developing countries. It also has a programme giving young volunteers an opportunity to work as volunteers abroad. You can find more information at <http://www.vso.org.uk>.

Answers

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

Words you heard

job and work

Exercise E

- Read through the *Listening* extracts and the explanations and ensure students understand the difference between *job* and *work*.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 job
- 2 works
- 3 work
- 4 job
- 5 jobs
- 6 work

Quick chat

- Give students a minute to answer the question in pairs.
- Ask a few students to tell the rest of the class if they would like to do any voluntary work. If so, what kind and why?



For extra listening, refer students to page 23 of the Workbook, CD: folder 'Workbook', track 4.

Audioscript

06 Exercises C & D

Mitchell: Good morning, listeners, and welcome to *Interesting People*, the programme that invites you, the listener, to tell us about an interesting person you know. With me today is Betty Brackon, a young high school student, whose sister, Jan, is spending 12 whole months as a volunteer in Ghana. (1) Well, hello and welcome, Betty.

Betty: Thanks, Mitchell. Yes, I still can't believe my sister's doing it – she's having an absolutely amazing experience!

Mitchell: So, Betty, first of all, tell us what your sister's doing in Ghana for 12 whole months. (1)

Betty: Well, this year has been a gap year for her. She's taken a year off between finishing high school and going to university, which she plans to do in September. (2) She decided she wanted to do something important, something that would make a difference to people's lives. So she joined *Be a volunteer!* and they sent her to Ghana.

Mitchell: Would you like to tell our listeners what *Be a volunteer!* is, Betty?

Betty: Well, it's a youth volunteer service that involves working in a developing country. A developing country is a country that's working to improve its economic and social situation. Jan was sent to Ghana.

Mitchell: What exactly is she doing there? What skills does she have at 18? I mean, she has worked before, hasn't she?

Betty: Yes, she has some work experience as a sales assistant in a local shop. It was her Saturday morning job while she was at school. (3) But a volunteer in the programme doesn't really need any work experience, because most of what you need, you learn when you're there. You train on the job.

Mitchell: Well, what has she been doing in Ghana?

Betty: In the first month she was there, she helped volunteer teachers in the classroom. Then, two months later, when she was asked to take on a class of her own, she was really surprised. (4) She taught them a little English. They read stories, did a little writing and sang lots of songs. (5) Most of her students were primary school age, and they were absolutely lovely. I think she's really going to miss them when she comes home.

Mitchell: I suppose I don't need to ask you if she's enjoying the work. Is she paid a salary?

Betty: Not exactly. As a volunteer, they cover her basic accommodation and food costs, but that's about

all. (6) She paid for her ticket over, and for most of her day-to-day expenses.

Mitchell: Does she recommend the experience?

Betty: Absolutely! From what she tells me, it's extremely rewarding. She did mention, however, that it isn't always perfect. But overall, she says it's worth it, yes.

Mitchell: Thank you, Betty.

- Get students to practise asking and answering the question tags in pairs (by way of making mini dialogues).
- If time allows, get students to read out a question with a rising or falling intonation. The rest of the class has to guess if the student is sure or not sure.

Answers

- 1 sure
- 2 not sure
- 3 not sure
- 4 sure

Grammar 2 Page 39

Aims of the lesson:

- to present and practise question tags (Exercises A & B)
- to present and practise polite questions (Exercises C, D & E)

Question tags: presentation

- Read through the example sentences. Explain that using question tags is a common way to keep a conversation going in English.
- Read the note regarding the intonation of the tag. Tell students that this will become clearer when they do Exercise B.
- To recap, you might want to read through the relevant section on page 159 in the *Grammar database*.

Exercise A

- This exercise checks students have understood how to form the tag in a question tag.
- Give students a minute to do the exercise before checking answers.

Answers

- | | |
|------------|-------------|
| 1 are you | 4 can't she |
| 2 do we | 5 won't you |
| 3 isn't it | 6 didn't he |

07 Exercise B

- Explain that students have to listen to the intonation of the tag to determine if the question tag is a real question or not. If it goes up, the speaker is not sure and it is a real question. Play the example question first.
- Play the rest for students to decide if the woman is sure or not sure. You might need to play them a second time.
- When you've checked answers, play the CD again for students to listen and repeat.

Polite questions: presentation

- Explain to students that if we do not know the person we are speaking to or writing to (or don't know him / her well), we often use indirect questions to be polite. Situations which would require us to use polite questions include formal emails and job interviews.
- Read the questions in the presentation box as a class.

Exercise C

- This exercise checks students can recognize the difference between direct questions and polite questions.
- Give students a few seconds to do the exercise before checking answers.
- To recap, read through the relevant section on pages 159 and 160 in the *Grammar database*.

Answers

- 1 a polite
b direct
- 2 a polite
b direct

Exercise D

- This exercise checks students can recognize the correct form of polite questions. Tell them to refer to the *Grammar database* on pages 159 and 160 if they need to.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 Could you tell me where I will be working?
- 2 Can I ask if the job is full-time?
- 3 I wonder if you could tell me how much I will be paid.
- 4 Can you tell me why you left your last job?
- 5 Could I ask you to fill in this application form?
- 6 Do you think you could come to work on time?

Exercise E

- Give students a couple of minutes to do the activity before checking answers.

Answers

- 1 what kind of job you would like
- 2 what you are going to do now that you have resigned
- 3 if a high salary is important to you
- 4 I got the job/you could tell me if I got the job
- 5 know what qualifications I need for this job



Ask students to complete the exercises on page 22 of the Workbook.

Audioscript

07 Exercises B

Example

Woman: You're Bill, aren't you?

Man: Yes, how did you know?

1

Woman: You've just started, haven't you?

Man: Why, yes, I have.

2

Woman: You're enjoying it, aren't you?

Man: Yes, I am. Very much.

3

Woman: You've been working with Jill, haven't you?

Man: Yes, I have.

4

Woman: She's lovely, isn't she?

Man: Yes, she is.

Practise your English Page 40

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Write *Engineers Without Borders* on the board and ask students if they have ever heard of this organization (it is unlikely that they will say yes). Tell students that they are going to read a text about *Engineers Without Borders*.
- Get students to read the text quickly to find out who Pierre Tomas is. Tell them to ignore the gaps for now.

Background information

Engineers Without Borders is an organization that, with the aid of volunteers, helps build engineering projects in developing nations. You can find out more about them at <http://www.ewb-international.org/>.

Answers

Pierre Tomas is an engineer who volunteers for EWB.

Exercise B

- Tell students that they will be completing a Unified State Exam type exercise (*Grammar and Vocabulary B11–B16*).
- Ask students to open their books at pages 195 and 196. Then discuss the strategies for B11–B16 grammar and vocabulary tasks with students.
- Give students a few minutes to read the text and change the words given so that they fit into the text both by meaning and part of speech.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas, reread the texts where necessary and find the clues in the texts that help them decide on answers.
- Elicit answers.

Answers

- 1 engineer
- 2 developing
- 3 extremely
- 4 application
- 5 directly
- 6 rewarding

Exercise C

- Give students a couple of minutes to do the activity before checking answers.

Answers

1 B 2 D 3 A 4 D 5 B 6 C 7 C 8 A 9 D

Quick chat

- This activity gives students the opportunity to personalize with the text. Ask them to answer the question in pairs first.
- Discuss the question as a class.

Speaking Page 41

Aims of the lesson:

- to set the context of the *Listening* and *Speaking* tasks (Exercise A)
- to present ways of making suggestions, agreeing and disagreeing (Exercise B)
- to offer controlled practice of the new speaking functions (Exercise C)
- to practise the new speaking functions in a free speaking collaborative task (Exercise D)

08 Exercise A

- Read the instructions and play the CD.
- Check the answer.

Answers

Students are talking about helping out in their local community (volunteering).

08 Exercise B

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the CD again for students to listen and note down the expressions they hear.
- Tell students to compare their answers in pairs before you check them.

Answers

making suggestions

Let's ...

We could ...

Yes, and ...

Wouldn't it be better if people didn't ...

How about ...

This looks like ... , doesn't it?

agreeing

You're right.

True.

Yes, ...

I agree ...

Absolutely!

disagreeing

Yes, but ...

I don't agree ...

I'm not sure that's a good idea.

Exercise C

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Explain the activity and tell students to refer to the jobs on the vocabulary page if they need to. Remind students to use expressions from the *Language chunks* box.
- Give students two minutes to do the activity in pairs.

Exercise D

- The *Speaking* task has been broken down into three questions that students need to answer in pairs. This is so that it is guided and more structured. This should make it easier for students to do. Tell students that the conversation between two students they listened to in exercises A and B could be used as a model to discuss the questions given.
- Read the instructions to the activity and give students a couple of minutes to read through the leaflet. Check students understand what they have to do.
- Remind them they can use expressions from the *Language chunks* box.
- Give students five minutes to do the task in pairs.
- Elicit feedback from the class about the various jobs.

Audioscript

08 Exercises A & B

Girl: This one looks like a useful job, doesn't it?

Boy: What is it?

Girl: It's visiting elderly people who can't leave their homes and helping them.

Boy: Oh! Yes, you're right. It would be useful. It must be sad for them to need something done and not be able to do it themselves.

Girl: True. We could do their shopping ...

Boy: Yes, and keep them company. I think it would be very useful.

Girl: I agree. What about this one?

Boy: It's assisting at the local library. What do you think?

Girl: I'm not sure that's a good idea – for us, I mean. I'd rather be out doing something.

Boy: Yes, you're right. How about this?

Girl: It looks like people picking up litter from public places. That would be useful.

Boy: Absolutely! It would help us keep the streets clean.

Girl: Yes, but wouldn't it be better if people didn't throw their rubbish down in the first place?

Boy: You're right of course, but they do, so someone needs to help keep the streets clean.

Girl: I don't agree. Let's talk about this one ...

Pronunciation file 'Say it right!'

Workbook Page 117;

CD folder 'Workbook_Pronunciation file'

Connected speech: shortened forms and word linking

Ask students to open their Workbooks at page 117 and look at the pronunciation activities of the unit.

05 Exercise A

- The activity aims to make students aware of word linking.
- Explain that students will need to write the sentences they hear and then count the number of words in each sentence.

06 Exercise B

- Play the CD again for students to listen and repeat, paying special attention to the words that are linked.

07 Exercise C

- Play the CD a third time for students to underline the words that are linked. Then, in pairs, students practise saying the sentences.

Answers

- 1 I've always been good at art. (7 words)
- 2 She's accepted the job. (5 words)
- 3 Haven't I always said it would be good to be an actor? (13 words)

Audioscript

Say it right!

05-07 Exercise A, B & C

- 1 I've always been good at art.
- 2 She's accepted the job.
- 3 Haven't I always said it would be good to be an actor?

Writing Pages 42 and 43

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to check understanding of a job advertisement (Exercise B)
- to analyse a model email of application for content and style (Exercises C & D)
- to practise formal language (Exercise E)
- to practise planning and writing an email / letter of application (Exercises F, G & H)

Exercise A

- Discuss the jobs in the pictures as a class (waitress, lifeguard, shop assistant).
- Ask students if they've ever had a summer job or if they know someone who has.

Exercise B

- Give students a minute to read the job advertisement.
- Discuss the questions as a class.

Answers

- 1 You have to write a formal letter because you are applying for a job and you do not know the person you are writing to.
- 2 You have to provide the information in the bullet points. That is, if you speak English, if you are hard-working and if you have any experience of café work.
- 3 You might ask questions regarding days, hours and pay.

Skills development

Formal and informal register

Exercise C

- This activity checks students' awareness of email format and formal register in emails / letters of application.
- Give students two minutes to read the email and to choose the best answer to complete the gaps.
- Elicit answers. Ask students what makes the other option in each item inappropriate for a formal email.

Answers

- 1 a 2 b 3 a 4 a 5 a

Exercise D

- Give students a minute to reread the email to answer this question.
- Elicit the answer by getting students to read out the relevant part of the email.

Answers

Yes, he does.

Exercise E

- Give students a few minutes to rewrite each sentence. Remind them to look back at the model email.
- Elicit more formal sentences from students. Accept any sentence that sounds appropriately formal.

Possible answers

- 1 I am looking forward to hearing from you.
- 2 I am very hard-working.
- 3 Yours sincerely,
- 4 I am writing to apply for the job in your café.
- 5 Please do not hesitate to contact me if you would like more information.

Planning and writing

Formal and informal register

Exercise F

- Give students a minute to read the job advertisement.
- Work through the bullet points and elicit from students things they could say in an email/letter that would show they had the required qualities. For example, they may be reliable because they are never late.
- Give students a few minutes to write sentences describing themselves.
- Monitor and offer any help if needed.

Exercise G

- Elicit questions they may have about the job and put them on the board.
- Give students a minute to write two polite questions they would like to include in their email / letter.

Exercise H

- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 166 for a plan with useful expressions students can use in their email. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their email / letter in class.



Ask students to complete the writing task on page 23 of the Workbook.

Teacher's Resource File:

- Progress test (page 172)
- Communication activities (pages 187–189)
- Vocabulary exercises (pages 215, 216)
- Self-assessment checklist (page 221)

Editable Tests CD: Unit 3 test

4

The wrong side of the law

Themes

Crime and punishment
House and home

Language aims

Grammar

Past perfect simple
Past perfect continuous
Comparatives and superlatives

Vocabulary

Crime and punishment
Easily confused words
Phrasal verbs

Skills aims

Reading

Students read a story for gist and detail

Listening

Students listen to a conversation for gist and detail

Speaking

Students conduct a pairwork speaking task in order to practise:

- talking about pictures
- fillers when hesitating
- correcting themselves

Writing

Students write a story and practise paragraphing and narrative tenses

Reading Pages 44 and 45

Aims of the lesson:

- to warm students up and encourage prediction (Exercise A)
- to encourage prediction and motivate students (Dive in!)
- to encourage prediction (Exercise B)
- to read for gist and to check predictions (Exercise C)
- to read for details (Exercise D)
- to infer lexical meaning from context (Exercise E)
- to personalize the content of the text (Quick chat)

Exercise A

- Explain to students that each text is about an unsuccessful criminal or crime.
- Give students two minutes to read the texts first.
- Check students have understood what the criminals did wrong in each story.
- Give students two minutes to discuss how they think each story continues.
- Discuss students' ideas as a class.

Possible answers

In each case the police were probably notified and the criminals were probably arrested.



- The activity aims to motivate students to listen and read about crime, to involve discussing of the listening text to predict what will happen as well as to arouse students' curiosity. Tell them it relates to the story they are going to read in Exercise C.
- Explain the activity and then play the CD. Play the extract a second time if needed.
- Discuss answers as a class. Accept any reasonable guesses to the second question as there is no right or wrong answer. Tell students they will find out if they were right or wrong once they've read the story (Exercise C).

Answers

It appears the burglars have not taken anything.

Exercise B

- Write the title of the story on the board.
- Students work in pairs. Give them one minute to predict what they think happens in the story. Do not tell them if they are right or wrong as this will spoil the next exercise.

Exercise C

- Give students five minutes to read the story silently to check their predictions.
- Alternatively, it might be more fun to read the story aloud.

Exercise D

- Tell students that they will be completing a Unified State Exam type exercise (Reading A15–A21).

- Ask students to open their books at page 195. Then discuss the strategies for A15–A21 reading tasks with students.
- Ask students to read the questions and unfinished statements (1–5) as well as suggested options (a–d) of answers/finishing statements. Check students understand that upon reading the story a second time they have to choose options they think are best.
- Tell students to find and note down key words in the questions that will help them know what information to look for in the texts. Eg: *Why did the writer find it difficult to believe there had been a burglary?* (key words here: the writer, difficult to believe)
- Do the first one together. Tell students to scan the story to find where the writer talks about the fact that she finds it difficult to believe there was a burglary (second paragraph). Tell them to read that part of the text carefully to find the answer.
- Elicit the answer.
- Give students five minutes to do the rest on their own.
- Tell students to compare their answers in pairs before you check them. Remember to ask them to justify their answers by reading the part of the text that contains it.

Possible answers

- 1 c (paragraph 2)
- 2 b (paragraph 3)
- 3 a (paragraph 5)
- 4 d (paragraph 7)
- 5 b (paragraph 8)

Words in context

Exercise E

- Explain the activity and give students three minutes to do it. Encourage them to use the context to help them understand what the words in bold mean.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

- 1 arrested; accused
- 2 broken into
- 3 stolen
- 4 owned up to
- 5 fingerprints
- 6 investigate
- 7 suspicious

Quick chat

- Ask students to discuss the question in pairs first.
- Discuss students' ideas as a class.



For extra practice in this type of reading task, refer students to pages 24 and 25 in the Workbook.

Audioscript



Man: The doors and windows were all locked. They obviously had a key.

Woman: Yes, I think we can be sure of that.

Man: I wonder, though, why they didn't take anything from the living room ...

Woman: Everything is in a mess, and yet nothing is missing here – the TV set, the DVD player, the stereo ... they're all here ...

Man: And even the silverware, which would have been easy to steal, is untouched.

Woman: Well, we haven't looked at the bedrooms yet. Perhaps they found what they were looking for in one of the bedrooms.

Man: But the owners said no cash or jewellery has been taken ... And there isn't anything else that is valuable in the house.

Woman: What about the children's rooms? Maybe there was something there that the burglar was interested in.

Man: Perhaps. Though I can't imagine what it might be.

Woman: And it doesn't look like someone interrupted them. They must have been here for at least an hour. They had all the time in the world to take whatever they wanted and run ...

Vocabulary Page 46

Aims of the lesson:

To present and practise

- vocabulary relating to crime and punishment (Exercises A, B & C)
- easily confused words relating to crime (Exercises D & E)
- phrasal verbs relating to crime
- to personalize the themes raised in the lesson

Exercise A

- Present the crime vocabulary and then model it for students to repeat (for pronunciation purposes).
- Students will already know some of these words, so give them a couple of minutes to do the activity on their own first before checking answers.
- Alternatively, allow students to use the dictionary at the back of their Student's Books to look up the words and ask them to work in pairs.
- Elicit answers.

Answers

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

Exercise B

- Explain the activity and give students a couple of minutes to unscramble the anagrams.
- Ask them to compare their answers in pairs.
- Elicit answers. Model the words for students to repeat.

Answers

2 arsonist
3 burglar
4 kidnapper
5 robber
6 shoplifter
7 smuggler

Exercise C

- Give students a minute to complete the activity before checking answers. Tell them to read the sentences carefully as this will help them decide which words from Exercise B to use in each gap.

Answers

1 kidnapper
2 arsonist
3 burglary/robbery
4 shoplifter
5 smuggler

Exercise D

- This exercise helps students see the difference between the commonly confused words *steal* and *rob*.
- Give students a minute to read the example sentences and to choose the correct option.
- Check answers.

Answers

1 steal
2 rob

Exercise E

- Give students a minute to choose the correct word in each sentence before checking answers.

Answers

1 robbed
2 stealing
3 robbing
4 stolen

Exercise F

- Give students a minute to do the activity alone first. Tell them to use the context of the sentence to help them understand the meaning of the phrasal verbs.
- Check answers.

Answers

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



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198. Then discuss the strategies for C3 speaking tasks with students.
- Check students understand what they have to do and they should be working in pairs.
- Give students a couple of minutes to talk on crimes. Encourage them to use words from exercises A–F on page 46.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



Ask students to complete the exercises on page 26 of the Workbook.

Grammar 1 Page 47

Aims of the lesson:

- to present and practise the forms and main uses of the past perfect simple and past perfect continuous

Past perfect simple and past perfect continuous: presentation

- Write the following sentence on the board: *My younger brother came home shortly after the police had left.*
- Ask: *Which action happened first – the police left or my brother came home?* (the police left).
- Read the explanations in the presentation box as a class.
- Read through the note regarding the time expressions as a class.
- To recap, you might want to read through the relevant section on pages 175 and 176 in the *Grammar database*.

Exercise A

- This exercise checks students understand the difference between the past perfect and past simple.
- Give students a minute to do the activity before checking answers.

Answers

- 1 had removed
- 2 had robbed
- 3 had been
- 4 had just got
- 5 came
- 6 arrived

Exercise B

- Explain the activity and give students a minute to do the activity.
- Ask students to compare their answers in pairs.
- Elicit answers.

Answers

- 1 had broken
- 2 had been waiting; arrived
- 3 had broken
- 4 had not taken; had stolen
- 5 had been sleeping; had been waiting

Exercise C

- Ask students to guess what they think might be happening in the picture and who the people are.
- Give students a minute to quickly read the text to check their guesses. Tell them to ignore the gaps for now.
- Explain to students that to do this activity they have to read the text carefully.
- Give students two minutes to read the text again and complete it with the right form of the verbs in the box. Encourage them to read the text carefully for

meaning, as this will help them decide on the right answer.

- Elicit answers.

Answers

- 1 had been walking
- 2 heard
- 3 saw
- 4 had stolen
- 5 had screamed
- 6 had not suspected
- 7 had been sitting



Ask students to complete the exercises on page 27 of the Workbook.

Listening Page 48

Aims of the lesson:

- to encourage prediction (Exercise A)
- to listen for gist (Exercise B)
- to listen for detail (Exercise C)
- to notice and practise the difference in meaning and use of the words *bring* and *take* (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- The purpose of this task is to encourage students to predict the content of the *Listening* extract.
- Give students a few minutes to read the advertisements and discuss their opinions. Check students understand the language used to describe the homes.
- Elicit opinions from students.

10 Exercise B

- Explain that students will listen to a family talking about the advertisements.
- Play the CD. Students listen and choose the advertisement the family does not talk about. Play the extract again if needed.
- Check the answer.

Answers

2



10 Exercise C

- Tell students that they will be completing a Unified State Exam type exercise (*Listening A1–A7*).

- Ask students to open their books at page 193. Then discuss the strategies for A1–A7 listening tasks with students.
- Ask students to read statements 1–7 carefully. They should decide whether they are true or false statements, or information is not given in the listening text. They might be able to remember what they heard, so ask them to tentatively choose an answer.
- Play the CD for students to check their answers.
- Play the extract again if students are getting an answer wrong.

Answers

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

Words you heard

bring and take

Exercise D

- Read through the *Listening* extracts and definitions. Ensure students understand the difference between *bring* and *take*.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 take
- 2 brings
- 3 brought
- 4 taken

Quick chat

- This activity gives students the chance to talk about the topic in a personal and meaningful way.
- Give students two minutes to discuss in pairs the advantages and disadvantages of moving to a different area.
- Elicit ideas and have a class discussion on the topic.



For extra listening, refer students to page 29 of the Workbook, CD: folder 'Workbook', track 5.

Audioscript

10 Exercises B & C

Woman: Let me bring the paper. I've circled the most interesting ads. Here! What do you think of this one?

Man: Looks good. Three bedrooms, only two bathrooms, but I think we can manage. The children could share a bathroom ...

Woman: Definitely. I don't think that's a problem at all. I mean, we only have one bathroom at the moment, so, all in all it's as big as this house. (1) But it's definitely much better than where we live. And it has a garden, and it's in a really quiet residential area.

Man: Yes ... The only problem is, it doesn't say how much it is. (2)

Woman: No, let's just hope it's not too expensive. I don't think we can go on living here much longer.

Man: Absolutely not. We've got to move as fast as we can. It's not just the lack of space, it's the area as well (3) that's a problem.

Woman: I know. Only yesterday there were two burglaries in the neighbourhood. This must be the most dangerous area to live in!

Man: Absolutely. It has become the worst area, by far ... Now ... how about this one? It's within our price range ...

Woman: Yes, and it looks ideal – living room, three bedrooms, three bathrooms, study, laundry room ... Oh, but it has an open-plan kitchen.

Man: So what? It's not a problem, is it? I mean, most kitchens these days are open-plan. And they're more comfortable than the tiny kitchen we have now.

Woman: Yes, I know, but I don't really like them, open-plan kitchens, I mean.

Man: Come on, everything else looks perfect. I think we should give it a try.

Woman: Are you sure? We don't even know if it has a garden, and it doesn't say anything about central heating. Maybe the bedrooms aren't as big as the ones we have now.

Man: You're right. And it doesn't say where it is, either. (4) That's rather suspicious ...

Woman: Well, it is a bit too good to be true ...

Boy: Hi, Mum! Hi, Dad! What's up?

Woman: Hello, Tom. How is your cold? Are you feeling better today?

Boy: Yeah. Hey, what are you looking at those ads for?

Woman: Nothing, dear. We were just looking at houses for sale.

Boy: What for? We're not buying another house, are we? (5)

Man: As a matter of fact, we are, Tom. We've decided to move to a quieter area.

Boy: You can't be serious! I've lived here all my life, all of my friends are here, we can't move. And what about all my stuff? (6)

Man: Come on, Tom, you can take your stuff with you, it's not as if you'll leave your things behind ... I don't think your stuff is the problem.

Boy: And what about my friends? And school? I'll have to get up earlier every day if we move. And the gym? And ...

Grammar 2 Page 49

Aims of the lesson:

- to revise and practise comparatives and superlatives

Comparatives and superlatives: presentation

Exercise 1

- Give students two minutes to read through the extracts from the *Listening* texts and answer the questions.
- Check answers.

Exercise 2

- Again, give students a minute to complete the rules about forming comparatives and superlatives.
- Check answers.
- Read the note regarding irregular adjectives.
- To recap, you might want to read through the relevant section on page 176 in the *Grammar database*.

Answers

Exercise 1

- 1 c
- 2 a, e, f and g
- 3 b and d

Exercise 2

We use **as** + adjective + **as** to compare two things that are the same.
If an adjective has only one syllable, we add:
– **er** to form the comparative;
– **est** to form the superlative.
If an adjective has two or more syllables, we usually put the word:
– **more** before the adjective to form the comparative;
– **the most** before the adjective to form the superlative.

Exercise A

- This exercise checks students have understood how to form comparatives and superlatives.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 cheaper
- 2 more
- 3 than
- 4 cooler
- 5 least
- 6 more
- 7 good
- 8 most

Exercise B

- Explain the exercise and give students two minutes to do it before checking answers. Check students have spelt the adjectives in items 2 and 4 correctly.

Answers

- 1 worst
- 2 bigger
- 3 most expensive
- 4 furthest
- 5 taller

Exercise C

- Explain the activity. Remind students that the meaning of the two sentences should be the same.
- Give students two minutes to do it before checking answers.

Answers

- 1 more fashionable than
- 2 as beautiful as
- 3 the fastest
- 4 are older than
- 5 the biggest



Ask students to complete the exercises on page 28 of the Workbook.

Practise your English Page 50

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Get students to discuss the question in pairs first.
- Ask students the question around the class.
- Ask students if they can name the painting in the picture (the *Mona Lisa* by Leonardo da Vinci).

Exercise B

- Ask students the question and then give them two minutes to read the text quickly to find the answer. Tell them to ignore the gaps for now.

Answers

Vincenzo Peruggia was an Italian thief who stole the *Mona Lisa* from the Louvre Museum in 1911.

Exercise C

- Tell students that they will be completing a Unified State Exam type exercise (*Grammar and Vocabulary B4–B10*).
- Ask students to open their books at page 195. Then discuss the strategies for B4–B10 grammar and vocabulary tasks with students.
- Give students a few minutes to read the text and change the form of the given words so that they fit completely into the text.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas, reread the texts where necessary and find the clues in the texts that help them decide on answers.
- Elicit answers.

Answers

- 1 stranger
- 2 was painted
- 3 had stolen
- 4 didn't arrest
- 5 was lost
- 6 had been searching
- 7 had been created

Background information

Vincenzo Peruggia received only a short prison sentence for the theft. He was released from prison to serve in World War 1.

Exercise D

- Give students a couple of minutes to do the activity before checking answers.

Answers

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

Quick chat

- This activity gives students the opportunity to personalize with the text. Ask them to answer the question in pairs first.
- Discuss the question as a class.

Speaking Page 51

Aims of the lesson:

- to set the context of the Listening and Speaking tasks (Exercise A)
- to present ways of filling hesitations and correcting yourself (Exercises B & C)
- to offer controlled practise of the new language (Exercise D)
- to practise talking about pictures and using fillers when hesitating in a free speaking task (Exercise E)

Exercise A

- Give students a few minutes to describe their homes to each other by answering the questions.
- Elicit feedback on how similar students' homes are.

Exercise B

- Read the instructions and play the CD.
- Elicit feedback on how similar or different the home being described is from students' homes.

Exercise C

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the CD again for students to listen and note down the expressions they hear.

Answers

Needs time to think (hesitating)

Just a moment ...

What's the word for it, ... ?

Correcting yourself

Or rather ...

I mean ...

Exercise D

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Explain the activity and give students a couple of minutes to rewrite the underlined words / phrases.
- Elicit ideas by getting students to read out the whole utterance with the new phrase / word. Accept any that make sense and are correct.

Possible answers

- 1 I mean / or rather / sorry
- 2 Let me try again / That's not what I meant to say / Or rather / etc.
- 3 just a moment
- 4 how shall I put it

Exercise E

- This activity is a kind of guessing game.
- Read the instructions and explain to students that they should not tell which picture they are describing.
- To make it clear what they should do, you could demonstrate by describing one of the pictures yourself and getting students to guess which picture you are describing.
- Tell students to spend at least 30 seconds describing their picture to their partner.
- Remind them they can use expressions from the *Language chunks* box.
- Give students about five minutes to do the task in pairs. When they've each had a turn, tell them to choose another picture to describe.

Audioscript

011 Exercises B & C

Woman: Tell me something about your home.

Boy: OK ... I live in a house ... or rather an apartment on the fifth floor of a modern block. I mean apartment block. There are two bedrooms, a living room, a kitchen, a bathroom and a toilet.

Woman: Can you describe your bedroom for me please?

Boy: Yes. It's quite a large room, but there is so much ... just a moment ... there is so much furniture in it that it looks small. You see, there are two beds, because I share the room with my brother, and two desks, two ... what's the word for it ... ah, yes, bookcases, and also a TV set and a stereo. And it's painted yellow. And it has a brown carpet.

Pronunciation file 'Say it right!'

Workbook Page 118;

CD folder 'Workbook_Pronunciation file'

Word stress

Ask students to open their Workbooks at page 118 and look at the pronunciation activities of the unit.

008 Exercise A

- The activity aims to make students aware of word stress.
- Play the CD for students to listen and tick the right column.
- Play the CD again for students to listen and repeat.

Answers

		Oo	oO
1	kitchen	✓	
2	brother	✓	
3	finish	✓	
4	burglar	✓	
5	learner	✓	
6	bedroom	✓	
7	bookcase	✓	
8	bathroom	✓	

Exercise B

- Students complete the rules.

Answers

- 1 first
- 2 first

009 Exercise C

- Give students a minute to tick the right column according to stress before checking.
- Play the CD for students to listen and check.
- Play the CD again for students to listen and repeat.

Answers

		Oo	oO
1	arson	✓	
2	bookshop	✓	
3	laptop	✓	
4	locker	✓	
5	murder	✓	
6	sofa	✓	
7	tablecloth	✓	
8	teacher	✓	
9	toilet	✓	

Audioscript**Say it right!****08 Exercise A**

- 1 kitchen
- 2 brother
- 3 finish
- 4 burglar
- 5 learner
- 6 bedroom
- 7 bookcase
- 8 bathroom

09 Exercise C

- 1 arson
- 2 bookshop
- 3 laptop
- 4 locker
- 5 murder
- 6 sofa
- 7 tablecloth
- 8 teacher
- 9 toilet

Writing Pages 52 and 53**Aims of the lesson:**

- to encourage prediction and to motivate students (Exercise A)
- to read a model story for gist (Exercise B)
- to analyse a model story for organization (Exercise C)
- to analyse a model story for tenses (Exercise D)
- to practise narrative tenses (Exercise E)
- to practise planning and writing a story (Exercises F & G)

Exercise A

- Explain the activity and ask students to work in pairs.
- Give students two minutes to come up with a possible scenario for the story based on the phrases.
- Elicit ideas students have come up with from the them. Don't give anything away as this will spoil the next exercise.

Exercise B

- Give students a minute to read the story in order to check their predictions from Exercise A. Explain to students that the paragraphs in the story are not in the correct order and tell them to ignore this for now.
- Elicit the answer.

Answers

The 'criminals' were Mark's parents.

Skills development**Paragraphing****Exercise C**

- This activity checks students' awareness of how to organize a story.
- Give students two minutes to read the story again and to put the paragraphs in the right order according to the plan given.
- Elicit answers. Ensure students understand the function of each paragraph.

Answers

C, A, D, B

Tenses for telling a story

Exercise D

- Give students a minute to scan the story to find all the past tenses.
- Discuss the questions as a class.

Answers

- 1 paragraphs A and D (because they describe the main events that took place)
- 2 The past simple, past continuous, past perfect

Exercise E

- This activity gives students a chance to practise narrative tenses within the context of a story.
- Give students a few minutes to put the sentences in the right tense. Remind them to look back at the model story for help.
- Check answers.

Possible answers

It **was** early in the morning. My parents **had not got up** yet and my sister **was still sleeping**.

I **had just come** home from school. My parents **were sitting** in the living room watching TV.

I **was** on my way to school. My best friend **had picked** me up and we **were walking** together through the park.

Planning and writing

Exercise F

- Give students a minute to read the advertisement. Check they understand that they must begin their stories with the sentence given.

Exercise G

- Give students a few minutes to read the bullet points and make notes.
- Monitor and offer any help if needed.
- When they've finished, tell students to work in pairs and to share their ideas for their stories.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 166 for a plan with useful expressions students can use in their stories. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their story in class.



Ask students to complete the writing task on page 29 of the Workbook.

Teacher's Resource File:

- Progress test (page 173)
- Communication activities (pages 190–192)
- Vocabulary exercise (page 217)
- Self-assessment checklist (page 222)

Editable Tests CD: Unit 4 test



Learn about geometry

Units 3 and 4

1. Geometry in the real world 2. Euclid and Pythagoras

Pages 54 and 55

Aims of the lesson:

- to motivate students to learn about geometry through English
- to read for gist (Exercise A)
- to read for specific information (Exercises B & F)
- to practice key vocabulary (Exercises C & D)
- to give students an opportunity to organize their own learning experience completing a cross-curriculum project

Exercise A

- Ask students to read the questions and answer them before reading the text.
- Give students a minute to brainstorm in pairs as many ideas they can think of. Put students' ideas on the board. This is so that you can refer back to them after students have read the text.
- Give students a few minutes to skim text 1 and find the relevant information.
- Elicit answers and ask students to justify their choice.
- Ask if any of the ideas they thought of are mentioned in the text. Have a class discussion of the questions.

Answers

- 1 Because they need to be able to measure the length, width, height, depth and area of the spaces they design for and constructions they make.
- 2 a flight attendant
- 3 They both contain geometric structures.

Exercise B

- Give students about a minute to skim the texts quickly and silently in order to answer the question.
- Check answers as a class.

Answers

- 2D – f, g, h, i
3D – a, b, c, d, e

Exercise C

- Give students a couple of minutes to complete the task. You might want to allow them to use the dictionary at the back of their Student's Books to help them with some of the words.
- Elicit answers.

Answers

- a sphere
- b cone
- c cylinder
- d cube
- e pyramid
- f triangle
- g square
- h circle
- i rectangle

Exercise D

- Draw a square and cube on the board. Ask a volunteer to label different parts of them.
- Next, get students to complete the task in pairs – encourage them to discuss their ideas and reread text 2 about Euclid where necessary.
- Elicit answers.

Answers

- square – 4 angles, 4 sides
cube – 6 faces, 8 corners, 12 edges

Exercise E

- Give students a minute to complete the task.
- Elicit answers.

Answers

- a diameter
- b radius, circumference

Exercise F

- Ask students to read the questions.
- Next, give students a few minutes to skim the text about Pythagoras, label different parts of the right-angled triangle and calculate side *c* in it.
- Invite a volunteer to draw and label the triangle on the board and write the length of side *c*.

Answers

- 1 side a, side b, side c
angle (between sides 'a' and 'b')
- 2 $c = 12.73 \text{ cm}$

Project

Students do their projects on geometrical structures.



Weird laws

Pages 56 and 57

Aims of the lesson:

- to learn about strange laws in different states of the USA
- to understand cohesion within the text (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercises C)
- to engage students in discussions to enable them to personalize the cross-cultural topic of the unit (Exercise D)

Exercise A

- Ask students to look at the sentences in exercise A.
- Explain that there are seven sentences but only six gaps in the text (one sentence is extra).
- Tell students to read through the text and try to complete the gaps.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

- A 4
B 7
C 5
D 6
E 1
F 2
Extra sentence: 3

Exercise B

- Explain the activity and tell students that they will need to read the text in more detail to do it.
- Give students about six minutes to do the activity.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

- 1 for throwing a ball (at a policeman)
- 2 The sea was over 500 miles away.
- 3 twice (In Colorado and Utah)
- 4 There were mice in his hotel room.
- 5 Europe or Asia
- 6 7
- 7 fishing / catching mice

Exercise C

- Explain the activity. Students should find the words in the text, note them down and match them with the definitions given.
- Give students about five minutes to do the activity.
- Give students a minute to compare answers in pairs.
- Elicit answers

Answers

- 1 illegal
- 2 weird
- 3 sidewalk
- 4 crack
- 5 bribe
- 6 permit
- 7 checkout

Your voice Exercise D

- Ask students to discuss the questions in pairs first.
- Give them up to five minutes to discuss two questions.
- Encourage students to consciously apply *Speaking C3* strategies to a discussion in order to successfully deal with difficulties they might encounter.
- Elicit answers / ideas from students around the class.

Answers

- 1 and 2 Students' own answers



Pages 58 and 59

Exercise 1

- 1 qualifications
- 2 civil engineer
- 3 flight attendant
- 4 retired
- 5 interview
- 6 staff

Exercise 2

- 1 murder; murderer
- 2 burglary; burglar
- 3 shoplifting; shoplifter
- 4 kidnapping; kidnapper
- 5 arson; arsonist
- 6 smuggling; smuggler
- 7 robbery; robber

Exercise 3

- 1 robbed
- 2 earns / money
- 3 work
- 4 brought
- 5 makes
- 6 earn
- 7 staff
- 8 do

Exercise 4

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

Exercise 5

- 1 tallest
- 2 higher
- 3 oldest
- 4 most impressive
- 5 more beautiful
- 6 strangest

Exercise 6

- 1 wasn't it
- 2 did you
- 3 haven't they
- 4 won't he
- 5 are they

Exercise 7

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

Exercise 8

- 1 what this job involves
- 2 what you'll do if you don't get the job
- 3 if the job pays well
- 4 tell me when the interview will be
- 5 know if I need to work on Saturdays



Ask students to complete Progress test 1 on pages 32 and 33 of the Workbook.

5 Spending money!

Themes

Shopping
Money

Language aims

Grammar

Relative pronouns
Relative clauses
I wish / If only

Vocabulary

Money and shopping
Easily confused words: *borrow / lend / owe* and
currency / coins / notes
Collocations with *go, do* and *make*

Skills aims

Reading

Students read an article:

- for gist
- to understand text cohesion

Listening

Students listen to four short conversations for gist and specific information

Speaking

Students conduct a pairwork collaborative speaking task in order to practise:

- suggesting ideas
- rejecting ideas
- solving a problem

Writing

Students write a formal email and practise:

- complaining
- using formal language
- paragraphing

Reading Pages 60 and 61

Aims of the lesson:

- to warm students up and to motivate them (Exercises A & B)
- to activate background knowledge about the topic (Dive in!)
- to read for gist (Exercise C)
- to read to understand text cohesion (Exercise D)
- to infer lexical meaning from context (Exercise E)
- to personalize the content of the text

Exercise A

- Get students to discuss the questions in pairs first before you discuss them as a class.

Quiz

Exercise B

- This activity allows students to see how much they know about money.
- Give students a few minutes to answer the questions in the quiz. Then, ask them to go to page 164 to check their results.

Answers

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

Dive in!

- Before discussing the questions as a class, get students to discuss them in pairs first. Elicit the words for each place in the pictures: a mall or shopping centre and a bazaar.

Exercise C

- Tell students to read the text quickly and silently to find out what the places in the two photos have in common. Tell them to ignore the gaps in the text for now.
- Give students about five minutes to do this, as they will need to read till the end to answer this question.

Answers

The function of shopping centres then and now (ie, a modern shopping centre or mall and a bazaar or ancient market) seems very much the same. That is, people go there for shopping and socializing.

Exercise D

- Tell students that they will be completing a Unified State Exam type exercise (Reading B3).

- Explain them that they have to reconstruct the text in exercise D by selecting from list 1–7 the right sentence part to fill each gap (A–F) in the text.
- Remind that there are six gaps but seven sentence parts (one is extra, which does not fit in any of the gaps).
- Ask students to open their books at page 194. Then discuss the strategies for B3 reading tasks with students.
- Give students a few minutes to read the text and try to fill in the gaps.
- Next, get students to check their answers in pairs – encourage them to discuss their answers, reread the text where necessary and find the clues in the text that help them decide on answers.
- Elicit answers.

Answers

A 3 B 7 C 1 D 4 E 2 F 5

Words in context

Exercise E

- Explain the activity and give students a minute to scan the text to find the words in bold.
- Give students a couple of minutes to match the words with their meanings. Encourage them to use the context of the text to help them understand what the words mean.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

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



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198. Then discuss the strategies for C3 speaking tasks with students.
- Check students understand what they have to do and they should be working in pairs.
- Give students a couple of minutes to talk on shopping.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra practice in this type of reading task, refer students to pages 34 and 35 in the Workbook.

Vocabulary Page 62

Aims of the lesson:

To present and practise

- vocabulary relating to money and shopping (Exercise A)
- easily confused words relating to money (Exercise B)
- collocations with *go*, *do* and *make* relating to shopping and money (Exercises C & D)

Exercise A

Shopping quiz

- Ask students if they consider themselves sensible shoppers.
- Tell students that the quiz will determine how sensible they are as shoppers. Ensure they understand the words.
- Give students two minutes to answer the quiz and check the answers on page 164.
- Discuss the results. Do students agree with them?

Exercise B

- This exercise helps students see the difference between the commonly confused words relating to money.
- Read the explanations together as a class. Check students understand the words. You might want to show them examples of notes, coins and currencies.
- Give students a minute to do the exercise on their own.
- Check answers.

Answers

- 1 lent
- 2 currencies
- 3 coins
- 4 owes
- 5 lend
- 6 note

Exercise C

- Explain to students that many phrases and expressions in English contain the verbs *go*, *do* or *make*. Give students two minutes to match the words and phrases with the verbs. They will not know most of them.
- Elicit answers and write them up on the board. Check students understand them.

Answers

- go – swimming, jogging, shopping
- do – the shopping, business, the washing-up, my homework
- make – a profit, money, excuses, a decision, a living, a loss

Exercise D

- Give students a minute to read the text and to fill the gaps with the correct form of *go*, *make* or *do*. Tell them it will help if they read the text carefully.
- Check answers.

Answers

- 1 make
- 2 make
- 3 make
- 4 made
- 5 doing
- 6 go



Ask students to complete the exercises on page 36 of the Workbook.

Grammar 1 Page 63

Aims of the lesson:

- to present and practise relative pronouns and relative clauses

Relative pronouns and relative clauses: presentation

- Read through the explanations in the presentation box as a class.
- Give students a minute to find the example sentences in the *Reading* text.
- Ask them to match them to the descriptions.
- Read through the note regarding the pronoun *that*.
- To recap, you might want to read through the relevant section on page 177 in the *Grammar database*.

Answers

- 1 b 2 a

Exercise A

- This exercise checks students understand the meaning of relative clauses. Tell them the sentences need to make sense.
- Give students a minute to do the activity before checking answers.

Answers

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

Exercise B

- Explain the activity and give students a minute to do it. Tell them to correct the incorrect sentences.
- Ask students to compare their answers in pairs.
- Elicit answers.

Answers

- 1 This is the shop **which** / **that** / – I was telling you about.
- 2 I've just been to the new mall, **which** is much bigger than all the other ones.
- 3 ✓
- 4 The Grand Bazaar of Istanbul, **which** I visited last year, is one of the most exciting places I've been to.
- 5 The car park, **which** is supposed to be free for customers, charged us €15.
- 6 ✓
- 7 The new shopping centre that is in the town centre is much more convenient than the other ones. / The new shopping centre, **which** is in the town centre, is much more convenient than the other ones.
- 8 I've been wearing these shoes, **which** I bought for only €20, for three years.

Exercise C

- To do this activity effectively, tell students they need to first decide which sentence is the main sentence, ie, the main clause, and which the relative clause.
- Do the first one together as a class.
- Give students five minutes to do the rest.
- Elicit answers and write them up on the board. Accept any reasonable sentence.

Possible answers

- 1 The Fez market in Morocco, which has thousands of different shops, is one of the oldest in the world.
- 2 Many shops, which offer special advantages to their customers, issue loyalty cards.
- 3 My father, who prefers plastic money to cash, has seven credit cards.
- 4 Shopping centres are usually cheaper than high street shops, which do not always offer better quality.
- 5 My aunt, who hates department stores, buys all her clothes from charity shops.
- 6 Mark, who is a security guard at the mall, helped me park.



Ask students to complete the exercises on page 37 of the Workbook.

Listening

Page 64

Aims of the lesson:

- to activate students' background knowledge on the topic and to pre-teach some key vocabulary (Exercise A)
- to listen for gist (Exercise B)
- to listen for specific information (Exercise C)
- to learn and practise words related to shopping (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- To check students understand the descriptions, give them a minute to match each with a picture.
- Check answers.

Answers

1 b 2 e 3 d 4 c 5 a

12 Exercise B

- Explain the activity and play the CD.
- Check answers. Play the CD again if needed.
- Alternatively, check answers after each conversation.

Answers

1 d 2 b 3 e 4 a



12

Exercise C

- Tell students that they will be completing a Unified State Exam type exercise (*Listening A8–A14*).
- Ask students to open their books at pages 193 and 194. Then discuss the strategies for A8–A14 listening tasks with students.
- Explain that students will listen to four conversations again and then they should choose the correct multiple choice answer to complete each sentence.
- Ask students to read the sentences carefully. They might be able to remember what they heard, so ask them to tentatively choose an answer.
- Ask them to find key information in the sentences – information that they need to listen out for.
- Play the CD for students to check their answers.
- Play an extract again if students are getting an answer wrong.

Answers

- 1 c
- 2 c
- 3 b
- 4 b

Words you heard**Shopping****Exercise D**

- Give students a minute to do the exercise before checking answers. Model the words for students to repeat (for pronunciation purposes).

Answers

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

Quick chat

- Give students a minute to discuss the questions in pairs before discussing them as a class.



For extra listening, refer students to page 39 of the Workbook, CD: folder 'Workbook', track 6.

Audioscript

12 Exercises B & C

Conversation 1

Young man: Hi, June. What are you doing there? Playing online games again?

Young woman: No, I'm not. Actually, I'm shopping online.

Young man: I see. Books or CDs?

Young woman: Neither. I'm shopping for clothes, as a matter of fact.

Young man: I had no idea you can buy clothes on the Internet.

Young woman: Yes, you can. The only problem is you have to know your exact measurements so you can order the right size ...

Young man: I hope you can also return them if you find out they don't fit you ...

Young woman: You certainly can! As many times as you want.

Young man: Yes, but it's not as much fun if you can't go to the shop and try everything on ...

Young woman: Well, I don't really like shopping. I really wish I didn't have to do it!

Conversation 2

Young woman: Is this the new MailStore catalogue?

Young man: Yes, it's just arrived in the post. I was just going to have a look.

Young woman: Have you ever ordered anything from them?

Young man: No. Have you?

Young woman: I have, as a matter of fact.

Young man: And? What was wrong? You don't sound very happy with them ...

Young woman: Well, I got some T-shirts from them, but the descriptions in the catalogue were nothing like what they actually sent me.

Young man: Descriptions? Don't they have photos of the merchandise?

Young woman: No! I wish they would put photos in the catalogue; then you'd know what you were buying.

Young man: What's the point of producing a mail order catalogue if you don't put pictures in?

Conversation 3

Woman: Good afternoon! Is that Mr Wylde?

Man: Speaking. How can I help you?

Woman: I'm calling from the SuperTeleMarketing company. I was wondering if I might interest you in some of our products ...

Man: And may I ask how you got my telephone number? It's not listed in the book.

Woman: Well, you are a SuperTeleMarketing customer, sir. You've bought things from us in the past.

Man: Oh?

Woman: Well, you bought an exercise bike from us, Mr Wylde. Last May, actually.

Man: That's right! And it broke down the first time I tried using it, and you wouldn't give me a refund! I wish I'd never bought anything from you! And I'm certainly not buying anything else. Have a good day!

Conversation 4

Young man: Are those jeans new?

Young woman: Yes, do you like them?

Young man: I'm not sure. What are they?

Young woman: What do you mean?

Young man: I mean, what brand are they? Are they Gucci, Versace, Seven ... What?

Young woman: Well, they're just jeans – they are a very good fit, and they suit me.

Young man: I can't believe you've bought no-name jeans!

Young woman: Why shouldn't I? Don't I look good in them?

Young man: I'd never buy no-name clothes!

Young woman: Yes, I know. But that doesn't mean the clothes you buy are necessarily good! Or that they suit you!

Grammar 2 Page 65

Aims of the lesson:

- to revise and practise how to express a wish or regret using the structures *I wish* or *If only*

I wish / if only: presentation

- Write the three sentences from the *Listening* texts on the board. Ask students the questions in the presentation box and get them to write answers in their notebooks.
- Read the note regarding *if only*.
- To recap, you might want to read through the relevant section on page 178 in the *Grammar database*.

Answers

- 1 the past simple, the past perfect
- 2
 - referring to something in the present: a (wish + past simple)
 - referring to something in the past: c (wish + past perfect)
 - complaining about something in the present: b (wish + would)

Exercise A

- This exercise checks students have understood how to use *I wish* and *If only* to express a wish or regret. Explain that students first need to work out if the sentence refers to the present or the past before deciding on the correct tense.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 were
- 2 knew
- 3 hadn't lost
- 4 could
- 5 would
- 6 hadn't ordered

Exercise B

- Explain the exercise and give students three minutes to do it before checking answers.

Answers

- 1 had come
- 2 would stop
- 3 had
- 4 lived
- 5 hadn't moved
- 6 could
- 7 was
- 8 had gone

Exercise C

- Ask students to work in pairs for this activity.
- Give students a few minutes to come up with a sentence for each using the tenses given.
- Elicit ideas. Accept any sensible answer.

Possible answers

- 1 I wish it would stop raining.
- 2 I wish I hadn't done that!
- 3 I wish I had been more careful.
- 4 If only I had some money.



Ask students to complete the exercises on page 38 of the Workbook.

Practise your English Page 66**Aims of the lesson:**

- to practise the grammar and vocabulary from the unit in an integrated way

Exercises A & B

- Get students to discuss the questions in pairs first.
- Elicit answers around the class.

**Exercise C**

- Tell students that they will be completing a Unified State Exam type exercise (*Grammar and Vocabulary A22–A28*).
- Ask students to open their books at page 196. Then discuss the strategies for A22–A28 grammar and vocabulary tasks with students.
- Tell students that they will be reading about a person who has done a lot to help poor people.
- Give students two minutes to read the text quickly, ignoring the gaps for now, to find out the person's name and how exactly he has helped people.
- Give students a few minutes to read the text more carefully and to choose the correct answer.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas, reread the texts where necessary and find the clues in the texts that help them decide on answers.
- Elicit answers.

Answers

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

Exercise D

- Give students a couple of minutes to do the activity before checking answers.

Answers

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

Quick chat

- This activity gives students the opportunity to personalize with the text.
- Ask students what they think the statement means (it means it's best not to borrow or lend).
- Discuss the question as a class and encourage a short class discussion on the topic.

Speaking Page 67

Aims of the lesson:

- to set the context of the *Listening* and *Speaking* tasks (Exercise A)
- to present ways of suggesting and rejecting ideas (Exercises B & C)
- to offer controlled practice of the new language (Exercise D)
- to prepare students for free speaking task (Exercise E)
- to practise using ways of suggesting and rejecting ideas in a free speaking collaborative task (Exercise F)

Exercise A

- Give students a few minutes to answer the questions in pairs.
- Elicit feedback from the different pairs.

13 Exercise B

- Read the instructions and play the CD.
- Check the answer.

Answers

A T-shirt with a photo of Cristiano Ronaldo, the football player, which he has personally signed.

13 Exercise C

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the CD again for students to listen and note down the expressions they hear.
- Elicit answers. Explain to students that some of the expressions are very informal, and therefore appropriate to use when talking to friends, while others are quite formal, and therefore appropriate to use when talking to someone you don't know very well. The girls on the CD are friends and so use informal expressions.

Answers

Suggesting ideas

What about ...?

Why don't you ...?

Rejecting ideas

You must be joking!

I really don't think so.

That sounds OK, but ...

Exercise D

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Explain the activity and give students a couple of minutes to reject the ideas. Remind them to give reasons why they would reject them.

Exercise E

- This exercise helps students prepare for the *Speaking* task before they do it.
- Give them a few minutes to think about the questions and to answer them. Encourage them to jot down notes.

EF Exercise F

- Tell students that they will be completing a Unified State Exam type exercise (*Speaking* – two-way conversation part).
- Ask students to open their books at page 198. Then discuss with students the strategies for a part of *Speaking* which includes a dialogue on a particular situation.
- Check students understand what they have to do and they should be working in pairs.
- Give students five minutes to act out the situation given.
- Remind them they can use ways of suggesting and rejecting ideas from the *Language chunks* box.
- Elicit feedback from each pair. Ask them to tell the class which gift they have decided to buy and why.

Audioscript

13 Exercises B & C

Girl: It's not easy ...

Boy: I know! There aren't many things that she likes ...

Girl: Exactly! And the things she does like, she already has!

Boy: What about a DVD boxed set of her favourite TV series?

Girl: You must be joking! She's already got all seasons of *Friends* and *Lost*. Not to mention how expensive these DVD boxed sets are!

Boy: A film, then?

Girl: That sounds OK, but she doesn't like watching films on DVD.

Boy: OK then, why don't you buy her a T-shirt!

Girl: I really don't think so! Besides, she must have hundreds of T-shirts.

Boy: But does she have a T-shirt with Ronaldo's photo and autograph?

Girl: Cristiano Ronaldo? He's her favourite football player.

Boy: I know. And I found this T-shirt which he has personally signed.

Girl: How much is it?

Boy: It's only €22.

Girl: Well, it's not very cheap ...

Boy: Come on, Shirley, it's reasonable. And we can't think of anything else, can we?

Girl: You're right. I'll get her that.

Pronunciation file 'Say it right!'

Workbook Page 118;

CD folder 'Workbook_Pronunciation file'

[ʌ] [əʊ] and [ɔ:]

Ask students to open their Workbooks at page 118 and look at the pronunciation activities of the unit.

10 Exercise A

- The activity aims to make students aware of different vowel sounds and diphthongs that are often mispronounced.
- Play the CD for students to hear how the three different words are produced.

11 Exercise B

- Play the CD for students to listen and tick the right column.
- Play the CD again for students to listen and repeat.

Answers

		rot [ʌ]	row [əʊ]	raw [ɔ:]
1	law			✓
2	low		✓	
3	lot	✓		
4	cot	✓		
5	caught			✓
6	coat		✓	
7	not	✓		
8	note		✓	
9	nought			✓
10	boat		✓	
11	bought			✓
12	body	✓		

Exercise C

- Students practise saying the words in pairs. Alternatively, they could play a guessing game. One student says a word and the other guesses the word by spelling it.

Audioscript

Say it right!

10 Exercise A

rot

row

raw

11 Exercise B

1 law

2 low

3 lot

4 cot

5 caught

6 coat

7 not

8 note

9 nought

10 boat

11 bought

12 body

Writing Pages 68 and 69

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to read a model email for gist (Exercise B)
- to analyse a model email for formal language (Exercise C)
- to practise improving a bad model for content, organization and register (Exercises D & E)
- to practise planning and writing a formal email of complaint (Exercise F)

Exercise A

- Give students a minute to answer the questions in pairs.
- Elicit feedback.

Exercise B

- Give students a minute to read the email in order to answer the questions.
- Get answers.

Answers

- 1 She paid for MP3 music files, but did not receive them (successfully download them).
- 2 She asks for the MP3 files to become available for her to download or her money back.

Skills development

Formal and informal language

Exercise C

- This activity gets students to notice the difference between saying something in an informal way and saying it in a formal way.
- Give students two minutes to find the formal way that the sentences in the exercise are expressed in the email.

- Elicit answers and highlight the language used in the formal sentences. Tell students that many of these sentences contain set phrases that can be used in many different types of formal letters/emails of complaint.

Answers

- 1 I am writing to complain about a problem with ...
- 2 ... I purchased 11 MP3 music files ...
- 3 After I had finished giving all my information ...
- 4 ... I have been unable to download anything ...
- 5 Could you please arrange for the MP3 files I purchased to become available to me as soon as possible ...
- 6 ... arrange for me to receive a refund of €11.20, which is the amount I paid?

Content and organization

Exercise D

- Give students a minute to read the email to answer the question.
- Elicit the answer.

Answers

Anne Lawson complains about the books she received. Some she had ordered and some not. She also didn't receive five books she had ordered.

Exercise E

- This activity gives students a chance to put into practice some of the features of formal emails they have learnt so far.
- Give students a few minutes to answer the questions. Encourage them to refer to the model email on page 68.
- Check answers.
- If time allows, ask students, in pairs, to rewrite Lee's email.
- Monitor and offer help.

Possible answers

- 1 Subject line: Problems with books ordered
- 2 It should be divided into four paragraphs:
 - the reason for writing
 - a clear explanation of the problem
 - what you would like the store to do
 - an appropriate closing expression
- 3 the language (see email below)
- 4 the names of the books the customer was sent and not sent; the customer's surname; the date the customer ordered the books

An improved email:

Dear Sir or Madam,

I am writing to complain about a problem with some books I ordered from your website.

On 15th January I ordered eight books from your online store. Today, when they arrived, I noticed only three of the books that I had ordered were in the box. Five of the books I had ordered were not in the box. In addition, there were three books in the box I had not ordered (see below for a list of the books concerned).

Could you please arrange for the five books I have ordered which did not arrive to be sent to me as soon as possible, or arrange for me to receive a refund? Could you also let me know what I should do with the three books I did not order that were sent to me?

I look forward to hearing from you very soon.

Your faithfully,

Lee Jones

Planning and writing

Exercise F

- Give students a minute to read the reply Anne Lawson received. Check they understand that they reply to this email.
- In their reply students will need to refer to this email as well as to the original email Anne Lawson sent.
- Discuss what students think should be included in the email they will write.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 167 for a plan with useful expressions students can use in their emails. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their email in class.



Ask students to complete the exercises on page 39 of the Workbook.

Teacher's Resource File:

- Progress test (page 174)
- Communication activities (pages 193–195)
- Self-assessment checklist (page 223)

Editable Tests CD: Unit 5 test

6 What in the world ...!

Themes

The environment
Nature
Weather and climate

Language aims

Grammar

Talking about the future
Time expressions

Vocabulary

The environment
Nature
Phrasal verbs

Skills aims

Reading

Students read a number of short texts for gist and specific information

Listening

Students listen to short extracts for specific and key information

Speaking

Students conduct a pairwork collaborative speaking task in order to practise:

- developing their turns by explaining and giving reasons for opinions
- solving a problem

Writing

Students write an article in order to practise:

- being relevant
- finding and supporting ideas

Reading Pages 70 and 71

Aims of the lesson:

- to warm students up and pre-teach key vocabulary (Exercises A & B)
- to activate student's background knowledge on the topic (Dive in!)
- to read for gist (Exercises C & D)
- to scan for specific information (Exercise E)
- to infer lexical meaning from context (Exercise F)
- to personalize the content of the text (Quick chat)

- Ask students if any of the answers or information surprised them. Initiate a class discussion on the topic.

Answers

- 1 a
2
plastic bottle – c
aluminium can – a
glass bottle – a
paper bag – b
supermarket plastic bag – a
banana skin – c
3 a
4 c
5 c

Quiz

Exercise A

- This activity allows students to see how much they know (or don't know!) about environmental issues. It also provides a rich context for pre-teaching a number of environment words.
- Give students a few minutes to answer the questions in the quiz. Be prepared to explain any unknown words.
- Give students a minute to compare their answers in pairs or small groups.

14 Exercise B

- Play the CD for students to check their answers.
- As a class, read the information in the *It's a fact!* box.

Dive in!

- Ask students to work in pairs. Give them a minute to brainstorm as many geographical features they can think of (eg: mountains, forests, lakes, oceans, deserts, etc).
- Elicit ideas and put them up on the board.
- In the same pairs, give students another minute to brainstorm as many environmental problems connected with these geographical features as they can think of. Students may not have the language to express these problems in English, so accept answers in the students' mother tongue.

Exercise C

- Give students a minute to skim the questions and to match them with the pictures.
- Ask students if they are aware of these issues.
- Ask students if they can answer any of the questions.

Background information

CERN [sɜːrn], the European Organization for Nuclear Research, is an international organization whose purpose is to operate the world's largest particle physics laboratory. Established in 1954, the organization is based in the northwest suburbs of Geneva and has 20 European member states.

At CERN physicists and engineers are probing the fundamental structure of the universe. They use the world's largest and most complex scientific instruments to study the basic constituents of matter – the fundamental particles. The particles are made to collide together at close to the speed of light. The process gives the physicists clues about how the particles interact, and provides insights into the fundamental laws of nature.

The name CERN is derived from the acronym for the French *Conseil Européen pour la Recherche Nucléaire*, or *European Council for Nuclear Research*.

Answers

1 b 2 d 3 c 4 a

Exercise D

- Give students about a minute to skim the texts quickly and silently in order to match them to the questions. With two of the texts the answer is in the first line.
- Time students. This will encourage them to be quick.
- When eliciting answers, ask students to justify them by referring back to the texts.

Answers

A 2 B 4 C 3 D 1

Exercise E

- Explain the activity and tell students that they will need to read the texts in more detail to do it.
- Give students about five minutes to do the activity. Tell students to find the relevant part of the text with the answer and jot the information down.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the texts.

Answers

- ✓ (... the ecosystem of the island could not supply enough food and water for the people living on it.)
- ✗ (... the forests were destroyed ...)
- ✓ (... in less than 50 years' time they [the Maldives] will have disappeared ...)
- ✗ (... penguins in Antarctica and polar bears in the Arctic are already being affected by the melting of the icebergs.)
- ✗ (It's much cheaper to get fresh water from rivers or lakes ...)
- ✗ (... we can take shorter showers ...)
- ✓ (... and recreate the exact environment of billions of years ago, a split second after the Big Bang.)
- ✓ (... the CERN experiments will provide answers to these questions.)

Words in context

Exercise F

- Explain the activity and give students a minute to scan the texts and to find the words and phrases.
- Give students a couple of minutes to match the words / phrases with their meanings. Encourage them to use the context of the text to help them understand what the words mean.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

- f
- g
- e
- c
- d
- a
- h
- b

Quick chat

- Get students to discuss the question in pairs first. Give them about a minute for this.
- Elicit answers from students around the class.



For extra practice in this type of reading task, refer students to pages 40 and 41 in the Workbook.

Audioscript

Quiz

14 Exercise B

Presenter:

Thank you to everyone who took part in this week's quiz. Here are the answers:

Question 1 – The population of the world now is around 6.9 billion! A huge increase from 2500 years ago, when it was a mere 100 000 000!

Question 2 – How long does it take for the following to biodegrade?

A plastic bottle will most probably be around forever.

An aluminium can, for about 100 years.

A glass bottle, for a whopping 1 000 000 years!

A paper bag, for around five months.

A supermarket plastic bag, for at least 20 years. Isn't that unbelievable?

Banana skins hang around for about six months.

Question 3 – And what can't we recycle? Well, we can't recycle plastic cups. – I had no idea!

Question 4 – What is global warming? Well, it's the increase in the average temperature of the Earth.

And, finally, question 5 – both a tsunami and an earthquake are natural disasters. The one that isn't is, of course, a thunderstorm.

How did you do?

If you got 8 to 10 correct answers, congratulations!

Give yourself a pat on the back. You really know your stuff when it comes to the environment!

If you got 5 to 7 answers right, well done! You're on the right road to being a greenie.

If you got less than five correct answers, you've got a lot to learn about the environment. But don't feel too bad – you can start going green today!

Thanks for taking part in the quiz. We hope you'll try next week's quiz ...

Exercise A

- Some of these words have already been presented and will be familiar to students. Some won't.
- Give students two minutes to do the exercise.
- Students compare their answers in pairs.
- Elicit answers and model the words for students to repeat (for pronunciation purposes).
- Write the following words on the board: *global warming*, *climate change*, *weather* and *climate*. Ask students if they know what they mean and what the differences between them are. They are commonly confused.
- Read the information in the note about these words as a class.

Answers

- 1 pollution
- 2 exhaust fumes
- 3 go green
- 4 Wind (and) solar
- 5 Climate change
- 6 rubbish / litter / waste (*all synonyms here*)

Exercise B

- Give students a few minutes to choose the correct word and decide if each statement about the natural world is a fact or fiction.
- Ask them to discuss their answers in pairs.
- Elicit answers. Take this opportunity to check students know the meaning of the incorrect options.
- Give them the right answers to the *Fact or fiction?* quiz.

Answers

- 1 volcano
- 2 earthquake
- 3 floods
- 4 forest fires
- 5 desert
- 6 rainforest
- 7 endangered
- 8 species
- 9 habitat
- 10 extinct

Vocabulary Page 72

Aims of the lesson:

To present and practise:

- vocabulary relating to the environment (Exercise A)
- vocabulary relating to nature (Exercise B)
- phrasal verbs (Exercise C)

Fact or fiction? quiz answers

- 1 False – there are about 50–60 eruptions a year
- 2 False – the most powerful occurred in 1960, in Chile
- 3 False – it risked being destroyed by a flood in 1966
- 4 True
- 5 True
- 6 True
- 7 True – it is hunted for its tusks
- 8 True
- 9 False – it is Asia (eg, India)
- 10 True – it was a marsupial like most native mammals in Australia

Exercise C

- Give students a minute to read through the sentences and to match the phrasal verbs with their meanings.
- Encourage them to read the sentences carefully for meaning, as this will help them choose the right answers.

Answers

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



Ask students to complete the exercises on page 42 of the Workbook.

Grammar 1 Page 73**Aims of the lesson:**

- to present and practise ways of talking about the future

Talking about the future (1): presentation

- Give students a minute to scan the *Reading* texts and the *It's a fact!* box on pages 70 and 71 for these sentences.
- Read through the grammar rules as a class.
- Read the note about predictions we are not sure about.

Exercise A

- This exercise checks students have understood the difference between the different future tenses.
- Give students a minute to do the exercise.

Answers

- 1 will have increased
- 2 will help
- 3 is going to be
- 4 will be
- 5 solve

Exercise B

- These sentences contain form mistakes that many students make when using these tenses.
- Give students a minute to correct the mistakes in the sentences before checking answers.
- Elicit answers.

Answers

- 1 I think the world **will** be a better place in the future.
- 2 This time next year I will **be** working for an environmental group.
- 3 By 2020, I will **have** finished all my studies.
- 4 Because we use our cars instead of public transport, global warming **is** going to get worse.

Exercise C

- Explain the activity by doing the first one together.
- Give students two minutes to do the rest.
- Check answers.

Answers

- 1 will increase
- 2 is going to
- 3 might be living
- 4 will have
- 5 will die out

Exercise D

- This exercise offers students the opportunity to make some predictions about their own lives.
- Give students a minute to think about each one and to write them down.
- Students work in pairs to tell each other their predictions.



Ask students to complete the exercises on page 43 of the Workbook.

Aims of the lesson:

- to encourage prediction and to pre-teach key vocabulary (Exercise A)
- to listen for key information (Exercises B & C)
- to notice the difference in use between *go* and *come* (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson

Exercise A

- Tell students that nine of the words / phrases in the box occur in the *Listening* extracts.
- Ask students to work in pairs. Give them a few minutes to match words / phrases to the pictures. Some can, in fact, be used to describe more than one picture.
- Elicit ideas. Ask students which five words / phrases in the box they did not use. Check they understand what they mean.

Possible answers

- 1 sunny / fine and mild, very windy, cold and wet
- 2 sunny / fine and mild, foggy, cool and cloudy
- 5 wildlife
- 6 forest fire, volcano erupting, hurricane

15 Exercise B

- Explain the task and give students a minute to read through the questions.
- Play the CD. Tell students to listen to the whole extract before they decide on a definite answer.

15 Exercise C

- Play the CD again for students to check their answers.
- Check answers after each extract. Play the extract a third time if students are getting an answer wrong.

Answers

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

Words you heard

go and *come*

Exercise D

- Read through the *Listening* extracts and definitions of *go* and *come*. Ensure students are clear about the difference in use between them. These words are commonly confused.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 come
- 2 going
- 3 go
- 4 go
- 5 go / come



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198. Then discuss the strategies for C3 speaking tasks with students.
- Check students understand what they have to do and they should be working in pairs.
- Give students a couple of minutes to talk on weather. Encourage them to use words from exercise A.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra listening, refer students to page 45 of the Workbook, CD: folder 'Workbook', track 7.

Audioscript

15 Exercises B & C

1

Woman: Oh, it's so cold and wet today. It's been raining since this morning and doesn't look like letting up.

Man: Yes, but it's better than the horrid day we had yesterday. It was very windy. Do you know it blew over a small tree in my front garden?

Woman: Really? That's terrible! It's supposed to be nice this weekend, though. I heard it should be sunny and mild, so perhaps we could go on that walk we've been talking about.

Man: Good idea.

2

Weather Presenter: Looks like we're in for more of the same tomorrow. A little fog to begin with, and some icy conditions on the roads, so those of you driving to work in the morning, take care. The rest of the day should be fine and mild. It will be cool and cloudy in the morning, but the clouds should clear up by midday. We should expect a fine, sunny, mild afternoon with a high temperature of 18 degrees Celsius.

3

Travel agent: So you'd like an exciting holiday in Africa? What about our Kenya Wildlife Park Hotel Package?

Customer: Oh! Tell me about it.

Travel agent: Well, Kenya can be a very hot and dry country.

Customer: Oh. Is it always hot?

Travel agent: No, but the summer can get very hot. It rarely falls below 35 degrees during the day. The best time to visit is in the autumn or the winter. It's not as hot then.

4

Radio presenter: Living in a big city is often many people's dream. After all, they do have a lot to offer. However, cities can also be environmental disasters! Most people are aware of the air and noise pollution in cities, which are often caused by car exhaust fumes, but have you ever thought about light pollution? The huge amount of light produced in big cities badly affects ecosystems and obscures the stars and the sky at night. This is a serious problem for astronomers, which is why observatories are usually located in deserts. In today's programme, we will be talking to astronomer Stuart West about this serious problem facing cities today.

5

Woman: That Caribbean island cruise was fabulous last year. How about this year? Do you want to go on an African safari? Imagine all that wildlife.

Man: Yes, but it'll be too hot. How about a cruise in the Arctic? We could see polar bears, penguins and other wild animals.

Woman: I suppose we could go to the Arctic. But won't it be freezing?

Man: Not if we dress well. I think we'll be fine.

Woman: Will Pete and Kath want to come with us, do you think?

Man: I don't know. We'll have to ask them.

6

Man: Most people think of earthquakes or volcanic eruptions when they think of natural disasters. But I think the worst natural disasters are forest fires.

Think of all that forest that's destroyed ... and people's homes.

Woman: Yes, you're right. They are frightful. But are they as destructive as a hurricane can be? Remember Hurricane Katrina? The whole city of New Orleans was destroyed then.

Man: Oh yes, you're right. I'd forgotten about that.

Woman: Imagine that. A whole city!

Man: Yes ...

Grammar 2 Page 75

Aims of the lesson:

- to present and practise other ways of talking about the future (Exercises A & B)
- to present and practise time expressions used with future tenses (Exercises C & D)

Talking about the future (2): presentation

- Give students a minute to match the meanings of each tense with the sentences.
- Check answers.
- To recap, you might want to read through the relevant section on pages 178–180 in the *Grammar database*.

Answers

- a future simple
- b *going to*
- c present continuous
- d present simple

Exercise A

- This exercise checks students have understood the difference between the different future tenses.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 going to study
- 2 'm going
- 3 'll never use
- 4 starts
- 5 'll start
- 6 going to have

Exercise B

- Explain the activity and give students two minutes to do it before checking answers.

Answers

- 1 am leaving
- 2 going to
- 3 train leaves
- 4 are going
- 5 will help

as soon as, when, until, before: presentation

- Give students a minute to read the sentences and to decide if they refer to the past, present or future.
- Check the answer.
- To recap, read through the relevant section on page 180 in the *Grammar database*.

Answers

All the sentences refer to the future.

Exercise C

- This exercise checks students understand the form rules for using the time conjunctions (*as soon as*, *when*, *until* and *before*). The mistakes in the sentences are commonly made by students.
- Give students a minute to do the exercise.

Answers

- 1 I will do it as soon as I get the time.
- 2 When you get the time, call me.
- 3 I won't let you have the money until you show me you can pay it back.
- 4 You don't need to do it now. Do it when you get the time.
- 5 Mr Smith will phone you as soon as he gets in.
- 6 As soon as I see Joe, I'll tell him to call you.

Exercise D

- Give students two minutes to read the text and complete it with the right form of the verbs in brackets.
- Encourage them to read the text carefully for meaning, as this will help them decide on the right answer.
- Elicit answers.

Answers

- 1 will email
- 2 are planning
- 3 speak
- 4 know
- 5 start



Ask students to complete the exercises on page 44 of the Workbook.

Practise your English Page 76

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Ask students what they think an environmentally-friendly home might be.
- Give them two minutes to read the text quickly, ignoring the gaps for now, to find out.

Answers

It is a home that uses natural/alternative sources of energy for electricity, heating, etc.

Exercise B

- Students read the text more carefully and choose the correct answer.

Answers

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

Exercise C

- Explain the activity and do the first item together. Remind students that the meaning of the two sentences should be the same.
- Give students a couple of minutes to do the rest on their own before checking answers.

Answers

- 1 down on
- 2 set
- 3 will have
- 4 leaves at
- 5 won't drop
- 6 as soon

Quick chat

- This activity gives students the opportunity to personalize with the text. Ask them to answer the questions in pairs first.
- Discuss the questions as a class.

Speaking Page 77

Aims of the lesson:

- to listen for gist (Exercise A)
- to present ways of developing turns (Exercise B)
- to practise ways of giving reasons for and / or explaining opinions (Exercise C)
- to prepare for the free speaking task (Exercise D)
- to practise the new language in a free speaking collaborative task (Exercise E)

16 Exercise A

- Read the announcement and tell students they will hear two students discussing an idea to present on Environment Awareness Day.
- Play the CD for students to listen for the idea students are thinking about.
- Elicit the answer.

Answers

a school subject on the environment

16 Exercise B

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the CD again for students to listen and note down the expressions they hear.

Answers

Explaining

What I mean is ...

I mean ...

Giving reasons for opinions

so that ...

It sounds ...

Exercise C

- This exercise offers some practice of the expressions in the *Language chunks* box.
- Students work in pairs. Tell them to take turns continuing each sentence.

Exercise D

- This exercise helps students prepare for the Unified State Exam *Speaking* task before they do it by giving them ideas to use.
- Tell students that the advantages and disadvantages correspond to the pictures.

- Give them a minute to read and match them to the pictures.
- Check answers.
- Give students two minutes to come up with another idea that the school could adopt in addition to the six suggested here.
- Elicit ideas.

Answers

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

16 Exercise E

- Tell students that they will be completing a Unified State Exam type exercise (*Speaking* – two-way conversation part).
- Ask students to open their books at page 198. Then discuss with students the strategies for a part of *Speaking* which includes a dialogue on a particular situation.
- Check students understand what they have to do and they should be working in pairs.
- Give students five minutes to discuss their presentation about going green.
- Elicit feedback from each pair. Ask them to tell the class what agreement they have come to.

Audioscript

16 Exercises A & B

Boy: I think we need a subject on the environment. I mean, we study a whole lot of other things at school, but we don't really learn anything about what we're doing to the world, do we?

Girl: No, you're right. What could we call the subject?

Boy: How about *Environmental Studies*?

Girl: It sounds a bit boring, I think. What I mean is, we need to give it a more interesting name so that people don't think it'll be another boring subject.

Boy: Like what?

Girl: What about *The world around us*?

Boy: No, I don't like it. It sounds more like a television documentary than a subject.

Girl: I suppose. What do you suggest?

Boy: How about we decide on a name later? Let's decide first what the subject could be about.

Girl: Well, environmental issues, for a start.

Boy: Yes, and what we can do to respect the environment we live in.

Girl: That's a good idea.

Pronunciation file 'Say it right!'

Workbook Page 119;

CD folder 'Workbook_Pronunciation file'

[æ] and [ʌ]

Ask students to open their Workbooks at page 119 and look at the pronunciation activities of the unit.

12 Exercise A

- The activity aims to make students aware of the two different vowel sounds, [æ] and [ʌ].
- Play the CD for students to hear how the two different words are pronounced.

13 Exercise B

- Play the CD for students to listen and circle the word they hear.
- Play the CD again for students to listen and repeat.

Answers

- 1 chat
- 2 bun
- 3 march
- 4 much
- 5 sang
- 6 can't

Audioscript

Say it right!

12 Exercise A

bad
cut

13 Exercise B

- 1 chat
- 2 bun
- 3 march
- 4 much
- 5 sang
- 6 can't

Writing Pages 78 and 79

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to analyse the task (Exercise B)
- to decide which ideas are relevant (Exercise C)
- to analyse a model article for ideas and register (Exercises D & E)
- to analyse a bad model for ideas and organization (Exercise F)
- to practise supporting ideas (Exercise G)
- to practise planning and writing an article (Exercise H)

Exercise A

- Give students a minute to note down the environmentally friendly things they do and to add anything else they can think of.
- Elicit feedback and encourage a class discussion on the topic.

Exercise B

- Give students a minute to read the request for an article.
- Discuss the questions as a class.

Answers

- 1 The article should be about what students plan to do to help the environment.
- 2 The article will be read by other students their age. As a result, an informal (but not chatty) register would be appropriate.

Skills development

Finding ideas

Exercise C

- Give students a minute to read the ideas and complete the task.
- Check answers.

Answers

- 1 and 5 are not directly relevant to the task.

Exercise D

- Give students two minutes to read the article and match its paragraphs with the ideas from Exercise C.
- Elicit feedback.

Answers

Idea 2 – paragraph 1
Idea 3 – paragraph 3
Idea 4 – paragraph 2

Exercise E

- Give students a minute to read the article again to decide if it is formal or informal.
- Discuss the question as a class. Ask students to support the answer with examples of language from the model article.

Answers

The article is informal. Some informal expressions are used (eg, *A lot!*) and a lot of shortened forms (eg, *We're*, *That's*, etc).

Exercise F

- This activity helps students apply what they've learnt to improve a bad model.
- Give students two minutes to read the article and answer the questions.
- Ask students to discuss the questions in pairs first before discussing them as a class.

Answers

- 1 The writer has included 1 and 5 from Exercise C, which are irrelevant.
- 2 The writer needs to:
 - include ideas that are directly relevant to the task;
 - support their ideas;
 - divide their article into three paragraphs.

Supporting your ideas

Exercise G

- This activity helps students see how they can develop their ideas.
- Explain the task. Tell them that the linking words (eg: *That's why*, *After that*, *As a result*, etc.) will help them know the type of support needed to complete the sentences.
- Tell students that they can find ideas for some of the sentences in the two model articles. Encourage them to work in pairs so that they can help each other.
- Do the first one together.

- Give students a few minutes to do the rest before checking answers. Accept any answer that is grammatically correct and makes sense.

Possible answers

- 1 a bottle bank.
- 2 will place them outside the school / in the schoolyard.
- 3 a lot of bottles/glass.
- 4 in the schoolyard.
- 5 we can do a lot to help the environment.

Planning and writing

Exercise H

- Explain that students have to write an article on the same topic.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 167 for a plan with useful expressions students can use in their article. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, the article in class.



Ask students to complete the exercises on page 45 of the Workbook.

Teacher's Resource File:

- Progress test (page 175)
- Communication activities (pages 196, 197)
- Vocabulary exercise (page 217)
- Self-assessment checklist (page 224)

Editable Tests CD:

- Unit 6 test
- Midterm test



Learn about geology

Units 5 and 6

Fossils and Fossilisation

Pages 80 and 81

Aims of the lesson:

- to motivate students to learn about geology through English
- to read for gist (Exercise A)
- to read for specific information (Exercises B & D)
- to infer lexical meaning from context (Exercise C)
- to give students an opportunity to organize their own learning experience completing a cross-curriculum project

Exercise A

- Explain to students that the text is separated into paragraphs with headings. This makes it easier to organize, but it also makes it easier to read.
- Give students a minute to match the headings to the paragraphs.
- Elicit answers.

Answers

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

Exercise B

- Ask students to cover the text and, from memory, decide if the sentences are true or false.
- They then read the text again to find evidence for their answers.
- Then check as a class.

Answers

- 1 False
- 2 True
- 3 True
- 4 False
- 5 True
- 6 False

Exercise C

- Give students a couple of minutes to discuss in pairs what they think the words in bold might mean. Encourage them to use the context to help.
- Elicit feedback.
- Give students a couple of minutes to match the words with the definitions.
- Elicit answers.
- Model the words for students to repeat (for pronunciation purposes).

Answers

- 1 complex
- 2 fur
- 3 remains
- 4 common
- 5 preserved
- 6 minerals
- 7 skeleton
- 8 microbes

Exercise D

- Ask students to look at the pictures carefully. They might be able to remember what they read, so ask them to tentatively put the pictures in the correct order.
- They then read section 3 of the text again to find evidence for their answers.
- Check answers as a class.

Answers

Correct order: 3 5 4 2 1 6

Project

Students do their own research on the topic of their choice and then write their own report.



Natural Energy Pages 82 and 83

Pages 82 and 83

Aims of the lesson:

- to encourage students to learn about natural resources of energy
- to read for gist (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercises C)
- to engage students in discussions to enable them to personalize the cross-cultural topic of the unit (Exercise D)

Exercise A

- Get students to read the first paragraph / introduction.
- Ask students to name some alternative energy sources. Write up their ideas on the board.
- Tell them when they read the text to see which ones are mentioned.
- Ask students to look at four pictures in exercise A.
- Explain that there are four pictures but only three paragraphs (one picture is extra).
- Tell students to read through the text and try to match the pictures to the paragraphs.
- Next, get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

- A** 3 (wind power)
B 4 (solar power)
C 1 (geothermal power)
 The other picture shows wave power.

Exercise B

- Explain the activity.
- Give students about five minutes to do the activity.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

- 1 geothermal
- 2 solar
- 3 geothermal
- 4 wind
- 5 solar
- 6 wind

Exercise C

- Explain the activity.
- Give students a couple of minutes to discuss in pairs what they think the words in bold might mean. Encourage them to use the context to help.
- Elicit feedback.
- Give students a couple of minutes to match the words with the definitions.
- Elicit answers.

Answers

- 1 convert
- 2 spoil
- 3 potential
- 4 extract
- 5 headache
- 6 harness
- 7 functioning
- 8 glimpse
- 9 staggering
- 10 crisis

Your voice Exercise D

- Ask students to discuss the questions in pairs first.
- Give them up to five minutes to discuss three questions.
- Encourage students to consciously apply *Speaking C3* strategies to a discussion in order to successfully deal with difficulties they might encounter.
- Elicit answers / ideas from students around the class.

Answers

- 1–3 Students' own answers



Pages 84 and 85

Exercise 1

- 1 C 2 B 3 B 4 B 5 A 6 A 7 B 8 C 9 B
10 A

Exercise 2

- 1 credit card
- 2 online
- 3 market
- 4 bargain
- 5 malls

Exercise 3

- 1 come
- 2 does
- 3 make
- 4 make
- 5 go
- 6 done
- 7 lent
- 8 borrowed

Exercise 4

- 1 which
- 2 who/that
- 3 –
- 4 –
- 5 –
- 6 who

Exercise 5

- 1 The local mall, which has hundreds of different shops, is very popular.
- 2 Louise, who has five credit cards, prefers to pay by cash.
- 3 Shopping centres, which are often cheaper, are becoming very popular.
- 4 My sister, who hates big department stores, buys her clothes at a local shop.
- 5 We finally got tickets for the concert, which was very lucky.
- 6 Keira Knightley, who starred in *Pride and Prejudice*, earned a Golden Globe nomination.
- 7 Parts of Buckingham Palace, where the Queen lives, are open to the public.
- 8 *1984* was written by George Orwell, whose real name was Eric Blair.

Exercise 6

- 1 had
- 2 could
- 3 hadn't bought
- 4 would turn off
- 5 had told

Exercise 7

- 1 see
- 2 will call
- 3 am going to do
- 4 I'll stop
- 5 leaves
- 6 will have doubled
- 7 will be taking part
- 8 are going to get
- 9 might be
- 10 are you doing

7

Making the grade

Themes

Education

Language aims

Grammar

Modals

Indefinite pronouns

Vocabulary

Types of school

Exams

Collocations

learn and *study*

Word patterns

Skills aims

Reading

Students read a number of short texts for:

- gist
- specific information

Listening

Students listen to a long extract for:

- specific information

Speaking

Students conduct a pairwork speaking task in order to practise:

- describing and comparing pictures
- expressing preferences

Writing

Students write an essay in order to practise:

- paragraphing and organization
- connecting and supporting ideas

Reading Pages 86 and 87

Aims of the lesson:

- to warm students up and introduce them to the unit topic (Exercise A)
- to activate students' background knowledge on the topic (Dive in!)
- to read for gist and to encourage prediction (Exercise B)
- to read for specific information (Exercise C)
- to infer lexical meaning from context (Exercise D)
- to personalize the content of the texts (Quick chat)

Background information

Question 6 in the quiz refers to a mnemonic that helps us remember which order to complete mathematical operations. The order in which a problem is solved is crucial. Without having a set order, we would arrive at different results. The order is: parentheses, exponents, multiplication, division, addition, subtraction.

Answers

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

Dive in!

- The subjects listed here are not often taught today at school. Check students know what they entail. Calligraphy and gardening are depicted in the pictures.
- Ask students to discuss the questions in pairs before discussing them round the class.

Exercise B

- Explain the situation and give students a few minutes to skim the texts about the people in the photos and to come up with a suggestion for each. Ask them to work in pairs.
- Elicit ideas and ask students to justify them.

Exercise C

- Explain the activity and tell students that they will need to read the texts in more detail to do it.

Quiz

Exercise A

- This activity introduces students to the topic of education from a historical perspective.
- Give students a few minutes to answer the questions in the quiz. Be prepared to explain any unknown words.
- Give students a minute to compare their answers in pairs or small groups.
- Check answers. Give students the answers to questions they get wrong.
- Students read the interpretation of the quiz results on page 164.

- Give students about 5 minutes to do the activity. Tell students to find the relevant parts of the texts that help them decide on a course/school for each person.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the texts.

Answers

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

Words in context

Exercise D

- Give students a couple of minutes to match the words with their meanings. Encourage them to use the context of the texts to help them understand what the words mean.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

- 1 tutorials
- 2 certificate
- 3 degree
- 4 branches
- 5 enroll
- 6 workshops

Quick chat

- Get students to discuss the questions in pairs first.
- Elicit answers from students around the class.



For extra practice, refer students to pages 48 and 49 of the Workbook.

Vocabulary Page 88

Aims of the lesson:

to present and practise

- vocabulary relating to types of school (Exercise A)
- vocabulary relating to exams (Exercise B)
- collocations with *have* and *take* (Exercises C & D)
- easily confused words (Exercise E)

Exercise A

- Ask students how old they think the students / pupils in the photos are and what types of school these photos represent (university, secondary school and primary school).
- Give students 2 minutes to read the descriptions and to match them with the type of school they describe.
- Students compare their answers in pairs.
- Elicit answers and model the words for students to repeat (for pronunciation purposes).

Answers

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

Exercise B

- Give students a few minutes to read the text carefully and to choose the correct answer.
- Ask them to compare their answers in pairs.
- Elicit answers. Take this opportunity to check students know the meaning of the incorrect options or at least why they are wrong.

Answers

- 1 sitting for
- 2 pass
- 3 at
- 4 pass
- 5 take
- 6 degree
- 7 graduate

Exercise C

- Read through the sentences from the *Reading* texts as a class. Explain that the expressions in bold are collocations with *take* and *have*.
- Check students understand them.

Exercise D

- Give students a minute to complete the gaps with *have* or *take* in the correct form.
- Check answers.

Answers

- 1 have
- 2 take
- 3 take
- 4 took
- 5 have
- 6 has
- 7 take

Exercise E

- This exercise helps students see the difference between the two commonly confused words *learn* and *study*.
- Read the explanations and example sentence as a class and check students understand the difference between the two words.
- Give students a minute to choose the correct word before checking answers.

Answers

- 1 learning
- 2 studies
- 3 learn
- 4 study
- 5 studying
- 6 study



Ask students to complete the exercises on page 50 of the Workbook.

Grammar 1 Page 89

Aims of the lesson:

- to present and practise modals

Modals: presentation

- Explain that the words in bold in the sentences from the *Reading* texts are modal verbs.
- Give students 2 minutes to read the sentences and to complete the grammar box.
- To recap and to learn more about the rules of using modals, read through the relevant section on pages 180 and 181 in the *Grammar database*.

Answers

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

Exercise A

- This exercise checks students have understood the difference in meaning between the modal verbs.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 can't
- 2 must
- 3 don't have to
- 4 should
- 5 have to
- 6 could

Exercise B

- These sentences contain mistakes that many students make when using modals.
- Give students a minute to correct the mistakes in the sentences before checking answers.
- Elicit answers and write the correct sentences on the board.

Answers

- 1 This sentence **can't** be right. I'm sure there's another way of saying it.
- 2 You **mustn't** be late or you'll miss the first period.
- 3 You **don't have to** do it now, it can wait until later.
- 4 I **could** read when I was five.
- 5 He **must** be at home because I saw him go in five minutes ago.
- 6 I think you **should** study harder if you want to pass.

Exercise C

- Explain the activity by doing the first one together.
- Give students 2 minutes to do the rest.
- Check answers.

Answers

- 1 you should do
- 2 must be right
- 3 could be
- 4 should study
- 5 don't have to
- 6 mustn't leave
- 7 can't be your



Ask students to complete the exercises on page 51 of the Workbook.

Listening Page 90

Aims of the lesson:

- to set the context for the *Listening* activity (Exercise A)
- to activate background knowledge on the topic (Exercise B)
- to listen for specific information (Exercises B & C)
- to notice word patterns (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson

Exercise A

- Discuss the questions as a class.

17 Exercise B

- Give students a few minutes to copy and fill in the questionnaire about the educational system in their country.
- Play the CD. Tell students to complete the questionnaire with the information they hear.
- Check answers. Take this opportunity to discuss the differences between the educational system in the students' country and that of Singapore.

Answers

- 1 seven
- 2 Twice. At the end of primary school and at the end of secondary school.
- 3 Yes, a primary school-leaving exam and a GCE O-level exam.

17 Exercise C

- Give students a minute to read through the information. Ask them to predict the kind of information that might be missing. Tell them that they can use one to three words to complete the gaps.
- Play the CD again for students to listen and fill in the missing information. You will need to play the CD a third time as students tend to find this type of task rather challenging.
- Check answers.

Answers

- | | |
|----------------|-----------------------|
| 1 five | 5 ten |
| 2 Free | 6 pre-university |
| 3 English | 7 practice exercises. |
| 4 four or five | |

Words you heard

Word patterns

Exercise D

- Explain the activity. Tell students these word patterns occurred in the *Listening* text.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 on
- 2 for
- 3 to
- 4 for
- 5 with



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Refer students to pages 197 and 198 of their books to discuss the speaking strategies.
- Give students two minutes to talk about education. Encourage them to use words from pages 88 and 90.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra listening, refer students to page 53 of the Workbook, CD folder 'Workbook', track 8.

Audioscript

17 Exercises B & C

Woman: In Singapore, most children first go to a pre-nursery school when they are three or four, and then they attend kindergarten for two years, starting at the age of five. (1) It is in the kindergarten that children start learning English.

Formal education really begins at the age of seven, with primary school. Primary school is free (2) and it is also compulsory – by law, everyone must attend primary school. Children stay at primary school for six years. Something that can be difficult for many children is that all lessons are done in English.

(3) In the last year of primary school, children take a national primary school-leaving exam. Anyone who fails must repeat the last year of primary school and then take the exam again.

Those who pass the exam can go on to secondary school for four or five years, (4) depending on the grade they got on the primary school-leaving exam. At the end of secondary school, students take a GCE O-level exam, which is national. It usually tests ten of the subjects (5) that students have been doing, and is a demanding exam. For a lot of students, everything depends on this exam, so they prepare for it for years. Depending on their results, they can then go to a junior college, a polytechnic or a pre-university (6) centre.

The luckiest students are, of course, those who are admitted to a junior college, as they only have to study for another two years before they go to university.

The environment in most schools in Singapore is extremely competitive. A lot of children also go to special private tuition centres in the evening, where they get extra tutoring so that they can cope with the schoolwork and do better in the exams. In addition, most school children also buy and use a number of 'assessment books', as they are called, which contain hundreds of additional practice exercises for each subject. (7) These are in addition to the books that they use at school and in the tuition centres.

Grammar 2 Page 91

Aims of the lesson:

- to present and practise indefinite pronouns

Indefinite pronouns: presentation

- Give students a minute to read the sentences from the *Listening* text.
- Students match the pronouns in bold to the descriptions.
- Check answers.
- Get students to complete the table with indefinite pronouns.
- To recap, you might want to read through the relevant section on page 181 in the *Grammar database*.

Answers

1 b 2 c 3 a

specific: something

non-specific: anyone / anybody

general: everything

negatives: no one / nobody; nothing

Exercise A

- This exercise checks students have understood the difference between indefinite pronouns.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 anything
- 2 everyone
- 3 everything
- 4 anyone
- 5 Someone
- 6 everyone
- 7 something

Exercise B

- Explain the activity and give students two minutes to do it before checking answers.

Answers

- 1 I can't go – I don't know **anyone** / **anybody** there!
- 2 Don't worry, I'm sure you'll meet **someone** / **somebody** you know.
- 3 I was so tired that I didn't do **anything** all day.
- 4 ✓
- 5 There isn't **anything** / There **is** nothing you can do about it now. You'll just have to do your best!
- 6 **Everybody** / **Everyone** in the class can't remember / Nobody in the class **can** remember how to spell that word! It's really difficult.
- 7 ✓
- 8 Doesn't **anyone** / **anybody** know the answer?

Exercise C

- Ask the students who they think the man in the photo is.
- Give them a minute to skim the text to find out. Tell them to ignore the gaps for now.
- Give students a few minutes to complete the gaps in the text with indefinite pronouns. Tell the students they will need to read the text more carefully for this.
- Get students to compare their answers in pairs.
- Check answers.
- Ask students to talk about their favourite teacher.

Answers

- 1 everyone / everybody
- 2 anything
- 3 no one / nobody
- 4 Everyone / Everybody
- 5 anything
- 6 anyone / anybody
- 7 everything
- 8 someone / somebody / anyone / anybody
- 9 no one / nobody
- 10 everyone / everybody



Ask students to complete the exercises on page 52 of the Workbook.

Practise your English Page 92

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Ask students to discuss these questions in pairs.
- Elicit opinions from students around the class.



Exercise B

- Tell students they will be completing a Unified State Exam type exercise (*Grammar and vocabulary A22–A28*).
- Refer students to page 196 to remind them of the strategies.
- Tell students they will read a text about an unusual learning situation.
- Give them 2 minutes to skim the text, ignoring the gaps for now, to find out why the situation it talks about is unusual.
- Tell students to read the text more carefully to choose the correct answer for each gap.

Answers

1 B 2 A 3 B 4 B 5 B 6 C
7 D 8 A 9 C 10 B 11 A 12 C

Exercise C

- Explain the activity. Tell students to complete each gap with one word only.
- Give students a couple of minutes to do the activity on their own before checking answers.

Answers

- 1 chance
- 2 anyone / anybody / she / he
- 3 hands
- 4 place
- 5 something; anything; everything
- 6 subject
- 7 for
- 8 with
- 9 university

Quick chat

- This activity gives students the opportunity to personalize the text. Ask them to answer the question in pairs first.
- Discuss the question as a class.

Speaking Page 93

Aims of the lesson:

- to talk about similarities and differences (Exercise A)
- to present ways of talking about similarities and differences (Exercise B)
- to prepare students for the free speaking task (Exercise C)
- to practise the new language in a free speaking task (Exercise D)

Exercise A

- Divide students into pairs.
- Give students a few minutes to discuss the similarities and differences between the two photos and to express their preferences. Encourage them to make notes.
- Elicit similarities and differences and write them up on the board.



Exercise B

- Tell students they will listen to someone doing the same task.
- Play the CD for students to listen and note the similarities and differences the speaker mentions.
- Elicit answers.

Answers

Similarities

both show children learning

Differences

a lot of children / one child

bored / happy

traditional classroom scene / computer assisted learning

teacher helping child

Exercise C

- This exercise helps prepare students with language to use in the free speaking task in Exercise D.
- Tell students to work in pairs. Give them a few minutes to copy and complete the table with the ideas.
- Draw the table on the board. Elicit answers and write them in the table on the board. Accept any reasonable ideas. Check students understand what the ideas refer to by pointing them out in the pictures.

Possible answers

pic	type of room	furnishings/equipment	opinion
A	traditional classroom	blackboard, boring furniture, desks in rows	students can't interact
B	lecture hall	high-tech equipment, digital projector	a bit impersonal, nothing to motivate students
C	science lab	modern	working together on something interesting
D	modern classroom	modern, students sit around tables	colourful, cheerful, motivating, working together on something interesting

Exercise D

- Explain to students that this activity is the same one the student in the *Listening* extract was doing (Exercise B).
- Read the instructions to the activity and check students understand what they have to do.
- Remind them to use the language from Exercise C and expressions from the *Language chunks* box to help them talk about similarities, differences and preferences.
- Give students 5 minutes to do the task in pairs.

Audioscript

18 Exercise B

Man: The photos show different ways of learning. Compare the two photos and say which way of learning you think is better.

Girl: Both photos show children learning. In the first photo, there are a lot of children in a traditional classroom. They look bored. In the second photograph, though, there is only one child and she is sitting in front of the computer with her teacher. She seems happier than the children in the first picture. I think the second way of learning is better, because it's like a private lesson. The teacher can see if you understand, and she can answer all your questions right away. If there are a lot of children in the class, it is more difficult for the teacher to help everyone.

Pronunciation file 'Say it right!'

Workbook Page 119;

CD folder 'Workbook_Pronunciation file'

Weak and strong forms of modals

Ask students to open their Workbooks at page 119 and look at the pronunciation activities of the unit.

Exercise A

- The activity aims to make students aware of the two different ways of pronouncing modal verbs.
- Read through the information about how modals are pronounced as a class.

14 Exercise B

- Play the CD. Students listen and decide if the modals are pronounced normally or with emphasis.
- Play the CD again for students to listen and repeat.

Answers

- 1 I think you **should** go.
- 2 I don't think I **should**.
- 3 You can easily do this exercise.
- 4 Yes, I **can**.
- 5 I must be going.
- 6 Yes, you **must**.
- 7 I don't think I could do it.
- 8 I think you **could**.

Audioscript

Say it right!

14 Exercise B

- 1 I think you **should** go.
- 2 I don't think I **should**.
- 3 You can easily do this exercise.
- 4 Yes, I **can**.
- 5 I must be going.
- 6 Yes, you **must**.
- 7 I don't think I could do it.
- 8 I think you **could**.

Writing Pages 94 and 95

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to analyse a model essay for ideas, paragraphing and organization (Exercises B & C)
- to analyse a bad model for ideas, paragraphing and linking (Exercises D & E)
- to practise linking and supporting ideas (Exercise F)
- to practise planning and writing an essay (Exercise G)

Exercise A

- Read the task together.
- Divide students into pairs. Give them a few minutes to discuss the questions.
- Elicit feedback and encourage a class discussion on the topic.

Exercise B

- Give students a minute to read the essay to see if any of their ideas are mentioned.

Skills development

Finding ideas

Exercise C

- Give students a minute to match the ideas to the paragraphs in the model essay.
- Check answers.

Answers

There are four paragraphs.

Paragraph 1 – a general statement about school-leaving exams

Paragraph 2 – points for the exams

Paragraph 3 – points against the exams

Paragraph 4 – reasons why they are against the opposing opinion

Paragraph 5 – their personal opinion

Exercise D

- Discuss the essay topic to make sure students understand it.
- Give students a few minutes to read the model essay and to decide what is wrong with it.
- Elicit feedback. Don't give too much away at this stage, as this will spoil Exercise E.

Exercise E

- Give students a minute to read the essay again to answer the questions.
- Elicit feedback.

Answers

- 1 No, only the writer's opinion. It is not a balanced response.
- 2 No.
- 3 No. It is made up of many short sentences because the ideas are not linked.

Connecting and supporting your ideas

Exercise F

- Give students a few minutes to match the connectors in bold to their function in the table.
- Elicit feedback and discuss why it is important to connect ideas – refer them back to the bad model in Exercise D.

Answers

Reason and result	Consequently / So that / as / This is because / As a result
Contrast	However / Despite (this/the fact that) / On the other hand / although / though
Addition	Moreover / Besides / as well / In addition

Planning and writing

Exercise G

- Tell students they will be completing a Unified State Exam type exercise (*Writing C2*).
- Refer them to pages 196 and 197 of their books and discuss the strategies.
- Discuss the essay topic to make sure students understand it.
- Brainstorm ideas students could use in their essays.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 168 for a plan with useful expressions students can use in their essay. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, the essay in class.



For extra practice, refer students to page 53 of the Workbook.

Teacher's Resource File:

- Progress test (page 176)
- Communication activities (pages 198–200)
- Vocabulary exercise (page 218)
- Self-assessment checklist (page 225)

Editable Tests CD: Unit 7 test

8

Who I am

Themes

People
Relationships

Language aims

Grammar

-ing form and infinitive
Past modals

Vocabulary

Relationships
Describing people
Personality
Verbs relating to dress

Skills aims

Reading

Students read a number of short texts for:

- gist
- detail

Listening

Students listen to a long extract for:

- gist
- specific information

Speaking

Students conduct a pairwork speaking task in order to practise:

- describing and comparing pictures
- expressing opinions and impressions

Writing

Students write an informal letter in order to practise:

- ways to give advice
- finding ideas

Reading Pages 96 and 97

Aims of the lesson:

- to warm students up and introduce them to the unit topic (Exercise A)
- to activate student's background knowledge on the topic (Dive in!)
- to read for gist (Exercises B & E)
- to read for detail (Exercises C & D)
- to infer lexical meaning from context (Exercise F)
- to personalize the content of the texts (Quick chat)

Quiz

Exercise A

- The quiz introduces students to the topic of people and relationships.
- Give students a few minutes to do the quiz for themselves. Be prepared to explain any unknown words.
- Give students a minute to compare their answers in pairs or small groups.
- Students read the interpretation of the quiz results on page 164. Be prepared to explain any unknown words.
- Have a class discussion about the results. Ask students how accurate they think they are.

Dive in!

- Ask students to work in pairs. Give students a couple of minutes to brainstorm problems teenagers typically face in these three areas.
- Elicit ideas from around the class.

Exercise B

- Tell students that two of the extracts are written by teenagers (A & B) and two by their parents (C & D). Give them a few minutes to skim them all to match the teenagers with their parents.
- Check answers and ask students to justify them.

Answers

A – D
B – C

Exercise C

- Tell students they will be completing a Unified State Exam type exercises C and D (*Reading A15–A21*).
- Refer students to page 195 to discuss the reading strategies.
- Explain the activity and tell students that they will need to read text A in more detail to do it.
- Give students about 3 minutes to answer the questions. Tell students to find the relevant parts of the text that help them decide.
- Students compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

1 B 2 C

Exercise D

- Tell students that they will need to read text B in more detail to answer these questions.
- Give students about 4 minutes to answer the questions. Tell students to find the relevant parts of the text that help them decide.
- Students compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

1 B 2 A 3 A

Exercise E

- This activity checks global understanding of the text.
- Give students about a minute to answer the question.
- Students compare answers in pairs.
- Elicit the answer. Ensure students justify it by referring back to the text.

Answers

C

Words in context

Exercise F

- Give students a couple of minutes to scan the texts for the words / phrases.
- Students match them to their meanings. Encourage them to use the context of the text to help them understand what the words / phrases mean.
- Give students a few seconds to compare answers in pairs.
- Elicit answers.

Answers

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

Quick chat

- Answer the questions as a class. Encourage a class discussion about the topic.



For extra practice, refer students to pages 54 and 55 of the Workbook.

Vocabulary Page 98

Aims of the lesson:

- to present and practise
 - vocabulary relating to relationships (Exercise A)
 - vocabulary describing people (Exercises B & C)
 - vocabulary describing personality (Exercise D)
 - easily confused words (Exercise E)
- to give students the opportunity to discuss the themes raised in the lesson

Exercise A

- Tell students they will be reading a text about a rocky relationship. Ask them to guess what they think the term means.
- Give students a minute to read the text quickly to find out what the term 'rocky relationship' means.
- Give students a few minutes to complete the gaps with the phrases in bold. Encourage them to use the context of the text to help them work out the meaning of the words.
- Students compare their answers in pairs.
- Check answers.

Answers

- 1 get married
- 2 break up
- 3 get divorced
- 4 make up
- 5 going out with
- 6 hang out with

Exercise B

- Tell students these words are used to describe how someone dresses.
- Give students a couple of minutes to match the words to the pictures.
- Ask them to compare their answers in pairs.
- Check answers. Take this opportunity to check students know the meaning of the incorrect options or at least why they are wrong.
- Model the words for students to repeat (for pronunciation purposes).

Possible answers

- 1 trendy / fashionable
- 2 unfashionable
- 3 formal
- 4 smart
- 5 casual / informal

Exercise C

- Students complete the gaps with the words from Exercise B.
- Check answers.

Answers

- 1 trendy / fashionable
- 2 smart
- 3 formal; casual / informal
- 4 unfashionable

Exercise D

- Tell students these adjectives describe personality. Some of them appeared in the quiz results and some in the *Reading* texts on pages 96 and 97.
- Give students a minute to use the appropriate prefix to make them into negative adjectives.
- Model the words for students to repeat (for pronunciation purposes).
- To check students understand the word, describe a person and ask them to guess which word best describes them, eg *My Aunt Lena is sweet and caring with all her nieces and nephews. She is ... (kind). My cousin Nikita always tells lies. He is ... (dishonest)., etc.*

Answers

- 1 unkind
- 2 dishonest
- 3 unfriendly
- 4 disrespectful
- 5 unreliable
- 6 unsociable

Exercise E

- This exercise helps students see the difference between commonly confused words relating to dress.
- Give students a minute to choose the correct word.
- Check answers and take this opportunity to check students understand the difference between each pair of words.

Answers

- 1 wearing
- 2 put on
- 3 trying
- 4 take off
- 5 dressed
- 6 dress up



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Refer students to pages 197 and 198 of their books to discuss the speaking strategies.
- Give students two minutes to talk about appearance and personality. Encourage them to use words from pages 97 and 98.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



Ask students to complete the exercises on page 56 of the Workbook.

Grammar 1 Page 99**Aims of the lesson:**

- to present and practise words followed by the *-ing* form and / or infinitive form of verbs

-ing form or infinitive: presentation

- Explain that certain verbs are followed by the infinitive and others by *-ing*.
- Give students a minute to read the sentences and to match them with a verb pattern.
- To recap and to see a longer list of verbs followed by these patterns, read through the relevant section on pages 181 and 182 in the *Grammar database*.

Answers

a 2 b 1 c 3

Exercise A

- Give students a couple of minutes to do the exercise before checking answers. Refer students to the list of verbs on page 192 to help them.

Answers

- | | |
|-----------|-----------|
| 1 working | 5 to see |
| 2 seeing | 6 to get |
| 3 to meet | 7 to help |
| 4 to grab | 8 do |

Verbs with both *-ing* form and infinitive: presentation

- Explain that certain verbs are followed by both the infinitive and by the *-ing* form. This can lead to a difference in meaning or no difference / very little difference depending on the verb.
- Give students an example of each on the board and ask some concept questions to check students understand the difference if there is one. For example, Difference in meaning: *I was hungry so I stopped to buy an ice cream. / I stopped buying ice creams because I found out they contain a lot of calories.* No / Very little difference in meaning: *I love wearing casual clothes. / I love to wear casual clothes.*
- To recap and to make this clear, read through the relevant section on page 182 in the *Grammar database*.

Exercise B

- Give students a minute to do the exercise before checking answers. Refer students to the list of verbs on page 182 to help them.

Answers

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

Exercise C

- Some of these sentences contain mistakes that students often make with verb patterns.
- Give students a minute to find and correct the mistakes in the sentences before checking answers.
- Elicit answers and write the correct sentences on the board.

Answers

- 1 Do you still want **to go** to the cinema tonight?
- 2 ✓
- 3 ✓
- 4 I enjoy **spending** time with my cousins.
- 5 Please remember **to pick up** some coffee on the way home.
- 6 Edith's parents won't let her **go out** with her friends.
- 7 The doctor told my dad **to stop smoking** so many cigarettes.



For extra practice, refer students to page 57 of the Workbook.

Listening Page 100

Aims of the lesson:

- to activate background knowledge on the topic (Exercise A)
- to set the context for the listening activity (Exercise B)
- to listen for gist (Exercise C)
- to listen for specific information (Exercise D)
- to notice collocations with *tell* and *say* (Exercises E, F & G)
- to give students the opportunity to discuss the theme raised in the lesson (Quick chat)

Exercise A

- Ask students to read the statements and decide if they agree or disagree with them. Be prepared to explain any unknown vocabulary.
- Give students a few minutes to share their opinions in pairs before discussing the statements as a class.

19 Exercise B

- Tell students what they will be listening to and encourage them to predict the type of programme it is.
- Play the CD for students to check their predictions.

Answers

It is a programme that offers advice to people with problems.



20 Exercise C

- Tell students they will be completing a Unified State Exam type exercise (*Listening B1*).
- Refer students to page 193 of their books to discuss the listening strategies.
- Read the instructions together. Check students understand what they have to do.
- Play the CD for students to listen and match.
- Check answers. Play the extract again if students get answers wrong.

Answers

- 1 C
- 2 A
- 3 B

21 Exercise D

- Explain that for this activity the students will listen to the first problem again as well as Amy's answer.
- Give students a minute to read the statements and find any key words that will help them know what to listen out for.
- Play the CD. If needed, play it a second time.
- Check answers.

Answers

1 x 2 x 3 ✓ 4 x

Words you heard

tell and say

Exercise E

- Read the sentences as a class.
- Read the definitions and make sure students understand the difference between the two words.

Exercise F

- Give students a minute to make collocations.
- Elicit answers.

Answers

1 tell	5 say
2 say	6 tell
3 tell	7 tell
4 tell	8 say

Exercise G

- Give students a minute to do the activity.

Answers

1 told	4 say
2 say	5 told
3 tell	

Quick chat

- Discuss the question as a class. Encourage students to say why they agree or don't agree with the advice given.



For extra listening, refer students to page 59 of the Workbook, CD folder 'Workbook', track 9.

Audioscript

19 Exercise B

Presenter: Good morning and welcome to Ask the expert! the show where you, the listeners, can email your problems and get answers from our resident life coach, Amy Woodrow. Remember to send your emails to asktheexpert@ABC.com. Good morning, Amy.

Amy: Good morning, Paul.

Presenter: Well, are you ready for the first problem?

Amy: Yes, of course.

Audioscript

20 Exercise C

Presenter: The first problem has been sent to us by Patricia. She writes:

Dear Amy,

My sister and I aren't talking because I did something I shouldn't have done. I read her diary when she wasn't around. I knew it was wrong even before I did it, but I couldn't stop myself. She found out because she noticed I had put it back in the wrong place. I was honest and admitted it as soon as she asked me about it, but it didn't help. She was furious, and now she won't talk to me. Is there anything I can do to get her to talk to me again?

The second problem is from Annabel, who writes:

Dear Amy,

I am really upset with my best friend. Until yesterday, I was going out with a boy called Joe. Last week I told my friend, Linda, that I liked Joe's best friend more, but that I wasn't planning to do anything about it. Well, yesterday, Joe broke up with me. When I asked him why, he told me it was because he suspected I liked someone else and that he wasn't happy about being second best. I'm now not talking to Linda because I know it must have been she who told him. She denies it, but it can't have been anyone else because she was the only person who knew about it. She swears she didn't tell him, but I don't believe her. Do you think I'm right about her?

Finally, Mario writes:

Dear Amy,

What should I do about my five-year-old brother who can't stop lying? He's a clever boy, and some of the time his lies are very imaginative. But most of the time he says he hasn't done something, when he really has! And he makes it worse by making it seem that I might have done it! How can I get him to learn that lying has consequences, and that he shouldn't do something if he won't admit later he's done it? Should I ignore his lies? Should I speak to him about it? What can I say to get him to stop lying? I would really like him to start telling the truth and not blame me for things he's done.

Audioscript

21 Exercise D

Presenter: The first problem has been sent to us by Patricia. She writes:

Dear Amy,

My sister and I aren't talking because I did something I shouldn't have done. I read her diary when she wasn't around. I knew it was wrong even before I did it, (1) but I couldn't stop myself. She found out because she noticed I had put it back in the wrong place. I was honest and admitted it as soon as she asked me about it, (2) but it didn't help. She was furious, and now she won't talk to me. Is there anything I can do to get her to talk to me again?

Amy: Well, you're right about one thing, Patricia. What you did was wrong. You should have trusted your instincts. Reading someone else's diary is a betrayal of trust. A diary is private. Your sister is very upset at the moment, but her anger will wear off with time. (3) I would suggest you let it be for the time being and in a week or two when she has had time to cool off, apologize to her. (4) With a bit of luck, she will be over it by then and will accept your apology.

Grammar 2 Page 101

Aims of the lesson:

- to present and practise past modals

Past modals: presentation

- Give students a minute to read the sentences from the *Listening* text and to match them to their meanings.
- Check answers.
- To recap, read through the relevant section on page 183 in the *Grammar database*.

Answers

a 4 b 3 c 1 d 5 e 2

Exercise A

- This exercise checks students have understood the difference in meaning of the various modal verbs.
- Give students a minute to do the exercise before checking answers. Tell them that in some sentences more than one option is possible.

Answers

- 1 could / might / may
- 2 shouldn't
- 3 must; can't
- 4 should
- 5 should

Exercise B

- Explain the activity and give students a minute to do it before checking answers.

Answers

- 1 might have been
- 2 must
- 3 been
- 4 told
- 5 couldn't swim
- 6 be

Exercise C

- Explain the activity. Remind students that the second sentence should mean the same as the first.
- Give students a few minutes to complete the sentences.
- Get students to compare their answers in pairs.
- Check answers.

Answers

- 1 must have told
- 2 can't have been
- 3 might have been
- 4 must have been
- 5 shouldn't have
- 6 might have

Exercise D

- Give students a couple of minutes to complete the sentences in pairs.
- Elicit answers from the different pairs. Accept any that are grammatically correct and make sense.



Ask students to complete the exercises on page 58 of the Workbook.

Practise your English Page 102

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- As a class, ask students where they would normally find graffiti.

Exercise B

- Tell students that they are going to read an article written by Pete Johnson.
- Give students a couple of minutes to skim the text to find out who he is.

Answer

Pete Johnson is a successful graffiti artist.

Exercise C

- Tell students they will be completing a Unified State Exam type exercise (*Grammar and vocabulary B4–B10*).
- Refer students to page 195 of their books to discuss the strategies.
- Give students a few minutes to read the article more carefully to choose the best answers.

Answers

- 1 were not allowed
- 2 these
- 3 drawing
- 4 most
- 5 have been pulled
- 6 their
- 7 has stopped

Exercise D

- Give students a couple of minutes to do the activity on their own before checking answers.

Answers

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

Quick chat

- This activity gives students the opportunity to personalize the text. Tell them that Pete says graffiti art is a way to express himself.
- Ask students to talk about how they express themselves. Ask them to discuss the question in pairs first.
- When the students have finished discussing it in pairs, encourage a class discussion on the topic.

Speaking Page 103**Aims of the lesson:**

- to talk about people in pictures (Exercise A)
- to present ways of talking about people in pictures (Exercise B)
- to present ways of talking about impressions and opinions (Exercise C)
- to practise the new language in free speaking tasks (Exercises D & E)

Exercise A

- These questions give students a reason to look at the photos carefully. Discuss the questions quickly as a class.

Exercise B

- Tell students they will listen to a girl talking about photo A. Ask them to predict which of the things in a–f she'll talk about.
- Play the CD for students to listen and note the things she talks about.
- Play the extract again and ask students to listen for the tense the girl uses when talking about the photo.
- Elicit the answer.

Answer

She talks about everything. She uses the present continuous mostly.

Exercise C

- This exercise gets students to notice the ways the speaker expresses her impressions and opinions about the photo.
- Play the CD. Students listen and match the sentence halves.

Answers

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

Exercise D

- Explain to students that in this activity they should use the *Listening* extract as a model (Exercises B & C).
- Read the instructions to the activity and check students understand what they have to do.
- Remind them to use the language from Exercise C and expressions from the *Language chunks* box to help them talk about the pictures. Remind them also to complete the checklist after their partner has spoken.
- Give students 5 minutes to do the task in pairs. Tell students to give their partner feedback based on the checklist criteria when they've finished talking.

Exercise E

- Give students a few minutes to discuss the questions in pairs.

Audioscript

22 Exercises B & C

Girl: Well, this picture shows some friends sitting and talking. They must be at a café, because the girl is drinking coffee. They're sitting outside. They might be talking about something funny because they're smiling. They're casually dressed. The girl is wearing a denim jacket, and the boy is wearing jeans and a sweater. They're quite young, perhaps 17 or 18, so they're probably school friends or university students. It's a very nice photo. They look happy. It looks like they're enjoying themselves.

Pronunciation file 'Say it right!'

Workbook Page 119;

CD folder 'Workbook_Pronunciation file'

Word stress

Ask students to open their Workbooks at page 119 and look at the pronunciation activities of the unit.

15 Exercise A

- The activity aims to make students aware of word stress.
- Play the CD. Students write the word in the appropriate column depending on the syllable that is stressed.
- Check answers.
- Play the CD again for students to listen and repeat.

Answers

Oo	oO
sister	deny
secret	regret
angry	goodbye
instincts	suggest
sixty	sixteen

Exercise B

- Students practise saying the words in pairs.

Audioscript

Say it right!

15 Exercise B

sister
deny
regret
secret
goodbye
angry
instincts
suggest
sixty
sixteen

Writing Pages 104 and 105

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to analyse a model letter for ideas and ways of giving advice (Exercises B, C & D)
- to get ideas for the letter the students will write (Exercises F & G)
- to practise planning and writing an informal letter (Exercise H)

Exercise A

- Discuss the question as a class.

Exercise B

- Give students a minute to read the letter from Connie and to answer the questions.
- Elicit the answers.

Answer

Connie's parents won't let her go out in the evenings.

Exercise C

- Give students a minute to read the letter from Kathy to see if her advice is similar to theirs.
- Elicit answers.

Skills development

Ways to give advice

Exercise D

- Explain that the expressions in the *Language chunks* box are different ways to give advice. Give students a minute to scan the model letter for expressions from the *Language chunks* box.
- Check answers.

Answers

Why don't you ... ?
You should ...

Finding ideas

Exercise E

- Give students a few minutes to read Andy's letter and the advice that follows. Tell them to pick the two ideas that are not suitable.
- Elicit answers and ask them to explain why the two ideas they've chosen are not suitable.
- In pairs, students come up with two more ideas of their own.

Answer

Ideas 2 and 5 are not appropriate as they are too extreme.

Exercise F

- Ask students to discuss the questions in pairs.
- Elicit answers.

Exercise G

- Ask students what other questions they would ask Andy about the book he has read.
- Write students' ideas on the board.

Planning and writing

Exercise H

- Tell students they will be completing a Unified State Exam type exercise (*Writing C1*).
- Refer students to page 196 of their books to discuss the writing strategies.
- Read the writing task as a class. Point out that students are required to cover both points in their letter.
- Elicit what students are supposed to write in response to Andy's questions. (1 – Give advice; 2 – Describe hobbies; 3 – Describe parents' attitude to the hobbies)

- Remind students to use any of the ideas from Exercise G or their own ideas to complete the second part of the writing task (ask three questions about the book).
- Tell students to choose some of the advice from Exercise F and / or their own ideas in their letter. Tell them to limit the pieces of advice to two and to explain the reasons for them.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 169 for a plan with useful expressions students can use in their letter. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their letter in class.



Ask students to complete the writing task on page 59 of the Workbook.

Teacher's Resource File:

- Progress test (page 177)
- Communication activities (pages 201–203)
- Vocabulary exercises (pages 215, 217)
- Self-assessment checklist (page 226)

Editable Tests CD: Unit 8 test



Multiple intelligences

Pages 106 and 107

Aims of the lesson:

- to motivate students to learn about psychology through English
- to read for gist (Exercise A)
- to read for specific information (Exercises B & C)
- to infer lexical meaning from context (Exercise D)
- to give students an opportunity to organize their own learning experience by completing a cross-curriculum project

Exercise A

- Write up the words *multiple intelligences* on the board and ask students if they know anything about the topic.
- Write up students' ideas on the board but don't comment yet.
- Get students to quickly read the text and see if any of the ideas on the board came up.
- Ask students to look at the photographs below the text. Elicit which activities / situations they represent (1 – *playing music, composing*, 2 – *dancing*, 3 – *helping other people with their problems*, 4 – *thinking over an idea*, 5 – *doing a jigsaw*, 6 – *reading*, 7 – *playing chess*).
- Ask students to match the people in the photographs with the intelligence/s they are using.
- Elicit answers.

Answers

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

Exercise B

- Ask students to read the text in more detail in order to complete the sentences. Encourage them to find evidence in the text to prove their answers.
- Allow students enough time for the activity then check the answers.

Answers

- 1 a
- 2 a
- 3 b
- 4 a

Exercise C

- Elicit which jobs the photographs represent (*scientist, builder, musician (composer, DJ), painter, footballer (goalkeeper), waitress*).
- Students work in pairs and discuss the intelligences people in the photographs need to do their jobs. Encourage students to give reasons for their answers
- Ask a few students to briefly outline the results of their discussion.

Answers

Students' own answers

Exercise D

- Students skim through the text to find the bold words synonymous to the ones given in the exercise.
- Get students to check their answers in pairs then check the answers with the whole class.

Answers

- 1 images
- 2 straightforward
- 3 memorising
- 4 calculations
- 5 mulling over
- 6 flawed
- 7 co-operate
- 8 compose

Project

Students do the project work on psychology according to the plan and then write reports on their findings.



Remote schools

Pages 108 and 109

Aims of the lesson:

- to encourage students to learn about education in remote places around the world
- to understand text cohesion (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercise C)
- to engage students in discussions to enable them to personalize the cross-cultural topic of the unit (Exercise D)

Exercise A

- Ask students how far they have to travel to get to school – see who travels the furthest.
- Ask students how they would get to school or study if they lived hundreds of miles from the nearest school.
- Write up their ideas on the board and discuss which they think is the best.
- Ask the students to look at the sentences in exercise A. Explain that there are eight sentences but only seven gaps in the text (one sentence is extra).
- Tell students to read through the article and complete the gaps paying attention to the surrounding lexical and grammatical context.
- Get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

- A 3
- B 6
- C 5
- D 1
- E 8
- F 2
- G 7

Exercise B

- Explain the task and then ask students to read the text more carefully in order to choose the correct country. Encourage students to find evidence for their choices.
- Elicit answers.

Answers

- 1 Indonesia
- 2 Scotland
- 3 Australia
- 4 Scotland
- 5 Australia
- 6 Indonesia

Exercise C

- Ask students to work individually to match the words in bold with their definitions.
- Check answers.

Answers

- 1 virtual
- 2 solution
- 3 ferry
- 4 uncommon
- 5 disrupt(ing)
- 6 ensure
- 7 lack
- 8 option

Your voice Exercise D

- Ask students to work in pairs in order to discuss the questions.
- Encourage students to use relevant speaking strategies – agreeing/disagreeing, suggesting/rejecting ideas, explaining, giving reasons for opinion etc.
- Get students' feedback on the advantages and disadvantages of studying at home using the Internet (question 3).

Answers

Students' own answers



Pages 110 and 111

Exercise 1

- 1 secondary
- 2 public
- 3 graduate
- 4 mathematics
- 5 primary
- 6 degree
- 7 passed
- 8 well

Exercise 2

- 1 have
- 2 take
- 3 take
- 4 take
- 5 had

Exercise 3

- 1 out
- 2 out
- 3 up
- 4 up
- 5 for
- 6 to

Exercise 4

- 1 unfashionable
- 2 dishonest
- 3 disrespectful
- 4 unfriendly
- 5 unsociable

Exercise 5

- 1 learning
- 2 learnt
- 3 study
- 4 wear
- 5 say
- 6 told
- 7 Say
- 8 dressed up
- 9 dress

Exercise 6

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

Exercise 7

- 1 shouldn't
- 2 can't
- 3 must
- 4 might
- 5 should

Exercise 8

- 1 to turn
- 2 to invite
- 3 talking
- 4 visiting
- 5 seeing
- 6 to explain
- 7 playing
- 8 cheating
- 9 dancing
- 10 to get

Exercise 9

- 1 everything
- 2 anyone
- 3 something
- 4 someone
- 5 Everyone
- 6 anything
- 7 no one



Ask students to complete Progress test 2 on pages 62 and 63 of the Workbook.

9

Relax and enjoy!

Themes

Entertainment
The media

Language aims

Grammar

The passive
The causative

Vocabulary

Cinema, theatre and television
Places of entertainment
Types of film

Skills aims

Reading

Students read a number of short texts to understand:

- text type
- details

Listening

Students listen to a long extract for:

- gist
- detail

Speaking

Students conduct a pairwork speaking task in order to practise:

- asking for clarification
- role-playing

Writing

Students write a film review in order to practise:

- paragraphing
- positive and negative vocabulary
- summarizing a plot

Reading Pages 112 and 113

Aims of the lesson:

- to warm students up and introduce them to the unit topic (Exercise A)
- to read to understand text type (Exercise B)
- to activate student's background knowledge on the topic (Dive in!)
- to read for detail (Exercise C)
- to infer lexical meaning from context (Exercises D & E)
- to personalize the content of one of the texts (Quick chat)



- Give students a couple of minutes to discuss the questions in pairs before discussing them as a class.

Exercise B

- Tell students that to do this activity they will need to take all the features of the text into consideration: headlines, pictures, text, etc.
- Give students a minute to match the texts with a description. Time students so that they know not to read everything in detail.
- Check answers and ask students to justify them.

Answers

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

Quiz

Exercise A

- Give students a few minutes to do the quiz for themselves. Be prepared to explain any unknown words.
- Give students a minute to compare their answers in pairs or small groups, then check answers.
- Students read the interpretation of the quiz results on page 164.

Answers

1 a 2 c 3 a 4 b 5 c

Exercise C

- Explain the activity and tell students that they will need to read each text in more detail to do it.
- Do the first one together as a class.
- Give students about 5 minutes to do the rest. Tell students to find the relevant parts of the texts that help them decide on their answer.
- Students compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

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

Words in context

Exercises D & E

- Give students a couple of minutes to scan the texts for the words.
- Ask students, in pairs, to discuss what they think the words might mean. Encourage them to use the context to help.
- Elicit feedback.
- Give students a minute to complete the definitions.
- Elicit answers.

Answers

1 passerby	4 heap
2 worth	5 sold out
3 box office	6 interview

Quick chat

- Ensure students have understood the article in text 4. Answer the question as a class.



For extra practice, refer students to pages 64 and 65 in the Workbook.

Vocabulary Page 114

Aims of the lesson:

to present and practise

- vocabulary relating to cinema, theatre and television (Exercises A & B)
- easily confused words (Exercise C)
- vocabulary relating to places of entertainment (Exercises D & E)

Exercise A

- Tell students they will be reading a review about a Spanish thriller called *The Orphanage*. Ask students if they have seen the film.
- Give students a minute to read the review quickly to find out if the reviewer liked the film or not. Tell them to ignore the gaps for now.
- Tell students to read the review more carefully to complete the gaps with the words from the box. The first letter of each word has been given to them.
- Students compare their answers in pairs.
- Check answers and check students understand the words.

- Model the words for students to repeat (for pronunciation purposes).

Answers

1 review
2 Directed
3 Starring
4 set
5 audience
6 actors
7 action
8 plot
9 screen

Exercise B

- Give students a couple of minutes to read the sentences and choose the best answer.
- Ask them to compare their answers in pairs.
- Check answers. Take this opportunity to check students know the meaning of the incorrect options or at least why they are wrong.
- Model the words for students to repeat (for pronunciation purposes).

Answers

1 episode
2 book
3 effects
4 soundtrack
5 sitcom

Exercise C

- Students read the sentences and choose the correct option.
- Check answers.

Answers

1 listen to
2 watching
3 look at
4 see
5 hear
6 watched
7 listened, heard

Exercise D

- Give students a minute to match the pictures with the words / phrases.
- Model the words for students to repeat (for pronunciation purposes).

Answers

- 1 funfair
- 2 aquarium
- 3 concert hall
- 4 art gallery
- 5 circus
- 6 zoo
- 7 museum

Exercise E

- Give students a minute to complete the gaps with words from Exercise D.
- Check answers.

Answers

- 1 Museum
- 2 Art Gallery
- 3 Aquarium
- 4 concert hall
- 5 zoo
- 6 Circus
- 7 funfair



Ask students to complete the exercises on page 66 of the Workbook.

Grammar 1 Page 115

Aims of the lesson:

- to present and practise the passive

The passive: presentation

- Read through the rules of use and example sentences from the *Reading* texts as a class.
- Read the note as a class.
- To recap, you might want to read through the relevant section on pages 183 and 184 in the *Grammar database*.

Exercise A

- Explain to students that each sentence contains a common mistake with the passive.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 Russell Crowe **was** born in New Zealand.
- 2 She hasn't **been** seen for a while.
- 3 The wedding dress will be **worn** by Scarlett Johansson in her next film.
- 4 The part will **be** played by Drew Barrymore.
- 5 The difficult stunts will **be done** by a professional.
- 6 The play was **written** by a young writer.

Exercise B

- Tell students to read the headline and to predict what they think the article is about. The article is based on a real discovery.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 was reported
- 2 has discovered
- 3 measures
- 4 said
- 5 was found
- 6 said
- 7 be introduced

Exercise C

- Tell students they are going to read four short news reports. Ask them to quickly look at them and to find out what each one is about.
- Elicit answers.
- Give students a couple of minutes to read the news reports and to put the verbs in the correct form: passive or active.
- Check answers.

Answers

- 1 discover; was discovered/has been discovered
- 2 was seen; said
- 3 were rescued; said
- 4 be married; said/have said



Ask students to complete the exercises on page 67 of the Workbook.

Listening Page 116

Aims of the lesson:

- to activate background knowledge on the topic (Exercise A)
- to set the context for the listening activity and to listen for gist (Exercise B)
- to listen for detail (Exercise C)
- to learn different film genres (Exercises D & E)
- to give students the opportunity to discuss the themes raised in the lesson

Exercise A

- Discuss this question as a class. Tell students to use the places of entertainment in the box in Exercise B.

Background information

Bryant Park and Central Park are both found in Manhattan, New York City. The Met, which is short for The Metropolitan Museum of Art, holds one of the largest collections of art in the world.

Answer

The pictures show: a concert, an art exhibition and a cinema (a summer cinema).

23 Exercise B

- Tell students that they will be listening to a man talking about what's on in New York over a summer weekend.
- Play the CD for students to listen and note the forms of entertainment the man mentions.

Answers

The following are mentioned:
a festival
a dance
an art exhibition
a concert
the cinema



23 Exercise C

- Tell students they will be completing a Unified State Exam type exercise (*Listening A8–A14*).
- Refer students to pages 193 and 194 of their books to discuss the listening strategies.
- Ask students to read the sentences carefully. They might be able to remember what they heard, so ask them to tentatively choose an answer.

- Ask them to find key information in the stems of the sentences – information that they need to listen out for.
- Play the CD for students to check their answers.
- Play the extract a third time if students are getting an answer wrong.

Answers

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

Words you heard

Exercise D

- Read the instructions as a class.
- Students match the film titles with the type of film they are.
- Elicit answers. Model the words for students to repeat (for pronunciation purposes).

Answers

a 1
b 2 and 3

Exercise E

- People commonly confuse thrillers and horror films. This activity explains the difference.
- Model the words for students to repeat (for pronunciation purposes).
- Explain the activity and give students a minute to do it before checking answers.

Answers

1 comedy
2 thriller
3 drama
4 historical
5 horror



- Tell students that they will be completing a Unified State Exam type exercise (*Speaking C3*).
- Refer students to pages 197 and 198 of their books to discuss the speaking strategies.
- Give students two minutes to talk on films. Encourage them to use words from pages 114 and 116.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra listening, refer students to page 69 of the Workbook, CD folder 'Workbook', track 10.

Audioscript

23 Exercises B & C

Presenter: ... and finally, feel like getting out and about? Well, there's a lot on in New York City this weekend. For some outdoor entertainment, you might want to consider the free film festival in Bryant Park, where you can see some old classics. (1) This Saturday night you can see the 1978 *Superman* adventure movie with Christopher Reeve as well as the 1940s classic mystery *Arsenic and Old Lace*. It's free and it's outdoors, so pack a picnic (2) and get down there early to find a spot and enjoy the long summer evening.

Can't resist a dance floor? Get into the Midsummer Night Swing at Lincoln Center, where you can join other dancers on the platform built over the Center's famous fountain. Live bands will be playing salsa, tango and rock'n'roll. There is also a free dance lesson beforehand to make sure everyone can join in. (3) And if you get there early, you can also see the Picasso exhibition on at the moment at the nearby Met. (4) Over 100 works by the artist are on show. For music lovers, Central Park's lovely bandshell, on the west side, is a gorgeous spot to see musicians play. For those in the mood for some Spanish guitar music, this Saturday, a collection of flamenco artists from around the city will be performing. (5) For those in the mood for something classical, the Naumburg Chamber Orchestra will be playing Beethoven and Mozart on Sunday.

There is plenty of indoor entertainment too. This weekend the new X-Files movie premieres in cinemas around the city. (6) Scully and Mulder are called back to duty when a former priest claims to be receiving psychic visions about a kidnapped FBI agent. If you like mysteries or science fiction, this is a film you shouldn't miss.

- Give students a minute to look at the pictures and read the text about Nicole Bradford.
- Discuss the question as a class.

Answer

1 a

The causative: presentation

- Read through the rules as a class. It might be helpful to put the form rules up on the board.
- To recap, you might want to read through the relevant section on page 184 in the *Grammar database*.

Exercise B

- This exercise serves as a drill to practise the form of the causative. Explain that the sentences all need to be in the present perfect tense, as in the example.
- Give students a minute to do the exercise before checking answers.

Answers

- 1 She has had her teeth straightened.
- 2 She has had her teeth whitened.
- 3 She has had her nose done.
- 4 She has had her eyebrows plucked.
- 5 She has had her nose pierced.
- 6 She has had her ears pierced.
- 7 She has had her hair coloured.

Exercise C

- Explain the activity and give students 2 minutes to do it before checking answers.
- Remind them that the second sentence should have the same meaning as the first and that the tenses should be the same.

Answers

- 1 had his car
- 2 am having
- 3 I will have
- 4 have had
- 5 are having

Exercise D

- Tell students the text is about the things rich and famous people have done for them.
- Give students a few minutes to complete the text with the correct form of the causative.
- Get students to compare their answers in pairs.
- Check answers.
- Ask students if they would like to have a life like this and to say why or why not.

Grammar 2 Page 117

Aims of the lesson:

- to present and practise the causative

Exercise A

- This exercise provides a context for students to understand the meaning of the causative, so do it before looking at the presentation box.

Answers

- 1 have your breakfast prepared
- 2 have / get your hair styled
- 3 have it read
- 4 have your dogs walked
- 5 have your car driven
- 6 have / get your shopping done

Exercise E

- This activity gives students the opportunity to personalize the new structure.
- Give students a couple of minutes to make sentences about the various things they do or have done.

Possible answers

- 1 I have/get my pizza delivered.
- 2 I have/get my letters delivered.
- 3 I have/get my broken machines repaired.
- 4 I wash and iron my own clothes.

Exercise F

- Students compare their answers in pairs.
- Elicit answers from some students. Accept any that are grammatically correct and make sense.



Ask students to complete the exercises on page 68 of the Workbook.

Practise your English Page 118

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Read the questions as a class. Give students two minutes to read the text quickly, ignoring the gaps for now, to find the answers.

Answers

- 1 No.
- 2 They have their teeth fixed and their noses done.



Exercise B

- Tell students they will be completing a Unified State Exam type exercise (*Grammar and vocabulary B11–B16*).

- Refer students to pages 195 and 196 to discuss the strategies.
- Give students a few minutes to read the article more carefully and predict which part of speech should go into each gap. Discuss students' ideas. Each with a derivative from the word given in capitals.
- Let students enough time to complete the gaps, then check the answers.

Answers

- 1 stylist
- 2 famous
- 3 actors
- 4 surprised
- 5 Celebrities
- 6 glamorous

Exercise C

- Give students a couple of minutes to do the activity on their own before checking answers.

Answers

- 1 B 2 B 3 D 4 D 5 B
6 B 7 A 8 C 9 C 10 D

Quick chat

- This activity gives students the opportunity to personalize the text.
- Discuss the questions as a class. Encourage students to say why they are or are not surprised by the information in the article.

Speaking Page 119

Aims of the lesson:

- to prepare students for the speaking task (Exercises A & B)
- to present ways of asking for help and clarification (Exercises C & D)
- to practise the new language in a controlled activity (Exercise E)
- to prepare for the free speaking collaborative task (Exercise F)
- to role-play the situation from Exercise F (Exercise G)

Exercise A

- This activity and the next one pre-teach vocabulary students need for the free speaking activity.
- Do the matching task as a class.
- Divide students in pairs. Give them a minute to come up with three more instruments.
- Elicit answers and write them up on the board. Examples of instruments that are not in the pictures: accordion, saxophone, trombone, harp etc.

Answers

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

Exercise B

- Give students a minute to answer the questions in pairs before discussing them as a class.

Answers

- 1 all (*including electric guitar, which has been widely used to play contemporary classical music since 1950s*)
- 2 electric and acoustic guitar, drums and piano
- 3 flute and trumpet
- 4 acoustic and electric guitar, piano, cello and violin
- 5 acoustic and electric guitar, cello and violin

24 Exercise C

- Explain the activity.
- Play the CD. Students listen and guess the musical instrument being described.

Answer

a violin

24 Exercise D

- Explain to students that these phrases can help communication if you don't know the word for something or you're not sure what the other person says and / or means.
- Play the CD for students to listen and note the phrases the speakers use.
- Elicit answers. Explain to students that some of the expressions are quite informal. The people on the CD are friends and so use mainly informal expressions.

Answers

Asking for help

I don't know the English word for ...

Can you tell me ... ?

Asking for clarification

Sorry, what did you say?

Did you say ... ?

Helping

Do you mean ... ?

Oh, I know. You mean ...

Exercise E

- Group students in pairs and explain that they will take turns playing the role of the girl and the boy in the *Listening* extract (Exercises C & D).
- Explain that the person playing the role of the boy should not say the name of the instrument, either during the dialogue or beforehand.
- Remind them to use expressions for the *Language chunks* box to help them talk about the musical instruments in Exercise A.
- To practise using the language, give students a few minutes to act out the dialogues concerning two of the instruments.

Exercise F

- This exercise helps students prepare for the *Speaking* task before they do it.
- Divide the class into pairs. Read the instructions to the activity as a class and check students understand what they have to do.
- Give them a few minutes to think about the questions and to prepare their answers. Encourage them to jot down notes.



Exercise G

- Tell students they will be completing a Unified State Exam type exercise (*Speaking: role-play*).
- Refer students to page 198 of their books to discuss the exam strategies.
- Explain to students that they should slightly exaggerate their difficulty in communicating or comprehending information, in order to practise more fully the appropriate strategies from the *Language chunks* box.
- Elicit this activity in a more formal context than that in the *Listening* extract (Exercise C).
- Give students 5 minutes to do the task in pairs.
- Elicit feedback from each pair. Ask them to tell the class which instrument Student A has to learn and why.

Audioscript

24 Exercises C & D

Girl: Hi! It's a lovely day, isn't it? Do you want to go and sit in the park for a bit?

Boy: Sorry, I can't – I've got a music lesson at half past.

Girl: OK. What instrument are you learning?

Boy: The ... the what's-it-called.

Girl: Sorry, what did you say?

Boy: I don't know the English word for it. You can play classical music with it.

Girl: Did you say classical music?

Boy: That's right. It makes a beautiful sound.

Girl: Well, can you tell me what it looks like?

Boy: Um, it has strings and it's made of wood. You play it with a ... a ... with a wooden thing that's this shape.

Girl: Do you mean a cello?

Boy: No, it's smaller than a cello.

Girl: Oh, I know. You mean you're *[fade]* learning the...

Exercise C

- Students take it in turns to say a word from Exercise B. Their partner has to guess which words they are saying.

Exercise D

- For a bit of fun, in pairs, students practise saying the tongue twisters.
- When they have practised them a little, tell them to say them as fast as they can.

Audioscript

Say it right!

16 Exercise A

sit
shine

17 Exercise B

- 1 she
- 2 sew
- 3 ship
- 4 shape
- 5 silk
- 6 short

Pronunciation file 'Say it right!'

Workbook Page 119;

CD folder 'Workbook_Pronunciation file'

[s] and [ʃ]

Ask students to open their Workbooks at page 119 and look at the pronunciation activities of the unit.

16 Exercise A

- The activity aims to make students aware of the differences between [s] and [ʃ]
- Play the CD for students to hear the difference between the two sounds.

17 Exercise B

- Play the CD and tell students to circle the word they hear.
- Check answers.
- Play the CD again for students to listen and repeat.

Answers

- 1 she
- 2 sew
- 3 ship
- 4 shape
- 5 silk
- 6 short

Writing Pages 120 and 121

Aims of the lesson:

- to introduce students to the topic of reviews (Exercise A)
- to analyse a model review for organization and content (Exercise B)
- to notice positive and negative vocabulary (Exercise C)
- to practise summarizing a film plot (Exercise D)
- to practise planning and writing a film review (Exercises E & F)

Exercise A

- Give students a minute to do the survey.
- Ask them to compare what they do with a partner.
- Elicit feedback about what students do. Ask them if they read reviews to help them decide what to buy and/or see.

Skills development

Paragraphing

Exercise B

- Read the request for reviews as a class.
- Tell students that the paragraphs in the review are not in order. Give them a couple of minutes to read it and order the paragraphs.
- Elicit answers.
- Discuss why the film was given a star rating of four out of five.

Answers

a

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

b

The film was given a star rating of four out of five because, although the writer really liked it, he/she found the plot a little disappointing.

Positive and negative vocabulary

Exercise C

- Tell students to read each extract and to note the positive and negative phrases used to describe the films.
- Elicit answers.

Answers

Positive phrases

I loved this film.
I couldn't wait to see ...
... is terrific
... is one of the most exciting films I've ever seen.
Very entertaining ...
... well worth seeing

Negative phrases

... was supposed to be a ... , but ...
I'd say it was disappointing.
... a waste of money
... not as good as the book.
boring
the plot is ridiculous
I don't recommend it.

Summarizing a plot

Exercise D

- This activity aims to show students that a plot summary should not give too much away.
- Give students a minute to read the plot for *The Bourne Ultimatum* and to cross out three sentences that are not necessary.
- Students compare ideas in pairs.
- Elicit ideas.

Answers

Unnecessary sentences:

- The film talks about his past too.
- He also goes to Spain and meets two people there.
- Jason Bourne is still trying to find out who he really is.

Planning and writing

Exercises E & F

- Read the writing task as a class.
- Give students a few minutes to answer the questions about a film they've seen and to make notes.
- When they've finished, tell students to work in pairs and to tell each other about the film they've chosen, using their notes.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 169 for a plan with useful expressions students can use in their review. Remind them to also use expressions from Exercise C and the *Language chunks* box.
- If time allows, get students to write, or begin to write, their review in class.



Ask students to complete the writing task on page 69 of the Workbook.

Teacher's Resource File:

- Progress test (page 178)
- Communication activities (pages 204, 205)
- Self-assessment checklist (page 227)

Editable Tests CD: Unit 9 test

10 Saying your piece

Themes

Communication
Technology

Language aims

Grammar

Zero, first and second conditional
Third conditional
unless, as long as, what if

Vocabulary

Technology and communication
Derivatives
Phrasal verbs

Skills aims

Reading

Students read an article:

- for gist
- to understand text cohesion

Listening

Students listen to a long extract for:

- gist
- specific information

Speaking

Students conduct a pairwork speaking task in order to practise:

- interrupting
- accepting / rejecting interruptions

Writing

Students write an article in order to practise:

- paragraphing
- content and organization

Reading Pages 122 and 123

Aims of the lesson:

- to warm students up and introduce them to the unit topic (Exercise A)
- to activate students' background knowledge on the topic (Dive in!)
- to read for gist (Exercise B)
- to read to understand text cohesion (Exercise C)
- to infer lexical meaning from context (Exercise D)
- to translate SMS text message abbreviations (Exercise E)
- to personalize the topic of the lesson

Quiz

Exercise A

- The quiz introduces students to the topic of computer technologies.
- Give students a few minutes to do the quiz for themselves. Be prepared to explain any unknown words.
- Give students a minute to compare their answers in pairs or small groups.
- Check answers.

Background information

- 1 Charles Babbage made the first designs of a programmable, steam-driven 'Analytical Engine' some time before 1837, and continued to adapt the designs until the late 1860s; construction of the machine was never completed.
- 2 In the 1960s, users of MIT's electronic central file-sharing system began using the system to send personal messages; the World Wide Web, developed by Sir Tim Berners-Lee, became a publicly available service in August 1991; the ARPANET was set up in late 1969 and later grew into what is now the Internet, with the TCP/IP protocol suite being standardised in 1982.
- 3 The ENIAC was completed at the University of Pennsylvania, USA in 1945; it's said that it used so much electricity that at first it made lights dim all over the city of Philadelphia when it was in use.
- 4 The Dvorak keyboard layout, designed in the 1930s by Dr August Dvorak, can be used on both Windows and Macs but has never become popular; WYSIWYG stands for 'What You See Is What You Get', describing a computer interface where what appears in an on-screen document is the same as what appears in the final printed document; the QWERTY layout, used for typewriters since the late 1870s, is still used for most computer keyboards today.
- 5 'First generation' mobile technology dates from around 1980; 2G was introduced in 1991, 3G in 2001 and a form of 4G in 2010 (although some systems have described themselves as 4G since 2004).

- 6 Doug Engelbart made the first computer mouse in 1964, and its case was made out of wood.
- 7 A 'worm' is a type of computer software similar to a virus; Ctrl-Alt-Delete is a Windows keystroke combination which interrupts a program or function.
- 8 'Chips' consist of layers of various materials, including copper, on a ceramic base of silicon; tiny amounts of gold may be used in some parts of certain computers, but not in chips.

Answers

- A 3
- B 7
- C 2
- D 4
- E 1
- F 5

Dive in!

- Explain to students that notices in hotels in non-English speaking countries (and menus in restaurants) often contain mistakes in their English translations. Explain that this often happens because translation is a very difficult thing to do well.
- Give students a minute to read the notices and answer the questions.
- Discuss the questions as a class.

Answers

- 1 A non-native speaker of English.
- 2 They contain the kind of mistakes common in word-for-word translations (mistakes in word choice and grammar and an unintentional humorous meaning!).

Exercise B

- Give students 2 minutes to read the text to find answers to the two questions. Explain that they do not need to read everything to do this.
- Elicit answers and ask students to justify them.

Answers

- 1 in 1954
- 2 The problems were: It could only translate 250 Russian words and it only knew six grammar rules.

Exercise C

- Tell students they will be completing a Unified State Exam type exercise (*Reading B3*).
- Refer students to page 194 of their books to discuss the strategies.
- Like the one in Unit 5, this type of activity is rather challenging for students. It would be better to deal with the first gap together as a class. This way, you will be able to show students what to look for when completing the gaps with sentence parts.
- Give them two minutes to read through the missing sentence parts and to decide which sentence part would fit best. Encourage them to read the sentence parts in detail and to read them as part of the paragraph.
- Elicit ideas and ask students to justify their choice. Decide on the right missing sentence part before moving on to the second gap.
- Give students about 8 minutes to complete the rest of the gaps with the missing parts. Remind them there is one extra sentence part they will not need to use.
- Get students to compare their answers in pairs before checking them. Encourage students to justify their choices.

Answers

- A 3
- B 7
- C 2
- D 4
- E 1
- F 5

Words in context

Exercise D

- Give students a couple of minutes to scan the text for the words.
- Give students a couple of minutes to match them with the definitions. Encourage them to use the context to help.
- Elicit answers.

Answers


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

Exercise E

- This activity involves students having to translate common text message abbreviations into plain English.
- Give students a couple of minutes to match the abbreviations with their meanings.
- Check answers.
- In pairs, students discuss in what situation they might use each.
- Elicit ideas. Accept any that make sense.

Answers

NP – 9
B4 – 2
HAND – 6
IMO – 4
BRB – 3
K – 5
PAW – 10
IYKWIM – 8
LOL – 1
LMK – 7

- 
- Tell students they will be completing a Unified Exam type exercise (*Speaking C3*).
 - Ask students to open their books at pages 197 and 198 to discuss the strategies.
 - Check students understand what they will have to do and they should be working in pairs.
 - Give students a couple of minutes to talk on computers.
 - Students should then swap roles.
 - Ask one or two students to tell the rest of the class what they told their partner.



For extra practice task, refer students to pages 70 and 71 in the Workbook.

Vocabulary Page 124

Aims of the lesson:

to present and practise

- vocabulary relating to technology and communication (Exercises A, B & C)
- derivatives relating to communication (Exercise C)
- phrasal verbs (Exercises D & E)

Exercise A

- To check students understand the words, ask them to match them with the pictures. Model the words for students to repeat (for pronunciation purposes).

- Give students a few minutes to discuss how technology has made life easier in the different areas. Ask them to make notes.
- Elicit feedback and encourage a class discussion.

Answers

A – transport
B – education
C – communication
D – medicine
E – science

Exercise B

- Give students a couple of minutes to complete the sentences with words from the box.
- Ask them to compare their answers in pairs.
- Check answers. Check students are clear about the differences between an invention (something new that has been created or designed) and a discovery (something new that has been found).
- Model the words for students to repeat (for pronunciation purposes).

Answers

1 invention
2 laptop
3 gesture
4 software
5 postcard
6 network
7 discovery

Exercise C

- Give students a few minutes to copy and complete the table.
- Check answers.
- Model the words for students to repeat (for pronunciation purposes).

Answers

1 translate
2 interpretation
3 communication
4 answer
5 interrupt

Exercise D

- Give students a couple of minutes to read each sentence carefully and to match the phrasal verbs with their meanings.
- Check answers.

Answers

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

Exercise E

- Give students a minute to complete the gaps before checking answers.

Answers

- 1 called in
- 2 get through
- 3 hung up
- 4 call up
- 5 Hang on



Ask students to complete the exercises on page 72 of the Workbook.

Grammar 1 Page 125**Aims of the lesson:**

- to present and practise the zero, first and second conditional

Zero, first and second conditional: presentation

- Give students a minute to read the extracts from the *Reading* text and to match them with the descriptions of the different conditionals. The form rules should help them decide.
- Elicit answers.
- To recap, you might want to read through the relevant section on pages 184 and 185 in the *Grammar database*.

Answers

- a second conditional
- b zero conditional
- c first conditional

Exercise A

- This exercise requires that students understand the form and meaning of each conditional sentence. Tell them to read the sentences carefully – they must make sense when matched up.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

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

Exercise B

- This exercise checks students have understood the form of each conditional.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 will
- 2 asked
- 3 use
- 4 ask
- 5 want
- 6 would lose

Exercise C

- Tell students there is a mistake in each sentence. Tell them to correct the sentences so that they make the conditional form shown in brackets. They can refer to the grammar box for the form rule if they need to.
- Give students a couple of minutes to do the activity before checking answers.

Answers

- 1 I'd buy a new laptop if I were you.
- 2 The computer turns off if you **press** this button.
- 3 You can't hear the music if you **don't** turn up the volume.
- 4 I **wouldn't** spend all that money on a translation program even if it were perfect.
- 5 You can download music for free if you **buy** that mobile.
- 6 I'll call you back if I **need** anything else.

Exercise D

- Give students a couple of minutes to do the activity before checking answers.

Answers

- 1 don't understand
- 2 checked
- 3 will translate
- 4 would buy
- 5 says
- 6 'll call



Ask students to complete the exercises on page 73 of the Workbook.

Listening Page 126

Aims of the lesson:

- to warm students up (Exercise A)
- to activate background knowledge on the topic and encourage prediction (Exercise B)
- to listen for gist (Exercise C)
- to listen for specific information (Exercise D)
- to notice words related to communication technology (Exercise E)

Exercise A

- Give students a few minutes in pairs to discuss the ways of communicating the pictures show. Tell them to discuss the advantages and disadvantages of each and to decide which one they think is best.
- Elicit ideas.

Answers

The pictures show the following ways of communicating:

- sending a card
- sending / receiving a text message
- talking on the phone
- chatting online or sending / receiving an email

Exercise B

- Discuss this question as a class. Get students to note down whether they were or were not possible 20 years ago.

25 Exercise C

- Explain to students that the speaker is talking about when he was at school, which was about 20 years ago.
- Play the CD for students to check their answers in Exercise B.

Answers

- 1 seeing the person you are talking to on the phone
- 2 sending written messages by phone
- 3 sending messages using your computer

25 Exercise D

- Ask students to read the notes carefully. They might be able to remember what they heard, so ask them to tentatively write any answer they can recall.
- Ask them to underline key information in the notes – information that they need to listen out for.
- Play the CD.

- Play the extract again if students are getting an answer wrong.
- Ask students if any of the information they heard surprised them.

Answers

- 1 line
- 2 photos
- 3 video
- 4 (very) popular
- 5 fast
- 6 webcam (= camera)

Words you heard

Communication technology

Exercise E

- Read the instructions as a class.
- Students match the words with the definitions.
- Elicit answers. Model the words for students to repeat (for pronunciation purposes).
- Ask students if they have done or if they do any of these on their computer.

Answers

- 1 b 2 c 3 a 4 d



For extra listening, refer students to page 75 of the Workbook, CD folder 'Workbook', track 11.

Audioscript

25 Exercises C & D

Rob May: When I was at school, the only way we had of communicating with people abroad in real time was the telephone. And even that was expensive and unreliable. All too often, the line went dead in the middle of a conversation, (1) and you often had to try again and again to get through. Back then, if someone had told me what communication would be like today, I would have thought they were crazy. And yet, teenagers today can talk to and exchange SMS messages with one another on their mobile phones wherever they are, they can send photos and songs (2) to each other within minutes, they can make video calls (3) and watch each other's face as they speak, even if they live in different continents. Yes, you might ask, but what if you have no money? Can you still chat to friends in another country in real time? The answer is, yes, you can, because modern communication technology gives you the chance to chat with your friends online in real time for free!

Chatting online is really very easy and, unsurprisingly, it is also very popular with young people everywhere.

(4) Provided you have a computer and an internet connection, all you have to do is sign on and start chatting to your friends by typing your messages in a window that opens on your computer screen.

And it doesn't have to cost you anything. Unless you want a very sophisticated chat program, you can download your instant messaging software for free. You just download it, install it, choose a screen name for yourself and you're ready!

But modern instant messaging platforms aren't just for writing messages. You can also exchange files, such as photographs or songs with the people you are chatting with, and you can even try videoconferencing, as long as you have a fast internet connection. (5) Ah, and of course, a webcam and a microphone. (6) With videoconferencing, you can see the people you're chatting with in a window on your screen, and you can hear them through your computer speakers. Of course, they can also see and hear you, so be sure that ...

Grammar 2 Page 127

Aims of the lesson:

- to present and practise the third conditional
- to present and practise conditional structures with *unless*, *as long as*, *what if*

The third conditional: presentation

- Read the sentence from the *Listening* text and discuss the concept questions as a class.
- Highlight the form of the third conditional.
- To recap, read through the relevant section on page 185 in the *Grammar database*.

Answers

- 1 past
- 2 No
- 3 No

Exercise A

- This exercise provides some form practice of the third conditional.
- Give students a minute to do the activity before checking answers.

Answers

- 1 had been able to
- 2 wouldn't have got
- 3 hadn't called
- 4 would have found
- 5 would have told

Exercise B

- Give students a couple of minutes to do the activity. Explain that all the sentences should be in the third conditional.
- Check answers.

Answers

- 1 had paid
- 2 would have added
- 3 had had
- 4 had known
- 5 would not have asked

Exercise C

- Explain the activity and give students 2 minutes to make third conditional sentences. Remind them to use the pictures and the prompts to help them.
- Ask students to compare their sentences in pairs.
- Check answers. Accept any that are grammatically correct and make sense.

Suggested answers

- 1 If I had called to say I'd be late, she would not have missed the film.
- 2 If I had bought a more expensive computer, it would not have broken down so many times.
- 3 If I had accepted my sister's help, I would have finished the translation.

unless, *as long as*, *what if*: presentation

- Read the sentences from the *Listening* text and discuss the questions as a class.
- Tell students that these sentences are all conditional sentences too.
- To recap, read through the relevant section on page 185 in the *Grammar database*.

Answers

- 1 b
- 2 a
- 3 c

Exercise D

- Give students a minute to do the activity before checking answers.

Answers

- 1 unless
- 2 What if
- 3 as long as
- 4 unless

Exercise E

- Explain the activity and give students 2 minutes to do it before checking answers.
- Remind them that the second sentence should have the same meaning as the first.

Answers

- 1 unless you ask him to
- 2 if you don't have other plans
- 3 as I can do it on my own



Ask students to complete the exercises on page 74 of the Workbook.

Practise your English Page 128

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Ask students to discuss this question in pairs before discussing it as a class.

Exercise B

- Again, ask students to discuss this question in pairs first.
- When discussing it as a class, ask students to describe or explain the secret language they use if they use one.



Exercise C

- Tell students they will be completing a Unified State Exam type exercise (*Grammar and vocabulary A22–A28*).
- Refer students to page 196 of their books to discuss the strategies.
- Tell students they are going to read a text called 'Pig Latin'. Ask them if they know what Pig Latin means.
- Give students a couple of minutes to read the text quickly to find out what Pig Latin is.
- Students read the text again but more carefully this time to choose the correct answer for each gap.
- Check answers.

Answers

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

Exercise D

- Give students a couple of minutes to do the activity on their own before checking answers.
- Remind them that the second sentence should have the same meaning as the first.

Answers

- 1 I would have been able to finish the translation
- 2 unless it knows all the words
- 3 if you press this button
- 4 I had got your message
- 5 if my computer had been faster

Quick chat

- This activity gives students the opportunity to personalize the text.
- Discuss the question as a class. Encourage students to say how they would feel about being around people who were speaking a language the students could not understand.

Speaking Page 129

Aims of the lesson:

- to listen for gist (Exercise A)
- to present ways of interrupting and rejecting / accepting an interruption (Exercises B & C)
- to practise the new language in a free speaking task (Exercise D)

25 Exercise A

- Read the instructions and the possible answers together.
- Play the CD.
- Elicit the answer. Play the extract again if students get the answer wrong.

Answer

a

26 Exercise B

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the extract again for students to note the expressions they hear.

Answers

- 1 I'm sorry but ...
May I say something?
- 2 Please do.
- 3 Just a minute.

Exercise C

- Tell students that each group of expressions in the *Language chunks* box has a different function.
- Students match the headings to each group.
- Elicit answers. Explain that it is all right to interrupt as long as it is done in a polite way.

Answers

- 1 Interrupting another speaker
- 2 Accepting the interruption
- 3 Rejecting the interruption

Exercise D

- Tell students they will be completing a Unified State Exam type exercise (*Speaking C4*).
- Refer students to page 198 to discuss the speaking strategies.
- Read the instructions and the speech bubbles and check students understand what they have to do. Remind them to talk about the advantages and disadvantages of each before they decide which phone to choose.
- Remind them to use expressions from the *Language chunks* box.
- Give students 5–10 minutes to do the activity.
- Elicit feedback by asking students which phone they chose and why.

Audioscript**26 Exercises A & B**

Jan: What I'd really like is a phone that is also an MP3 player.

Mark: Well, most phones can play back MP3 files. In fact, only some very old ones can't. So it doesn't

really matter which phone you choose, if all you want is an MP3 player, then ...

Jan: I'm sorry, but I didn't finish. I was saying that I need a proper music phone, not one that you can just put a few MP3s in ...

Mark: But ...

Jan: Just a minute. As I was saying, I want a phone that can hold at least a few hundred of my songs and play them back.

Mark: May I say something now?

Jan: Please do.

Mark: What you need is a phone that can take a pretty large memory card. There are music phones around that can take memory cards of up to four gigabytes!

Jan: And how many songs can go on that kind of card?

Mark: Definitely more than a thousand!

Jan: OK then. That's the phone I'm getting. Any idea how much they cost?

Pronunciation file 'Say it right!'

Workbook Page 120;

CD folder 'Workbook_Pronunciation file'

[ɪ] and [i:]

Ask students to open their Workbooks at page 120 and look at the pronunciation activities of the unit.

18 Exercise A

- The activity aims to make students aware of the differences between the short and long vowels [ɪ] and [i:].
- Play the CD for students to hear the difference between the two sounds.

19 Exercise B

- Play the CD and tell students to tick the sound they hear.
- Check answers.
- Play the CD again for students to listen and repeat.

Answers

		[ɪ]	[i:]
1	bit	✓	
2	cheap		✓
3	eat		✓
4	feel		✓
5	list	✓	
6	heat		✓
7	sheep		✓
8	slip	✓	
9	steal		✓

Exercise C

- Students take it in turns to say a word from Exercise B. Their partner has to guess which words they are saying.

Audioscript

Say it right!

18 Exercise A

pick
peak

19 Exercise B

- bit
- cheap
- eat
- feel
- list
- heat
- sheep
- slip
- steal

Exercise A

- Give students a minute to order the ways of learning English from the most useful to the least useful for them personally.
- Ask them to compare their order with a partner.
- Elicit feedback.

Exercise B

- Read the advertisement together as a class.
- Give students a few minutes to read the two articles and to decide which one they prefer.
- Elicit opinions. Ask students to justify their choice.

Exercise C

- Tell students to read each article again and to answer the questions.
- Give students a minute to compare answers with a partner.
- Elicit answers. Tell students that a good article should have all of these things.

Answers

- article 1; she does this in the second and last paragraphs
- article 1
- article 1
- article 1

Skills development

Paragraphing

Exercise D

- Give students a minute to answer the questions.
- Elicit answers.

Answers

- Paragraph 1
- Paragraph 3
- Paragraph 2

Content and organization

Exercise E

- This activity gives students the opportunity to improve the second article.
- Ask the students to work in pairs. Give students 10 minutes to answer the questions and to make notes.
- Elicit feedback.

Writing Pages 130 and 131

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to analyse a model article for organization and content (Exercises B, C, D & E)
- to practise planning and writing an article (Exercises F & G)

Answers**Is it on topic?**

The first half is on topic, but the second half goes off on a tangent.

Does it repeat ideas?

The parts about playing games and listening to songs and teaching explaining the difficult grammar rules are repeated.

Are the ideas supported?

No. One way the writer could have supported her ideas is to say why she thinks certain ways of learning a language are useful and certain ways are not. She could even have given an example.

Is the information in a clear order?

No. It might have been clearer if she had talked about the different ways of learning and her opinion of these immediately after.

Are there any paragraphs?

No. The article could be divided into three paragraphs:

- 1 Introduction
- 2 Opinion of the best ways of learning
- 3 Other methods the writer has tried or has heard about

Exercise G

- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 167 for a plan with useful expressions students can use in their article. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their article in class.



Ask students to complete the writing task on page 75 of the Workbook.

Teacher's Resource File:

- Progress test (page 179)
- Communication activities (pages 206–208)
- Vocabulary exercises (pages 216, 218)
- Self-assessment checklist (page 228)

Editable Tests CD: Unit 10 test

Planning and writing**Exercise F**

- Give students a minute to read the request for articles.
- Check they understand who they are writing for and what they are writing about.
- Give students a few minutes to brainstorm ideas for their articles in pairs.
- Elicit ideas and put them up on the board for students to choose from.



Newton, needles and new technologies

Pages 132 and 133

Aims of the lesson:

- to motivate students to learn about physics through English
- to read for gist (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercises C)
- to give students an opportunity to organize their own learning experience by completing a cross-curriculum project

Exercise A

- Write up the words *Newton, needles and new technologies* on the board and ask students how the three words can be related.
- Write up students' ideas on the board but don't comment yet.
- Get students to quickly read the text and see if any of the ideas on the board came up.
- Ask students to look at the headings in Exercise A and explain that they should match them with the relating sections.
- Elicit answers.

Answers

- 1 E
- 2 A
- 3 D
- 4 B
- 5 C

Exercise B

- Ask students to read the text in more detail in order to complete the sentences. Encourage them to find evidence in the text to prove their answers.
- Allow students enough time for the activity then check the answers.

Answers

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

Exercise C

- Students skim through the text to find the bold words synonymous to the ones given in the exercise.
- Get students to check their answers in pairs then check the answers with the whole class.

Answers

- 1 mad about
- 2 proved
- 3 perceive
- 4 controversial
- 5 thanks to
- 6 conducted

Project

Students do their own research on the topic of their choice and then write reports on their findings using pictures or diagrams to illustrate their work.



Culture today ... Units 9 and 10

Iconic buildings

Pages 134 and 135

Aims of the lesson:

- to encourage students to learn about unique architecture around the world
- to understand text cohesion (Exercise A)
- to read for specific information (Exercise B)
- to infer lexical meaning from context (Exercise C)
- to engage students in discussions to enable them to personalize the cross-cultural topic of the unit (Exercise D)

Exercise A

- Ask students to name as many famous buildings or monuments as they can – if necessary give them two examples, like *the Taj Mahal* and *the Statue of Liberty*.
- Write up their ideas on the board.
- Ask the students to look at the sentences in Exercise A. Explain that there are seven sentences but only six gaps in the text (one sentence is extra).
- Tell students to read through the text and complete the gaps paying attention to the surrounding lexical and grammatical context.
- Get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

A 3
B 1
C 2
D 5
E 7
F 4

Exercise B

- Explain the task and then ask students to read the text more carefully in order to choose the correct answer. Encourage students to find evidence for their choices.
- Elicit answers.

Answers

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

Exercise C

- Ask students to work individually to match the words in bold with their definitions.
- Check answers.

Answers

1 no exception
2 unique
3 deserve
4 luxury
5 iconic
6 span
7 replica
8 spectacle

Your voice Exercise D

- Ask students to work in pairs in order to discuss question 1.
- Encourage students to use relevant speaking strategies – agreeing /disagreeing, explaining, giving reasons for opinion, interrupting, accepting/rejecting interruptions etc.
- Allow students a few minutes to work individually and make a description of an iconic building. They should not show their descriptions to anyone at this stage.
- Ask students one by one to describe a building of their choice to the class – other students should guess which building is being described.

Answers

Students' own answers



Pages 136 and 137

Exercise 1

- 1 episode
- 2 effects
- 3 reviews
- 4 audience
- 5 soundtrack
- 6 circus
- 7 channels
- 8 horror
- 9 concert
- 10 zoo

Exercise 2

- 1 Award
- 2 watch
- 3 book
- 4 listen to
- 5 download

Exercise 3

- 1 in
- 2 through
- 3 up
- 4 up
- 5 on

Exercise 4

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

Exercise 5

- 1 communicate
- 2 translate
- 3 interruptions
- 4 answer

Exercise 6

- 1 was invented
- 2 was taken

- 3 are used
- 4 was directed
- 5 was filmed; will be shown
- 6 was recorded
- 7 was written
- 8 is played

Exercise 7

- 1 were given
- 2 will be written
- 3 was reported
- 4 has been given
- 5 were served

Exercise 8

- 1 my nose pierced
- 2 have/get my hair
- 3 my room painted
- 4 you had
- 5 my teeth whitened
- 6 have our grass cut
- 7 had our car repaired
- 8 is having her hair cut
- 9 am having new software installed
- 10 am having my hair dyed

Exercise 9

- 1 would have
- 2 won't tell
- 3 had read
- 4 won't be
- 5 rains
- 6 won

Exercise 10

- 1 She will call you unless she is busy.
- 2 As long as she keeps practising, she will win the race.
- 3 If you don't get some sleep soon, you will be very tired tomorrow.
- 4 I will visit you for Christmas if I do not have to get on a plane.
- 5 We wouldn't have got there on time unless he had taken us with his car.

Themes

City
Countryside

Language aims**Grammar**

Reported statements
Reported questions
Reported commands and requests
Reporting verbs

Vocabulary

City and countryside
Giving directions
like
country and countryside

Skills aims**Reading**

Students read an article for:

- specific information
- detail

Listening

Students listen to short extracts for:

- gist
- specific information

Speaking

Students conduct a pairwork speaking task in order to practise:

- comparing pictures
- expressing similarities and differences

Writing

Students write a report in order to practise:

- paragraph headings
- formal register
- organizing ideas

Reading Pages 138 and 139**Aims of the lesson:**

- to warm students up and introduce them to the unit topic (Exercise A)
- to activate students' background knowledge on the topic (Dive in!)
- to encourage prediction (Exercise B)
- to scan for specific information (Exercise C)
- to read for detail (Exercises D & E)
- to check global understanding of the text (Exercise F)
- to infer lexical meaning from context (Exercise G)
- to personalize the content of the text (Quick chat)

- Give students a minute to compare their answers in pairs or small groups.
- Check answers.
- Students read the interpretation of the quiz results on page 164.

Background information

The pictures behind the quiz show the Sydney Opera House, the Statue of Liberty, the Taj Mahal and the Sphinx of Giza.

Machu Picchu is an abandoned city in the mountains of Peru. It is 2430 metres above sea level and it is thought that the Incas started building it around 1430 AD. It is often referred to as 'The Lost City of the Incas'.

Answers

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

Quiz**Exercise A**

- The quiz deals with famous landmarks in the world and is an introduction to the theme of the unit – city and countryside.
- Ask students if they know the names of the places in the pictures and where they are.
- Give students a few minutes to do the quiz for themselves. Get them also to match the names of the places from the quiz to the pictures.

Dive in!

- The pictures show Nisyros island in Greece and Perth in Australia.
- Discuss the question as a class. It doesn't matter if students don't know anything about these places, as they will learn a lot about them in the *Reading* text.

Background information

Nisyros is a volcanic Greek island and municipality located in the Aegean Sea. It is situated between the islands of Kos and Tilos. Its shape is approximately round, with a diameter of about 8 km, and an area of 41.6 km².

Perth is the capital and largest city of the Australian state of Western Australia. It is the fourth most populous city in Australia, with an estimated population of 1.5 million.

Exercise B

- Give students a minute to read the first paragraph of the text.
- Discuss the question as a class. Encourage students to predict what they think life would be like in these places for teenagers.

Exercise C

- Give students 6 minutes to scan the text to find the information in the table.
- Tell students that to do this, they do not need to read the whole text in detail. They need to scan the parts of the text where these places are mentioned and read these parts in detail.
- Time students so that they do it faster.
- Get students to compare their answers in pairs before checking them.

Answers

	Perth, Australia	Nisyros, Greece
What is the population?	1.5 million	Fewer than 1000 people
What makes this place isolated?	It is 2724 km away from the nearest city.	It is a geographically isolated island not on any major shipping routes. It also has no airport.
What can teenagers do in these places?	Many things (cinema, sports, sailing, etc)	Nothing much. Play football, go swimming.

Exercise D

- Tell students they will be completing Unified State Exam type exercises D and E (*Reading A15–A21*).
- Refer students to page 195 to discuss the reading strategies.

- Explain the activity and tell students that they will need to read the text about Lisa in more detail to do it.
- Give students about 3 minutes to answer the questions. Tell students to find the relevant parts of the text that help them decide.
- Students compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

1 c 2 c

Exercise E

- Tell students that they will need to read the text about Manos in more detail to answer these questions.
- Give students about 2 minutes to answer the questions. Tell students to underline the relevant parts of the text that help them decide.
- Students compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

1 d 2 d

Exercise F

- This activity checks global understanding of the text.
- Give students about a minute to answer the question.
- Students compare answers in pairs.
- Elicit the answer.

Answer

b

Words in context

Exercise G

- Give students a couple of minutes to match the underlined words / phrases with the meanings. Encourage them to use the context to help.
- Elicit answers.

Answers

- | | |
|-------------|----------------|
| 1 outdoor | 5 a great deal |
| 2 residents | 6 stuck |
| 3 envious | 7 downside |
| 4 remote | 8 no wonder |

Quick chat

- Give students a minute to discuss the question in pairs before discussing it as a class.



For extra practice, refer students to pages 78 and 79 of the Workbook.

Vocabulary Page 140

Aims of the lesson:

to present and practise

- vocabulary relating to city and countryside (Exercises A, B & C)
- giving directions (Exercises D & E)
- easily confused words (Exercises F & G)

Exercise A

- Tell students they will be reading a text which compares the city to the countryside. Give them a minute, in pairs, to brainstorm things they expect to read about.
- Elicit feedback.
- Give students a minute to read the text to see if any of the things they thought of are mentioned.
- Students read the text more carefully and choose the best answer.
- Elicit answers. Don't worry about the words in bold they didn't choose, as some of these are practised in Exercise C.

Answers

- 1 zebra crossings
- 2 office blocks
- 3 department stores
- 4 car parks
- 5 peaceful
- 6 noisy
- 7 polluted
- 8 forests

Exercise B

- Give students a couple of minutes to make notes about the area they live in, using the words in Exercise A.
- Ask them to compare their answers in pairs.
- Elicit feedback.

Exercise C

- Give students a minute to complete the sentences.
- Check answers.
- Model the words for students to repeat (for pronunciation purposes).

Answers

- 1 quiet
- 2 green
- 3 car park
- 4 waterfall
- 5 flats
- 6 petrol station
- 7 crowded
- 8 valley

Exercise D

- Give students a couple of minutes to read the text and to complete the directions.
- When students have finished, tell them to follow the directions on the map (starting from the arrow in the top right-hand corner) to find the house the directions lead to.
- Check answers.

Answers

- 1 down
- 2 turn
- 3 straight
- 4 over
- 5 to
- 6 across

Exercise E

- Give students a few minutes to give their partner directions to their house.

Exercise F

- Explain that the word *like* can be used to mean different things.
- Give students a minute to read the sentences and to match the words in bold with their meanings.
- Check answers.

Answers

- 1 d
- 2 b; a
- 3 c

Exercise G

- Students write a sentence for each use of *like*.
- Ask students to compare their sentences in pairs before checking them.



Ask students to complete the exercises on page 80 of the Workbook.

Aims of the lesson:

- to present and practise reported statements and questions

Reported statements: presentation

- Give students a minute to read the sentences in direct speech and their reported speech equivalents from the *Reading* text on pages 138 and 139.
- Students complete the rules based on the example sentences.
- Elicit answers.
- To recap, you might want to read through the relevant section on pages 186 and 187 in the *Grammar database*.

Answers

- 1 shift the verb one tense back
- 2 don't use
- 3 often begin

Exercise A

- This exercise gives students practice in tense changes required in reported statements.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 (that) barbecues had become a traditional way of life
- 2 (that) there were lots of cinemas and theatres
- 3 (that) when he had been a child he had swum all day in the sea
- 4 (that) competing with other teams meant he got to travel a bit
- 5 (that) his cousins had been jealous of the freedom they had had

Exercise B

- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 thought
- 2 was
- 3 disagreed
- 4 were
- 5 could
- 6 would
- 7 was thinking

Reported questions: presentation

- Ask students to read the questions and the reported questions and to say what they notice about the changes.
- Read the rules together as a class.
- To recap, you might want to read through the relevant section on page 188 in the *Grammar database*.

Exercise C

- This exercise gives students practice in reported questions.
- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 Frank how often he went out with his friends
- 2 Magda if she would be moving to a big city in the future
- 3 Tom if he had ever been to Australia
- 4 Rhonda where she had lived as a child

Exercise D

- Give students a few minutes to ask their questions and to make notes.
- Elicit answers by getting students to report the answers they got (see example). Alternatively, get students to swap partners and to tell their new partners about their first partner, using reported speech.



Ask students to complete the exercises on page 81 of the Workbook.

Listening Page 142**Aims of the lesson:**

- to activate background knowledge on the topic (Exercise A)
- to listen for specific information (Exercise B)
- to listen for gist (Exercise C)
- to notice the easily confused words *country* and *countryside* (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson

Exercise A

- Give students a few minutes to discuss the statements and questions in pairs.
- Elicit feedback and encourage a class discussion on the topic.

27 Exercise B

- Read the instructions as a class.
- Play the extract.
- Check answers.

Answers

- 1 She lives in the city.
- 2 Yes, very much.

**Exercise C**

- Explain that students will now hear four girls talking about where they live. The first extract is the same one as in Exercise B.
- Give students a few minutes to read the statements and to underline any key words that will help them listen out for the information in the statement. Remind them that there is one extra statement.
- Play the CD. You might want to play the CD a second time.
- Check answers. Play the CD again if students are getting any answers wrong.

Answers

- 1 E 2 A 3 D 4 B

Words you heard*country and countryside*

- Read the information about *country* and *countryside* together as a class.

Exercise D

- Students read the sentences in the exercise and match the words with the definitions.
- Elicit answers.

Answers

- 1 d 2 a 3 b 4 c



- Tell students they will be completing a Unified Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198 to discuss the strategies.
- Check students understand what they will have to do and they should be working in pairs.
- Give students a couple of minutes to talk on where they live. Encourage them to use words from pages 140 and 142.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra listening, refer students to page 83 of the Workbook, CD folder 'Workbook', track 12.

Audioscript**Exercises B & C****Speaker 1**

Well, my family *almost* moved to the countryside last year. You see, my dad was offered a good job in the countryside and he suggested we should move there, but we were all against the idea! So in the end we stayed, and I must say I love living here. I mean, OK, there's the heavy traffic and the pollution and the noise and all that, but, on the other hand, it's alive! And there is so much choice of things to do and places to go to. Not to mention that the schools are better, the sports facilities are better, ... everything is better! ... If I were to move, I think I'd move nearer the city centre, if anything. I could never understand why people choose to move to the country.

Speaker 2

It's funny that you ask that, because, actually, I was just telling my best friend I can't wait to finish school and leave this place! I've had enough of the countryside and its narrow-minded people. Everyone here thinks everything is their own business: what you do, what you say, what you wear ... They just want to be in control of everyone else's lives. I think it's because they have nothing better to do – talking about other people and sticking their noses into other people's business is their only way of having fun here in the country! As soon as I leave school, I'm going to tell everyone here to forget about me and move to the city.

Speaker 3

Well, I didn't think I was cut out for life in the countryside. I've lived all my life in the city centre, and I always thought that's where I'd spend the rest of my life. Of course, my mum always insisted that I didn't know any better and that I'd change my mind when I grew up – she used to live in the country, you see ... But then, last summer I spent three weeks with my cousins in the country, and I have to say I did change my mind! It's not just that it's healthier, the people in the country are different too. They talk to one another more, they care for one another ... I loved it! When I grow up, I'll definitely move to the countryside. I don't think there's anything in the city that I would miss.

Speaker 4

I don't know if I prefer living here rather than in the city. You see, I've lived here all my life – I have no idea what it would be like if I were to live in the city. But what I do know is that I enjoy the long walks I take with my two dogs every morning. And the scenery – I don't think you can compare that to the city. Plus the fact that there is less anxiety here. You can get anywhere you want to on foot. And in less than five minutes, because everything is so close!

Aims of the lesson:

- to present and practise reported commands and requests
- to present and practise reporting verbs

Reported commands and requests: presentation

- Ask students to decide which of the two sentences is a command and which is a request. You might want to put the sentences up on the board.
- Students choose the best way to report each one. Explain that *told* is more direct and less polite, which is why it is used for commands.
- To recap, read through the relevant section on page 188 in the *Grammar database*.

Answers

The first one is a request and the second is a command.

- 1 b
- 2 a

Exercise A

- Give students a minute to do the activity before checking answers. Tell them that they can use the subject pronouns *he* or *she* and the object pronouns *me* or *us*.

Answers

- 1 He told me to stop complaining.
- 2 She asked me to help her pack.
- 3 She asked me to call her as soon as I got home.
- 4 He asked us to be quiet.
- 5 He told me never to speak to him again.
- 6 She asked us not to make so much noise.

Reporting verbs: presentation

- Read the pairs of sentences together and elicit from students the difference the verb in bold makes.
- Read the answer together as a class and then read the note.
- To recap and for a longer list of reporting verbs, read through the relevant section on page 188 in the *Grammar database*.

Exercise B

- This activity gets students thinking about the meaning of each statement and how they may have been said.
- Give them a minute to read the sentences carefully and to match the reporting verbs to each.
- Check answers.

Answers

- 1 promise
- 2 invite
- 3 advise
- 4 refuse
- 5 offer
- 6 suggest

Exercise C

- Explain the activity. Remind students they won't need to report everything in the statement as each verb carries a lot of meaning in itself. Refer them to page 188 for the verb patterns following these verbs.
- Give students two minutes to do the activity before checking answers.

Answers

- 1 to say anything like that again
- 2 to their party
- 3 me to tell him the truth
- 4 to do anything about it
- 5 to book the tickets for me
- 6 that we should go to the gym together

Exercise D

- Explain the activity – follow the same procedure as for Exercise C.
- Give students 2 minutes to do it before checking answers.

Answers

- 1 She advised me to eat less.
- 2 She offered to help me.
- 3 He suggested that we should go to the Teen Café.
- 4 He promised to (do anything he could to) help us.
- 5 She ordered me to leave.



Ask students to complete the exercises on page 82 of the Workbook.

Practise your English Page 144

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Ask students to discuss this question in pairs before discussing it as a class.

Answers

Students' own answers

Exercise B

- Give students a minute to read the text quickly and to find three differences.
- Elicit answers.

Answers

Some of the differences:

- 1 accent and vocabulary
- 2 what people say and the way they say things
- 3 Americans apologize less
- 4 Americans are more direct



Exercise C

- Tell students they will be completing a Unified State Exam type exercise (*Grammar and vocabulary B4–B10*).
- Refer students to page 195 to discuss the strategies.
- Students read the text again, paying attention to the gaps and deciding which parts of speech might fit them and what the surrounding grammatical and lexical context is.
- Student make derivatives from the words given in capitals and complete the gaps.
- Check answers.

Answers

- 1 me
- 2 had thought
- 3 people
- 4 was surprised
- 5 explained
- 6 first
- 7 less

Exercise D

- Give students a couple of minutes to do the activity on their own before checking answers.
- Remind them to use no more than three words and that the second sentence should have the same meaning as the first.

Answers

- 1 didn't like
- 2 had never been
- 3 what she liked
- 4 if he had
- 5 he loved

Quick chat

- This activity gives students the opportunity to personalize the text.
- Give students a minute to discuss the question in pairs before discussing it as a class.

Speaking Page 145

Aims of the lesson:

- to warm students up (Exercise A)
- to listen for specific information (Exercise B)
- to present ways of talking about similarities and differences in pictures (Exercise C)
- to practise the new language in a controlled activity (Exercises D & E)
- to practise the new language in a free speaking task (Exercises F & G)

Exercise A

- Give students a couple of minutes to compare the two photos by answering the questions.
- Elicit feedback.

29 Exercise B

- Explain that they will hear someone doing the same task with the same pictures. Give students a minute to read the questions.
- Play the extract for students to answer the questions. You may need to play the extract again.
- Elicit answers.

Answers

- 1 Yes 2 Yes 3 Yes 4 Yes

29 Exercise C

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the extract again for students to note the expressions they hear.

Answers

Expressing similarity

Both pictures show ...

Expressing difference

In the first picture ... , while in the second ...

In the first picture ...

In the second picture ...

however, ...

on the other hand, ...

Exercise D

- This activity provides some controlled practice of the expressions in Exercise C. Give students a minute to do the activity before checking it.

Answers

- 1 the two pictures is that they both show a house
- 2 they look miserable
- 3 the woman in the second picture is watching TV

Exercise E

- Ask students to work in pairs. Give them a minute to make sentences comparing the photos in Exercise A. They do not need to write them down.
- Elicit feedback from some of the students.

Exercise F

- This activity prepares students for the *Speaking* task. Give students a minute to make notes comparing each set of photos.
- Monitor and check that they've made notes.

Exercise G

- Explain to students that this activity is the same one the student in the *Listening* extract was doing (Exercises B & C).
- Check students understand what they have to do and they should be working in pairs.
- Remind them to use the expressions from the *Language chunks* box to help them talk about the pictures.
- Tell students to talk for at least a minute on each set of photos. Tell students to give their partner feedback when they've finished talking. Students should then swap roles.

Answers

Accept any of the following:

For pictures A and B:

Similarities

In both pictures there are families (father and son).

Both pictures show them enjoying themselves, playing a game, spending time together.

Both pictures show fathers teaching their sons something new.

In both pictures the boys look fully concentrated on what they are doing.

Differences

The people in the first picture are indoors, while the people in the second picture are outdoors.

The people in the first picture are sitting down, however, the people in the second picture are doing sport / walking / moving / playing a sports game.

In the first picture the people are playing an intellectual game (chess), while in the second picture the people are playing a physical game (cricket).

The boy in the first picture looks quite experienced in playing chess, while the boy in the second picture seems to be just a beginner.

For pictures C and D:

Similarities

In both pictures the people are playing games. They are enjoying themselves in both pictures. There are two boys in each picture.

Differences

In the first picture the boys are outdoors, while in the second they are indoors.

In the first picture the boys are playing a physical game, but in the second picture they are playing a computer game.

Audioscript

29 Exercises B & C

Man: I'd like you to compare the two pictures and say how happy you think the two boys are and why.

Girl: Both pictures show young boys. In the first picture, there's a boy playing a video game, while in the second there is a boy in a car. In the first picture, the boy is indoors and he looks happy, because he's smiling. In the other picture, however, the boy doesn't look happy at all. In fact, he looks miserable.

I think the boy in the first picture has got a new computer, or a new game, that's why he's pleased.

The boy in the second picture, on the other hand, might be going on a long journey and seems to be bored or tired ...

Pronunciation file 'Say it right!'

Workbook Page 120;

CD folder 'Workbook_Pronunciation file'

[tʃ] and [dʒ]

Ask students to open their Workbooks at page 120 and look at the pronunciation activities of the unit.

20 Exercise A

- The activity aims to make students aware of the difference between the sounds [tʃ] and [dʒ].
- Play the CD for students to hear the difference between the two sounds.

21 Exercise B

- Play the CD and tell students to circle the word they hear.
- Check answers.
- Play the CD again for students to listen and repeat.

Answers

- | | |
|---------|----------|
| 1 ridge | 5 joke |
| 2 batch | 6 match |
| 3 chain | 7 search |
| 4 Gill | |

Exercise C

- Students take it in turns to say a word from Exercise B. Their partner has to guess which word they are saying.

Audioscript**Say it right!****20 Exercise A**

rich
ridge

21 Exercise B

- 1 ridge
- 2 batch
- 3 chain
- 4 Gill
- 5 joke
- 6 match
- 7 search

Writing Pages 146 and 147**Aims of the lesson:**

- to introduce students to the topic (Exercise A)
- to read a model report (Exercises B & C)
- to analyse a model report for paragraph headings, other characteristics and formal register (Exercises D, E & F)
- to practise planning and writing a report (Exercises G & H)

Exercise A

- Give students a minute to discuss the questions in pairs.
- Elicit feedback.

Answers

The picture shows:

guitar lessons, aerobics, chess and basketball.

Exercise B

- Tell students to read the first three lines of the report and to answer the questions.

Answers

- 1 Tanya Read
- 2 Collingwood Council
- 3 The Collingwood Youth Club

Exercise C

- Tell students to read the whole report and to answer the questions.
- Elicit answers.

Answers

- 1 No, it isn't, because the building is in bad condition and because there are not enough sports and activities offered.
- 2 The building needs to be fixed up and more sports and activities should be offered.

Skills development**Paragraph headings****Exercise D**

- Explain to students that a typical report is separated into paragraphs with headings. This makes it easier to organize, but it also makes it easier to read.

- Give students a minute to match the headings to the paragraphs. Remind them there are two extra ones.
- Elicit answers.

Answers

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

Characteristics of reports

Exercise E

- Give students a few minutes to look back at the report and to note the features that a report should have.
- Elicit feedback.

Answers

- be fairly formal or neutral in style.
- have section headings to make it clear and easy to read.
- make some recommendations.
- start with an introduction.

Formal and informal register

Exercise F

- Tell students that the phrases underlined are too informal for a report. Tell them to refer back to the model report for ways to make these phrases more formal.
- Elicit feedback.

Suggested answers

Most people said they were not pleased with the sports club. They said that the sports club could offer more sports. They would like to see a pool and some tennis courts added ... I would recommend that some air conditioners be installed.

Planning and writing

Exercise G

Organizing ideas

- Give students a minute to read the writing task and check they understand it.
- The questions help students prepare for the report they are going to write. Give students a few minutes to answer the questions and make notes.
- Monitor to help if necessary.
- Get students to share their ideas in pairs.
- Elicit feedback by asking students to share their ideas.

Exercise H

- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 168 for a plan with useful expressions students can use in their report. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their report in class.



Ask students to complete the writing task on page 83 of the Workbook.

Teacher's Resource File:

- Progress test (page 180)
- Communication activities (pages 209, 210)
- Self-assessment checklist (page 229)

Editable Tests CD: Unit 11 test

Themes

Food
Health

Language aims

Grammar

Countable and uncountable nouns; plural nouns
much / many / a lot of

Articles

both ... and, neither ... nor, every, each, all and none

so / such and so many / so much

too and enough

Vocabulary

Food
Phrasal verbs
Words related to health

Skills aims

Reading

Students read an interview for specific information

Listening

Students listen to a conversation for:

- gist
- specific information

Speaking

Students conduct a pairwork speaking task in order to practise:

- expressing their opinion
- agreeing and disagreeing

Writing

Students write an essay in order to practise:

- paragraphing
- supporting ideas

Reading Pages 148 and 149

Aims of the lesson:

- to warm students up and introduce them to the unit topic (Exercise A)
- to activate background knowledge on the topic (Dive in!)
- to introduce students to the text topic (Exercise B)
- to encourage prediction (Exercise C)
- to scan for specific information (Exercise D)
- to infer lexical meaning from context (Exercise E)
- to personalize the content of the text

Exercise A

- The activity introduces ways of keeping fit and healthy.
- Ask students first to read through the ideas and to decide which refer to diet (ie what we eat) and which to exercise.
- Check answers.
- Give students a minute to decide on the three best.
- Give students a couple of minutes to discuss their choices in pairs or small groups.
- Elicit ideas.

Answers

Diet

- 1
- 4
- 5
- 6
- 7
- 8

Exercise

- 2
- 3
- 11

Other

- 9
- 10
- 12

Dive in!

- Give students a minute to discuss which comments they agree or disagree with in pairs.
- Elicit opinions.

Exercise B

- Give students a minute to read the first paragraph of the text.
- Discuss the question as a class.

Answers

A super food is a food that is very nutritious and can make you feel and look better and even live longer.

Exercise C

- Ask students to tell you which foods and drinks in the box they think are good for you.
- Give students a minute to scan the text to find and note the foods. Time them.
- Tell students to read the text around each food and to decide if they are in fact good for you or not.
- Elicit answers. Ask students if they are surprised with the information about these foods.

Answers

Good for you
dark chocolate
coffee
tea
olive oil
Bad for you
milk chocolate
burgers

Exercise D

- Explain the activity and tell students that they will need to read the text in more detail to do it.
- Give students about 5 minutes to find the answers. Tell students to find the relevant parts of the texts that help them decide.
- Students compare answers in pairs.
- Elicit answers. Ensure students justify them by referring back to the text.

Answers

- 1 ✓
- 2 ✓
- 3 ✓
- 4 ✗ Ginseng gives you energy.
- 5 ✗ Not necessary if we eat a balanced diet that contains plenty of fresh fruit and vegetables.
- 6 ✓

Words in context

Exercise E

- Give students a minute to scan the text for the words / phrases.

- Give them a couple of minutes to match the words / phrases with the meanings. Encourage them to use the context to help.
- Elicit answers.

Answers

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



- Tell students they will be completing a Unified Exam type exercise (*Speaking C3*).
- Ask students to open their books at pages 197 and 198 to discuss the strategies.
- Check students understand what they will have to do and they should be working in pairs.
- Give students a couple of minutes to talk on food. Encourage them to use words from Exercise E on page 149.
- Students should then swap roles.
- Ask one or two students to tell the rest of the class what they told their partner.



For extra practice, refer students to pages 84 and 85 of the Workbook.

Vocabulary Page 150

Aims of the lesson:

- to present and practise
 - vocabulary relating to food (Exercises A & B)
 - phrasal verbs (Exercise C)
 - easily confused words to do with health (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- Ask students to look at the photo and text and to tell you what type of text it is.
- Give students a minute to read through the recipe and to choose the option that they think fits best.
- Give students a minute to compare their answers in pairs.



Exercise B

- Play the CD for students to listen and check.
- Check answers. Check students also understand what the other foods are.

Answers

- | | |
|-----------|----------|
| 1 eggs | 7 Slice |
| 2 pepper | 8 Beat |
| 3 onion | 9 Add |
| 4 garlic | 10 Pour |
| 5 cheese | 11 bake |
| 6 sausage | 12 Serve |

Exercise C

- Give students a minute to complete the sentences with phrasal verbs from the box.
- Check answers.

Answers

- cut down on
- given up
- take off
- put on
- working out
- worked up
- go off

Exercise D

- Refer students to *Easily confused words* box and discuss the difference in the use of words relating to health.
- Read through the text in Exercise D together as a class. The exercise is a good way to check that students have understood the difference in meaning between the words.
- Give students a couple of minutes to read the text and to choose the correct answer.
- Check answers.

Answers

- pain
- hurt
- treat
- cure
- recovered

Quick chat

- Give students a few minutes, in pairs, to talk about an accident or injury they have had.
- Elicit feedback from a number of students.



Ask students to complete the exercises on page 86 of the Workbook.

Audioscript**30 Exercise B**

Presenter: Another idea for a healthy dish is a Spanish omelette. It's very easy to make, and absolutely delicious. You will need:

- 4 eggs
- a red pepper
- 4 mushrooms
- a red onion
- a clove of garlic
- half a cup of cream
- some salt and pepper
- a little olive oil
- some grated cheese
- one sausage (optional)
- some parsley for decoration

Now, here's what you do: slice the vegetables and sausage if you are using it. Beat the eggs and cream together, and then add the vegetables, sausage and cheese to the egg mixture. Add some salt and pepper. Oil a small oven dish and pour the ingredients into it and bake for 30 minutes in a medium oven. Serve this omelette with a salad.

Grammar 1 Page 151**Aims of the lesson:**

to present and practise

- countable and uncountable nouns; plural nouns
- *much, many, a lot of*
- articles

Countable and uncountable nouns; plural nouns: presentation

- Give students a minute to read through the nouns and to match them with the categories.
- Elicit answers.
- To recap, read through the relevant section on page 189 in the *Grammar database*.

Answers

- a strawberry, burger, suitcase, coin
- b health, money, news, advice, spaghetti, luggage
- c hair, food, chicken, paper

Exercise A

- Give students a couple of minutes to do the exercise before checking answers.

Answers

- 1 The furniture in here **looks** expensive.
- 2 No news **is** good news.
- 3 The parcel was wrapped in brown paper.
(no article)
- 4 Traffic lights **were** first installed in 1868 in London.
- 5 In our bank your money **is** safe.
- 6 Spaghetti **is** a long, thin Italian pasta.

much, many, a lot of: presentation

- Give students a minute to read through the sentences and to decide which are correct. You might want to tell them that three are correct.
- Elicit answers.
- Read through the rules. Point out that even though *many* is usually used in negative statements and questions, in informal speech it is also used in positive statements.
- To recap and to see a longer list of determiners, read through the relevant section on page 189 in the *Grammar database*.

Answer

b, c and d are correct

Exercise B

- Give students a couple of minutes to do the exercise before checking answers. Tell students that in one of the sentences, more than one determiner is possible.

Answers

- 1 much
- 2 much
- 3 a lot of / many (*the informal use*)
- 4 many
- 5 many
- 6 a lot of

Articles: presentation

- Read through the rules and example sentences together as a class.
- To recap and for more uses of articles, read through the relevant section on page 190 in the *Grammar database*.

Exercise C

- Give students a couple of minutes to do the exercise before checking answers. Refer them to page 190 if they are not sure whether to use an article or not.

Answers

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



Ask students to complete the exercises on page 87 of the Workbook.

Listening Page 152

Aims of the lesson:

- to introduce students to the topic (Exercise A)
- to listen for gist (Exercise B)
- to listen for specific information (Exercise C)
- to notice collocations related to health (Exercise D)
- to give students the opportunity to discuss the themes raised in the lesson (Quick chat)

Exercise A

- Give students a minute to match the health problems to the pictures. Don't expect them to know all of them.
- Elicit answers.

Answers

- 1 a broken bone
- 2 a wound
- 3 a fever
- 4 an accident

31 Exercise B

- Explain the activity and tell students that they do not need to listen to all of the extract in detail to do it. They just need a general understanding of it.
- Play the extract.
- Check the answer.

Answer

Lucy mentions an accident, a broken bone and a wound.

**Exercise C**

- Tell students they will be completing a Unified State Exam type exercise (*Listening A1–A7*).
- Refer students to page 193 to discuss the listening strategies.
- Give students a minute to read the statements.
- Play the CD.
- Check answers.

Answers

- 1 Not stated
- 2 True
- 3 False
- 4 False
- 5 False
- 6 True
- 7 False

Words you heard**Collocations****Exercise D**

- Ask students to listen to the conversation again for collocations.
- Students listen and note down the collocations they hear.
- Elicit answers.

Answers

feel better
fully healed, fully recovered
seriously injured

Exercise E

- Students get further practice of the collocations relating to health. Explain that to choose the correct words students should carefully analyse the context (eg both *head wound* and *head injury* are possible, but only a head wound needs stitches).
- Elicit answers.

Answers

- 1 wound
- 2 broken, broken
- 3 injured, accident
- 4 fever

Quick chat

- Ask students why Lucy did not suffer any head injuries. Elicit that it was because she was wearing a helmet.
- Give them a minute to brainstorm ideas in pairs first.
- Elicit feedback from different students around the class.



For extra listening, refer students to page 89 of the Workbook, CD folder 'Workbook', track 13.

Audioscript**Exercise B, C & D**

Lucy: Hi, Ben!

Ben: Hi, Lucy! I haven't seen you for ages! To be honest, I thought you weren't coming back.

Lucy: Yes, well ...

Ben: You were in hospital, weren't you?

Lucy: Yeah. It was pretty serious. I had an accident while riding my bike. (2)

Ben: I know, I heard. What happened?

Lucy: Well, I was riding my bike along Smith Street, and I was about to turn into Gertrude Street, and then I noticed a tram coming, so I swerved to avoid the tram, and I fell off. (3) Next thing I knew, I was in the emergency room at the hospital. I assume an ambulance took me there, but I can't remember a thing. (4)

Ben: That's terrible! You're all right now, though, and that's what counts.

Lucy: Yes, true, but it's been awful.

Ben: Were you seriously injured?

Lucy: Not seriously, but I did break my arm. I was wearing a helmet, so didn't suffer any head injuries.

Ben: You look like you're fully recovered.

Lucy: Almost. My legs still hurt a little when it's cold, but I do feel much better than I did six weeks ago, let me tell you. (5)

Ben: Is that scar on your arm from the accident?

Lucy: Yes, I had to have ten stitches, but the wound has fully healed, as you can see. (6)

Ben: Well, Lucy, what can I say? It seems you really are lucky.

Lucy: I suppose. Did I miss anything while I was away?

Ben: No, not really. Well, Miss Barker has left, and we now have a new English teacher.

Lucy: Yes, I heard.

Ben: But nothing round here ever really changes.

Lucy: Glad to hear it! I really missed the place. (7)

Ben: Well, welcome back!

Lucy: Thanks!

Aims of the lesson:

to present and practise

- *both ... and, neither ... nor, every, each, all and none*
- *so / such and so many / so much*
- *too and enough*

both ... and, neither ... nor, every, each, all and none: presentation

- Ask students to complete the rules.
- Check answers. They will probably not get all of them right.
- To recap, you might want to read through the relevant section on page 190 in the *Grammar database*.

Answers

- 1 neither ... nor
- 2 both ... and
- 3 none
- 4 all
- 5 every (or) each

Exercise A

- This activity checks students have understood the meaning of each determiner.
- Give them a minute to do the activity before checking answers. Remind them that in one of the sentences, both options are possible.

Answers

- 1 Neither
- 2 None
- 3 Both
- 4 All
- 5 Each / Every
- 6 neither
- 7 None
- 8 Each

so / such and so many / so much: presentation

- Give students a few minutes to read the example sentences and to complete the rules of form.
- Check answers.
- To recap, you might want to read through the relevant section on page 191 in the *Grammar database*.

Answers

- so + adjective*
- such + noun*
- so many + countable noun*
- so much + uncountable noun*

Exercise B

- Ask students if they have ever been to a gym and what the experience was like.
- Tell students that they are about to read a text about someone's experience at a gym. Give them a minute to read it to determine if it was a good experience or a bad one.
- Give students a couple more minutes to read the text carefully in order to complete the gaps.
- Check answers.

Answers

- 1 so
- 2 so much
- 3 so many
- 4 so
- 5 such
- 6 so much

too and enough: presentation

- Give students a few minutes to read the example sentences and to complete the rules of form.
- Check answers.
- Read the concept question regarding the meaning of *too* and the example sentences as a class.
- To recap, read through the relevant section on page 191 in the *Grammar database*.

Answers

too	adjective / adverb	
not	adjective / adverb	enough
enough	noun	

Sentence a

Exercise C

- This activity practises the new language from the page.
- Give students 2 minutes to do the activity before checking answers.

Answers

- 1 There were so **many** people there you would have loved it.
- 2 That is so **much** money!
- 3 It's **too** much for me. I can't eat all that food!
- 4 You're **too tall**. You won't fit into my car.
- 5 You're **so** beautiful. I wish I were as beautiful as you.
- 6 It is **such a** hot day today that I think I'll stay in all day. / It is so **hot** today that I think I'll stay in all day.
- 7 This is **enough food** to last me a week.
- 8 I'm going on a diet; I'm not **thin enough**!
- 9 I'm getting **old enough** for dangerous sports like hockey.
- 10 It's too cold **to** sit outside.



Ask students to complete the exercises on page 88 of the Workbook.

Practise your English

Page 154

Aims of the lesson:

- to practise the grammar and vocabulary from the unit in an integrated way

Exercise A

- Tell students they are going to read an article about three strange restaurants.
- Give them a few minutes to read the article quickly to find out what is strange about them.

Answer

The first one is in the sky, the second is completely dark inside and the third is underwater.

**Exercise B**

- Tell students they will be completing a Unified State Exam type exercise (*Grammar and vocabulary B11–B16*).
- Refer students to pages 195 and 196 to discuss the strategies.
- Students read the text again, but more carefully this time to complete the gaps with derivatives of the words given in capitals.
- Check answers.

Answers

- 1 exciting
- 2 Waiters
- 3 entrance
- 4 thoroughly
- 5 beautiful
- 6 excitement

Exercise C

- Give students a couple of minutes to do the activity on their own before checking answers.

Answers

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

Quick chat

- This activity gives students the opportunity to personalize the text.
- Give students a minute to discuss the question in pairs before discussing it as a class.

Speaking

Page 155

Aims of the lesson:

- to prepare students for the free speaking task (Exercise A)
- to listen for specific information (Exercise B)
- to present ways of expressing opinions, agreeing and disagreeing (Exercises C & D)
- to practise the new language in a controlled activity (Exercise E)
- to practise the new language in a free speaking task (Exercise F)

Exercise A

- Give students a minute to work in pairs and discuss the statements. Encourage students to explain themselves.
- Do not elicit feedback at this stage as this will spoil the final speaking task (Exercise F).

32 Exercise B

- Explain that they will hear two people talking about the first statement in Exercise A.
- Play the extract for students to answer the questions. You may need to play the extract again.
- Elicit answers.

Answers

- 1 He agrees with the statement.
- 2 She disagrees with the statement.
- 3 They both disagree with the statement at the end.

32 Exercise C

- Give students a minute to read through the expressions in the *Language chunks* box.
- Play the extract again for students to note the expressions they hear.

Answers

Agree

I don't either.
I do too.

Disagree

Really? I don't.

Expressing an opinion

I agree that ...
I think ...

Exercise D

- This activity checks students understand some of the expressions in Exercise C. Deal with the questions as a class.

Answers

- 1 *So do I* and *I do too*.
- 2 *Neither do I* and *I don't either*.

Exercise E

- This activity provides some controlled practice of the expressions in Exercise C.
- Ask students to do the activity in pairs. Tell them they do not need to discuss each statement in detail, but should only agree or disagree using the expressions from the *Language chunks* box.
- Give students a minute to do the activity before eliciting answers.

Exercise F

- Explain to students that this activity is the same one the students in the *Listening* extract were doing (Exercises B & C).
- Check students understand what they have to do and that they should be working in pairs or small groups.
- Remind them to use the expressions from the *Language chunks* box.
- Give them at least 5 minutes to talk about their opinions about the statements.
- Elicit feedback and encourage a class discussion.

Audioscript

32 Exercises B & C

Adam: I agree that children should never be allowed to eat fast food.

Joanna: Really? I don't.

Adam: But it's bad for them.

Joanna: I agree, but I think it's a little extreme to stop them from eating it. They shouldn't eat it every day, but they should be allowed to eat it once a week.

Adam: Yes, I suppose you're right. I don't eat it regularly because my mum won't allow it.

Joanna: I don't either. But a lot of young people do. I think it's a serious issue.

Adam: I do too.

Joanna: So, do we agree then? Children should be allowed to eat fast food, but only once a week.

Adam: Yes, agreed.

Pronunciation file 'Say it right!'

Workbook Page 120;

CD folder 'Workbook_Pronunciation file'

Sentence stress

Ask students to open their books at page 120 and look at the pronunciation activities of the unit.

22 Exercise A

- The activity aims to make students aware of sentence stress and the fact that words like articles are not normally stressed in sentences. However, they might be if we want to emphasize something.
- Play the CD for students to hear the sentences and to underline the words that are stressed.
- Elicit feedback. Explain that it is the content words (ie the ones that contain the most meaning) that are usually stressed.
- Play the CD again for students to listen and repeat.

Answers

- 1 I'll have the **apple**, please.
- 2 You need to slice the peppers **finely**.
- 3 The food industry is **excited** about nano foods.
- 4 Add the eggs **last**.

Exercise B

- Give students a minute to practise saying the sentences in pairs.

23 Exercise C

- Play the CD for students to hear the sentence read out. Ask them why *the* is stressed in this sentence and not in the ones in Exercise A.

Answer

It is stressed to emphasize *the Eiffel Tower*.
The speaker wants his / her interlocutor to clarify if he / she is talking about the one and only Eiffel Tower in Paris.

Audioscript**Say it right!****22 Exercise A**

- 1 I'll have the apple, please.
- 2 You need to slice the peppers finely.
- 3 The food industry is excited about nano foods.
- 4 Add the eggs last.

23 Exercise C

You don't mean *the* Eiffel Tower, do you?

Exercise A

- Give students a minute to discuss the questions in pairs. Check students understand *nutritious* (= healthy).
- Elicit feedback. Encourage a class discussion on the topic.

Exercise B

- Tell students to read the notice.
- Elicit feedback on their opinions. Again, encourage a class discussion on the topic.

Exercise C

- Tell students to read the essay to determine how the writer feels about the issue.
- Elicit the answer. Ask students if they agree with the writer.

Answer

The writer believes schools should make sure that students eat healthily.

Skills development**Paragraphing****Exercise D**

- Explain to students that a good essay is separated into paragraphs, each containing one central topic.
- Give students a minute to answer the questions.
- Elicit answers.

Answers

- 1 D
- 2 A
- 3 B
- 4 C
- 5 E

Writing Pages 156 and 157**Aims of the lesson:**

- to introduce students to the topic and to activate background knowledge (Exercises A & B)
- to read a model essay for gist (Exercise C)
- to analyse a model essay for paragraphing (Exercise D)
- to analyse a model essay for linking words used when supporting ideas (Exercise E)
- to practise supporting ideas (Exercises F & G)
- to practise planning and writing an essay (Exercise H)

Supporting ideas**Exercise E**

- Give students a few minutes to look back at the essay and to find words or phrases that match the descriptions. Deal with the first one together so that students are clear about what they have to do.
- Elicit feedback.

Answers

- 1 On the one hand
On the other hand
- 2 which is why
As a result
that is why
therefore
- 3 because
- 4 for example
like
- 5 some people say
They / I believe
I think,
I am sure
Personally though
- 6 To conclude

Exercise F

- Tell students to read the notice and the ideas that follow.
- Give them a minute to sift through them to decide which agree with the statement and which disagree.
- Elicit feedback.
- Give students 2 minutes, in pairs, to come up with two more ideas – one that agrees with the statement in the topic and one which disagrees.

Answers

Agree with the statement: 1, 2
Disagree with the statement: 3, 4

Exercise G

- Give students a minute to match one support to each idea in Exercise F. Tell them that they will need to read them carefully to do this.
- Get students to share their ideas in pairs.
- Check answers.
- Give students a few minutes, in pairs, to come up with some support for each of the ideas they came up with in Exercise F.

Answers

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

Planning and writing

Paragraphing

Exercise H

- Tell students they will be completing a Unified State Exam type exercise (*Writing C2*).
- Refer students to pages 196 and 197 to discuss the writing strategies.
- Read through the plan and tips in the *Quick check!* box.
- Refer students to the *Writing database* on page 168 for a plan with useful expressions students can use in their essay. Remind them to also use expressions from the *Language chunks* box.
- If time allows, get students to write, or begin to write, their essay in class.



Ask students to complete the writing task on page 89 of the Workbook.

Teacher's Resource File:

- Progress test (page 181)
- Communication activities (pages 211–213)
- Vocabulary exercise (page 218)
- Self-assessment checklist (page 230)

Editable Tests CD:

- Unit 12 test
- Final test



Diet: then and now

Pages 158 and 159

Aims of the lesson:

- to motivate students to learn about health and diet through English
- to read for specific information (Exercises A & B)
- to notice topic-related vocabulary (Exercises C & D)
- to give students an opportunity to organize their own learning experience by completing a cross-curriculum project

Exercise A

- Write the word *food pyramid* on the board and ask students what they think it means.
- Write up students' ideas but don't comment yet.
- Get students to look at the food pyramid on page 158. Ask them to describe what foods they can see in each section of the pyramid. Read the captions and be ready to explain any unknown words.
- Students now read the descriptions given in Exercise A and match them to sections 1–4 of the pyramid.
- Elicit answers.

Answers

- A 3
- B 2
- C 4
- D 3
- E 1
- F 2

Exercise B

- Ask students to read the text and answer the questions.
- Allow students enough time for the activity then check the answers.

Answers

- 1 No, because people ate little or no processed food and they exercised a lot in their daily life.
- 2 Because there is more variety of foods available.
- 3 The fact that they don't exercise much in their daily life.
- 4 Probably not.
- 5 The grain group – foods high in complex carbohydrates, fibre and protein – because we need to eat as much fibre as possible.
- 6 As rarely as possible.

Exercise C

- Explain to students that they should choose between the two foods, a or b, on the assumption that one of them is good for health and the other is not.
- Get students to work in pairs and justify their choices.
- Check the answers with the whole class.

Answers

- 1 b because the fruit is fresh
- 2 b because they are high in fibre
- 3 a because it is high in fibre
- 4 b because it is low in fat
- 5 a because crisps are high in fat and salt

Exercise D

- Students read the text and choose the option which best fits the context.
- Check answers.

Answers

- 1 physical activity
- 2 plenty of
- 3 low
- 4 low
- 5 enough

Project

Students do the project work on health according to the given plan.



Eat your way around the world!

Pages 160 and 161

Aims of the lesson:

- to encourage students to learn about national dishes around the world
- to read for specific information (Exercises A & B)
- to infer lexical meaning from context (Exercise C)
- to engage students in discussions to enable them to personalize the cross-cultural topic of the unit (Exercise D)

Exercise A

- Ask students to name as many different foods they associate with different countries as possible. If necessary, give an example like *pizza – Italy*.
- Write up their ideas on the board.
- Tell them as they read through the text they should see if any of their ideas are mentioned.
- Ask students to read through the text quickly. Then get them to match the food items in the box to sentences 1–5. Make sure they realise there is one extra food.
- Get students to check their ideas in pairs – encourage them to discuss their ideas and reread the text where necessary.
- Elicit answers.

Answers

- 1 pumpkin pie
- 2 haggis
- 3 kimchi
- 4 goulash
- 5 paella

Exercise B

- Explain the task and then ask students to read the text in more detail in order to decide if the statements are true or false.
- Ensure students justify their answers by referring back to the text.
- Check answers.

Answers

- 1 T
- 2 T
- 3 F
- 4 F
- 5 T
- 6 T
- 7 F (*it's potatoes*)
- 8 T
- 9 T

Exercise C

- Ask students to work individually to match the words in bold with their definitions.
- Check answers.

Answers

- 1 delicious
- 2 ingredients
- 3 synonymous
- 4 fermented
- 5 soak(ed)
- 6 derive(s) from
- 7 distinctive
- 8 version

Your voice Exercise D

- Ask students to work in pairs and discuss the questions.
- Encourage students to use relevant speaking strategies – agreeing/disagreeing, explaining, giving reasons for opinion, interrupting, accepting/rejecting interruptions etc.
- Invite a few students to sum up what they have discussed with their partners.

Answers

Students' own answers



Progress check

Units 11 and 12

Pages 162 and 163

Exercise 1

- 1 office
- 2 zebra
- 3 valley
- 4 park
- 5 petrol
- 6 waterfalls
- 7 flats
- 8 store

Exercise 2

- 1 cucumber
- 2 onion
- 3 much
- 4 cut
- 5 Add
- 6 baked

Exercise 3

- 1 given
- 2 put
- 3 worked
- 4 go
- 5 work
- 6 cut
- 7 take

Exercise 4

- 1 country
- 2 would like
- 3 pain
- 4 recovered
- 5 countryside

Exercise 5

- 1 was not going anywhere
- 2 was the most beautiful place he had ever visited
- 3 can speak
- 4 had lived in a small village by the sea when she was a child
- 5 have always wanted to go

Exercise 6

- 1 I had lived there
- 2 if I had gone to school in London
- 3 I had met at the party
- 4 to know if Arthur was feeling sick

Exercise 7

- 1 not to tell anyone
- 2 to leave them alone
- 3 to open the door for her
- 4 to give him/her our money

Exercise 8

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

Exercise 9

- 1 so
- 2 so many
- 3 so
- 4 so
- 5 such



Ask students to complete Progress test 3 on pages 92 and 93 of the Workbook.

Workbook Answer Key

Unit 1

Reading

Exercise 1

acting – Kim
being a cameraman – Shawn
computer editing – Callum
screen writing – Kathy

Exercise 2

- 1 Callum
- 2 Shawn
- 3 Kathy
- 4 Kim

Exercise 3

- 1 play
- 2 gear
- 3 get a kick out of
- 4 leisure time
- 5 geek
- 6 pastime
- 7 amateur
- 8 rehearse
- 9 upload
- 10 screenplay

Vocabulary

Exercise 1

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

Exercise 2

- 1 score
- 2 kick
- 3 court
- 4 pitch
- 5 amateur
- 6 extreme
- 7 rink
- 8 bat

Exercise 3

- 1 amazed
- 2 frightening
- 3 bored
- 4 satisfying
- 5 amused

- 6 exciting
- 7 thrilled
- 8 amazing

Exercise 4

- 1 train
- 2 beat
- 3 chat
- 4 win
- 5 medallist
- 6 championship
- 7 contact
- 8 professional

Grammar 1

Exercise 1

- a 2/5
- b 1/4
- c 3/6
- d 7/8

Exercise 2

- 1 ✗ It's snowing.
- 2 ✓
- 3 ✓
- 4 ✗ writes his diary
- 5 ✓
- 6 ✗ They're playing
- 7 ✓
- 8 ✗ walks

Exercise 3

- 1 doesn't speak
- 2 do you take
- 3 goes
- 4 'm not enjoying
- 5 It never rains
- 6 She plays
- 7 you're drawing
- 8 we're listening

Exercise 4

- 1 am writing
- 2 am sitting
- 3 has
- 4 am listening
- 5 Do ... have
- 6 is staying
- 7 sends
- 8 Are ... enjoying

Words you heard

Exercise 1

- 1 win
- 2 beat
- 3 beaten
- 4 win
- 5 beat

Grammar 2

Exercise 1

- 1 I am writing
- 2 Are you getting
- 3 I still have
- 4 It smells
- 5 I don't like
- 6 I'm enjoying
- 7 I prefer
- 8 Do you want
- 9 Mike and I are thinking
- 10 Do you want

Exercise 2

- 1 Jane does like you.
- 2 Mina is always leaving the lights on all over the house.
- 3 I do want to come to the party.
- 4 Dad is always whistling.
- 5 She does understand what you want.
- 6 I'm always forgetting my homework.

Exercise 3

Students' own answers

Listening

Exercise 1

Students' own answers

Exercise 2

- 1 b 2 a 3 c 4 a

Writing

Exercise 1

- 1 but
- 2 why
- 3 too
- 4 so

- 5 though
- 6 also
- 7 can't

Exercise 2

Students' own answers

Unit 2

Reading

Exercise 1

- a Peru
- b Venezuela
- c Brazil

Exercise 2

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

Exercise 3

- 1 hang around
- 2 turn into
- 3 flunk
- 4 locals
- 5 spectacular
- 6 landscape
- 7 rediscover
- 8 awesome

Vocabulary

Exercise 1

- 1 ferry
- 2 passport; border
- 3 package
- 4 terminal
- 5 harbour
- 6 port
- 7 rank

Exercise 2

- 1 live
- 2 travel
- 3 Travel
- 4 journey
- 5 trip
- 6 trip
- 7 stay
- 8 voyage

Exercise 3

1 d 2 a 3 b 4 c

Exercise 4

- 1 overseas
- 2 trip

- 3 traveller's cheques
- 4 guidebook
- 5 set off
- 6 attractions
- 7 fare
- 8 checked in
- 9 boarding passes
- 10 terminal

Grammar 1

Exercise 1

- 1 went
- 2 saw
- 3 ate
- 4 called
- 5 was getting
- 6 was flying; saw

Exercise 2

- 1 travelled
- 2 was watching; went
- 3 didn't go; went
- 4 stayed; went
- 5 were sitting; saw
- 6 didn't order; chose

Exercise 3

- 1 didn't use to
- 2 used to and would
- 3 used to
- 4 used to
- 5 used to

Exercise 4

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

Words you heard

Exercise 1

Positive	Negative
advantage	disadvantage
agree	disagree
courage	discourage
familiar	unfamiliar
fortunately	unfortunately
lucky	unlucky

Exercise 2

- 1 discourage
- 2 familiar
- 3 disadvantage

- 4 lucky
- 5 disagree
- 6 Unfortunately

Grammar 2

Exercise 1

- 1 While/When
- 2 When
- 3 During
- 4 When
- 5 ago
- 6 ago

Exercise 2

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

Listening

Exercise 1

1 c 2 d 3 a 4 b

Exercise 2

1 b 2 b 3 a 4 c

Writing

Exercise 1

- 1 When
- 2 At first
- 3 In the end
- 4 That's when
- 5 You see

Exercise 2

Students write their own stories.

1-2 Review

Exercise 1

1						R	A	C	K	E	T		
2						P	I	T	C	H			
3						C	O	L	L	E	C	T	I
4						B	U	N	G	E	E	J	U
5								K	I	C	K		
6	E	X	T	R	E	M	E	S	P	O	R	T	
7						A	M	A	T	E	U	R	
8								D	R	A	W	I	N
9						G	A	M	E	S			

Exercise 2

- 1 package
- 2 saw; port; ferry
- 3 attractions
- 4 passports; border
- 5 guidebook
- 6 harbour
- 7 taxi rank
- 8 set off; check in; boarding pass

Exercise 3

- 1 live
- 2 staying; live
- 3 trip
- 4 journey
- 5 voyage

Exercise 4

- 1 boring; interesting
- 2 frightened
- 3 amazing; excited
- 4 disagreed
- 5 satisfied
- 6 amusing
- 7 bored; exciting
- 8 thrilling; unfortunately;
disapprove; unsafe

Exercise 5

- 1 play; collect
- 2 like; takes
- 3 doesn't smell
- 4 usually get
- 5 hardly ever see
- 6 'm learning

Exercise 6

- 1 I saw Oliver a week **ago**.
- 2 Geoff called me **while** I was watching TV.
- 3 He was walking to school when he **saw** something strange.
- 4 I used to **live** in London but I live in Glasgow now.
- 5 When Sam was younger, he **played** with the girl next door.
- 6 I didn't **use** to like travelling, but I love it now.
- 7 What **were you doing** between eight and ten o' clock last night?
- 8 When Mum was younger, she **used to** be more carefree than she is now.

Exercise 7

- 1 of mine is
- 2 that their
- 3 during the
- 4 use to like / like
- 5 ever goes
- 6 believe

Unit 3

Reading

Exercise 1

- 1 Imogen
- 2 Patrick
- 3 Sam

Exercise 2

- 1 Patrick, Sam
- 2 Patrick
- 3 Imogen
- 4 Patrick, Sam
- 5 Sam
- 6 Patrick
- 7 Patrick, Imogen
- 8 Patrick

Exercise 3

- 1 career
- 2 assignment
- 3 degree
- 4 dull
- 5 risky
- 6 track
- 7 crew
- 8 fascinated
- 9 teamwork
- 10 ambition

Vocabulary

Exercise 1

- 1 civil servant
- 2 shop assistant
- 3 computer technician
- 4 civil engineer
- 5 mechanic
- 6 factory worker
- 7 flight attendant
- 8 nursery teacher

Exercise 2

- 1 application
- 2 employees
- 3 qualifications
- 4 retirement
- 5 interviewer
- 6 employer

Exercise 3

- 1 in
- 2 earn

- 3 get
- 4 take
- 5 colleagues
- 6 on
- 7 do
- 8 salary
- 9 set
- 10 down

Exercise 4

- 1 get
- 2 qualifications
- 3 experience
- 4 on
- 5 set
- 6 made
- 7 employment

Grammar 1

Exercise 1

- 1 before
- 2 ever
- 3 already
- 4 yet
- 5 still
- 6 since
- 7 so far
- 8 always
- 9 just
- 10 for

Exercise 2

- 1 **You've been writing** that application for two hours. Haven't you finished yet?
- 2 **I haven't had** any experience of this kind of work.
- 3 Yolanda **hasn't passed** her French exam.
- 4 Have you ever **wanted to** change jobs?
- 5 **I've been waiting** for an e-mail from Alice, but she hasn't sent anything yet.
- 6 Dad **has been cleaning** his car for two hours and he still hasn't finished.
- 7 ✓
- 8 That's the first time **I've enjoyed** a Maths lesson.

Exercise 3

- 1 advertised

- 2 finished
- 3 have not received
- 4 have been studying
- 5 have reached
- 6 won
- 7 have not had
- 8 volunteered
- 9 helped
- 10 have been working

Words you heard

Exercise 1

- 1 job
- 2 works
- 3 jobs
- 4 job
- 5 work

Grammar 2

Exercise 1

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

Exercise 2

- 1 wouldn't it
- 2 haven't you
- 3 have they
- 4 won't she
- 5 didn't he
- 6 hasn't he
- 7 did we
- 8 couldn't you

Exercise 3

Possible answers

- 1 tell me where I would be working
- 2 could tell me who I would be working with
- 3 how much my salary will be
- 4 me know how much paid holiday time I will get
- 5 to know when I could start

Listening

Exercise 1

All the teenagers became millionaires before they left school.

Exercise 2

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

Writing

Exercise 1

Dear Mr Grundy,

I saw your advertisement for summer camp assistants in the *New Musical Express*. I would like to apply. So, I thought I'd drop you a line.

I am 15 years old and I have been playing the guitar since I was eight and the piano for three years. I have recently passed the Grade 8 music exams. My mum and dad say I'm fantastic.

I have a good level of English because I have been studying it for the last five years. I also know a little French. I don't really like the language, to be honest.

Last summer I worked as an assistant and helped organize events on a sports summer camp here in Slovenia. I enjoyed working with young people.

Although some kids are horrible, aren't they?

You don't give much information in your advertisement, do you?

Could you send me more details about what the job involves?

I look forward to hearing from you soon.

Yours sincerely,

Martin Franc

Exercise 2

Possible answers

- 1 Dear Mr...
- 2 I would like to apply for the job you advertised recently in ...
- 3 I'd be grateful if you could tell me what the salary would be.
- 4 Thank you for taking the time to read my application. I hope to hear from you soon.

Unit 4

Reading

Exercise 1

Students' own answers

Exercise 2

c

Exercise 3

- 1 a 2 c 3 c 4 b 5 d

Exercise 4

- 1 loads
- 2 download
- 3 keep up
- 4 revolution
- 5 common
- 6 commit
- 7 mug
- 8 can't afford

Vocabulary

Exercise 1

- 1 arsonist
- 2 robbers
- 3 robbery
- 4 shoplifting
- 5 kidnapper
- 6 smuggler
- 7 shoplifter
- 8 burglary
- 9 murder
- 10 burglar

Exercise 2

- 1 fingerprints
- 2 break in
- 3 owned up
- 4 arrested
- 5 accused
- 6 investigating
- 7 suspicious

Exercise 3

- 1 stole
- 2 robbed
- 3 stolen
- 4 stolen
- 5 robbed

Exercise 4

- 1 The two shoplifters got off with a warning
- 2 The robbers made off with thousands of dollars in cash.
- 3 The two people sitting over there ran off without paying.
- 4 She killed all five of her

husbands and got away with it!

- 5 The smuggler was locked up for 10 years.
- 6 The burglars were let off. (The police let the burglars off.)

Grammar 1

Exercise 1

- 1 had already left; got
- 2 had called
- 3 ran
- 4 had been sitting
- 5 had left
- 6 had been looking

Exercise 2

- 1 Jane had **been** driving for hours before she realized she was lost.
- 2 What had **you been** doing before you heard the shot.
- 3 ✓
- 4 Witnesses said that they **had seen** a strange man before the attack.
- 5 ✓

Exercise 3

- 1 had been
- 2 had been waiting; decided
- 3 had been; heard
- 4 had already started; saw
- 5 had not used
- 6 had not spoken

Exercise 4

- 1 got
- 2 had
- 3 had had
- 4 had been
- 5 had been
- 6 had been watching
- 7 heard
- 8 Had she remembered
- 9 got up
- 10 saw
- 11 had not done
- 12 appeared

Words you heard

Exercise 1

- 1 Take
- 2 bringing

- 3 Take
- 4 take
- 5 bring
- 6 bring

Grammar 2

Exercise 1

- 1 safer
- 2 more
- 3 better
- 4 most
- 5 as
- 6 further
- 7 most
- 8 less

Exercise 2

- 1 easier
- 2 worse
- 3 the most comfortable
- 4 better
- 5 as beautiful
- 6 less

Exercise 3

- 1 better than
- 2 smaller than
- 3 as bad as
- 4 the best
- 5 less courage than
- 6 the best

Listening

Exercise 1

2

Exercise 2

1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

Writing

Exercise 1

b

Exercise 2

- 1 was
- 2 had taken
- 3 was
- 4 had got
- 5 listened
- 6 had happened
- 7 had been
- 8 ran
- 9 listened
- 10 said

Exercise 3

Students write their own stories

3–4 Review

Exercise 1

Jobs

- 1 civil engineer
- 2 nursery teacher
- 3 computer technician
- 4 flight attendant
- 5 car mechanic
- 6 factory worker

Crime

- 1 shoplifter
- 2 smuggling
- 3 arson
- 4 robber
- 5 burglar
- 6 murder

Exercise 2

- 1 retirement
- 2 application
- 3 interviewer; experience
- 4 qualifications
- 5 employer; employees

Exercise 3

- 1 robbed
- 2 stole
- 3 work
- 4 work; job
- 5 colleagues
- 6 do
- 7 earn
- 8 get; salary

Exercise 4

- 1 down
- 2 up
- 3 on
- 4 up
- 5 off
- 6 off

Exercise 5

- 1 worse
- 2 more serious
- 3 highest
- 4 most frightening
- 5 as easy
- 6 less

Exercise 6

- 1 wasn't it
- 2 haven't you
- 3 don't you
- 4 will he
- 5 did they
- 6 can't you

Exercise 7

- 1 what she does
- 2 how I can
- 3 if I can
- 4 if I will

Exercise 8

- 1 have always wanted
- 2 was
- 3 travelled
- 4 took
- 5 had never been
- 6 was
- 7 stopped
- 8 had spent
- 9 did
- 10 have been doing

Progress test 1

Exercise 1

- 1 B 2 C 3 A 4 D 5 A 6 A
7 A 8 A 9 A 10 D

Exercise 2

- 1 went
- 2 best
- 3 used to
- 4 had stolen
- 5 hers
- 6 had just taken
- 7 had made
- 8 the worst

Exercise 3

- 1 qualifications
- 2 retirement
- 3 frightening
- 4 expensive
- 5 robberies
- 6 attractions
- 7 attendant
- 8 burglary

Exercise 4

- 1 is a boring

- 2 always remembers my
- 3 set off
- 4 I used to go swimming
- 5 is as tall as
- 6 while we were having
- 7 fill in this
- 8 didn't get away with

Exercise 5

- 1 owned up to
- 2 hit
- 3 investigated
- 4 shoplifting
- 5 border
- 6 bat
- 7 fingerprints
- 8 court
- 9 robbery
- 10 boarding passes
- 11 professional
- 12 broke

Unit 5

Reading

Exercise 1

Students can discuss their predictions.

Exercise 2

- 1 C 2 E 3 B 4 F 5 A

Exercise 3

- 1 delivery van
- 2 make a purchase
- 3 stocks
- 4 pattern
- 5 predict
- 6 fabrics
- 7 a thing of the past
- 8 mugging

Vocabulary

Exercise 1

- 1 credit
- 2 cash
- 3 bargain
- 4 brand
- 5 catalogue
- 6 sales
- 7 receipt
- 8 account

Exercise 2

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

Exercise 3

- 1 Before the euro the Irish **currency** was called the Irish pound.
- 2 Could you **lend** me two euros?
- 3 Does this machine take fifty cent **coins**?
- 4 I never **borrow** money from anyone. If I can't afford something, I just don't buy it.
- 5 ✓
- 6 ✓
- 7 Sorry, I don't have any change. I've only got a twenty euro **note**.
- 8 ✓

Exercise 4

- 1 made
- 2 do
- 3 do
- 4 go
- 5 made
- 6 go
- 7 made
- 8 do

Grammar 1

Exercise 1

- 1 where
- 2 why
- 3 when
- 4 whose
- 5 who
- 6 that

Exercise 2

- 1 A customer is someone who buys things in a store.
- 2 A credit card is something that we can pay for things with.
- 3 A greengrocer's is a place where you can buy vegetables.
- 4 A shopkeeper is someone who owns a store.
- 5 Internet crime is the reason why many people don't shop online.
- 6 January is the month when many shops have sales.

- 7 Profit is the money shops make from selling things.

Exercise 3

- 1 Do you like the new phone that you bought?
- 2 Is this the purse that you thought you'd lost?
- 3 Isn't she the girl who works in the supermarket?
- 4 My father, who hates shopping, almost never buys new clothes.
- 5 The Internet, which almost everyone uses now, has changed shopping forever.
- 6 This is the place where there used to be a park, but now it's a shopping centre.

Exercise 4

Possible answers

- 1 The CD, which I bought last week, is damaged.
- 2 This shop, which is closed for the summer, is where I usually buy my clothes.
- 3 This street market, which sells better quality food than the supermarket, is lively and colourful.
- 4 My wallet, which had all my credit cards in it, was stolen from our car.
- 5 My family's shop, which everyone knows, is in the centre of the village.
- 6 Cash, which has existed for thousands of years, is becoming less popular.

Words you heard

Exercise 1

- 1 Customers
- 2 merchandise
- 3 refunds
- 4 return
- 5 no-name

Grammar 2

Exercise 1

- 1 there was
- 2 had come
- 3 had got
- 4 would stop

- 5 had
- 6 hadn't spent
- 7 could
- 8 would hurry

Exercise 2

- 1
 - a was
 - b had brought
- 2
 - a hadn't spent
 - b had
- 3
 - a hadn't broken
 - b wasn't
- 4
 - a had known
 - b had
- 5
 - a hadn't left
 - b wasn't

Exercise 3

Students' own answers

Listening

Exercise 1

- 1 e 2 d 3 a 4 b

Writing

Exercise 1

- 1 b 2 e 3 a 4 c 5 d

Exercise 2

The writer is complaining about an order for two CDs. The order was delayed and when it finally arrived, the CDs were damaged.

Exercise 3

Dear Sir / Madam,

(1) I am writing to complain about the service and the products I received from you recently.

Three weeks ago, I placed an order on your website for two CDs. Your website says that orders will be delivered up to one week after placing an order. My CDs took three weeks to arrive.

Furthermore, when I opened the packaging, I found that the CDs were damaged. Both CD boxes were cracked, and the CDs had

scratches on them.

As I am sure you will understand,

(2) this is completely unacceptable. Could you **(3) please send replacements** for the damaged CDs? If this is not possible, **(4) I would like a full refund.**

(5) I look forward to hearing from you soon.

Yours faithfully,

Carrie Oakey

Exercise 4

Students write their own emails of complaint.

Unit 6

Reading

Exercise 1

Students' own answers

Exercise 2

Animal	Abilities
Bat	They can sense obstacles with the use of sonar.
Shark	They have a strong sense of smell. They can detect electrical signals.
Cat	They are good at seeing in semi-darkness.
Migratory bird	They can instinctively find their way by using the Earth's magnetic field.

Exercise 3

- 1 ✓ 2 x 3 ✓ 4 x 5 ✓ 6 ✓ 7 x 8 ✓

Exercise 4

- 1 precise
- 2 obstacles
- 3 unthinkable
- 4 detecting
- 5 semi-darkness

- 6 instinctively
- 7 acts as
- 8 structure
- 9 bounces off

Vocabulary

Exercise 1

Weather
climate change drought fine and mild flood foggy global warming heatwave hurricane icy showers
Pollution
exhaust fumes rubbish / litter / waste
Energy
solar power wind power

Exercise 2

- 1 climate change
- 2 heatwave
- 3 foggy
- 4 exhaust fumes
- 5 fine and mild; showers
- 6 flood
- 7 drought
- 8 wind power; solar power

Exercise 3

- 1 volcanoes
- 2 river
- 3 extinct
- 4 habitat
- 5 rainforest
- 6 endangered

Exercise 4

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

Exercise 5

Students' own answers

Grammar 1

Exercise 1

- 1 will be travelling
- 2 will have finished
- 3 will be using
- 4 it's going to
- 5 may be
- 6 could

Exercise 2

- 1 What **will you** be doing when you're away?
- 2 By the time I'm 30, I will have **travelled** around the world.
- 3 In a hundred years' time, people will **be** living in more environmentally friendly homes.
- 4 If we don't do something about it now, things **are** going to get worse.
- 5 Who do you think will **win** the race?

Exercise 3

- 1 will run out
- 2 might be going
- 3 will have
- 4 is going to
- 5 have returned

Exercise 4

- 1 be
- 2 have
- 3 doing
- 4 going
- 5 will
- 6 be
- 7 be
- 8 might
- 9 done
- 10 will

Words you heard

Exercise 1

- 1 come
- 2 go
- 3 coming
- 4 going
- 5 go

Grammar 2

Exercise 1

- 1 I'm going to
- 2 I'll do
- 3 won't
- 4 does the play start
- 5 are going out
- 6 I'm going to become

Exercise 2

- 1 As soon as I **see** him, I'll tell him about Thursday.
- 2 I **won't** start cooking until you get here.
- 3 Will you email me when **you know** something?
- 4 I'll **buy** the tickets before we meet up.
- 5 Please don't leave your rubbish behind **when** you leave.
- 6 When **you get** the time, please tidy your room.

Exercise 3

- 1 am going to
- 2 is going to
- 3 does the coach
- 4 I'll come
- 5 won't lie
- 6 are you doing
- 7 before she leaves
- 8 soon as I

Listening

Exercise 1

Students' own answers

Exercise 2

- 1 c 2 c 3 c 4 b 5 a

Writing

Exercise 2

- 1 D 2 B 3 A 4 C

Exercise 3

Students write their own plans.

Exercise 4

Students write their own articles.

5-6 Review

Exercise 1

- 1 credit card; cash

- 2 bargains; brand
- 3 addicted; shopaholic
- 4 refund; receipt
- 5 catalogue
- 6 sales
- 7 save; account

Exercise 2

- 1 borrow
- 2 lend
- 3 owe
- 4 coins
- 5 colleagues
- 6 do
- 7 doing; go
- 8 makes
- 9 going; come

Exercise 3

The environment
climate change
desert
ecological
exhaust fumes
pollution
solar/wind power
waste

Nature and natural disasters
become extinct
endangered species
habitat
rainforest
river
volcano
drought
earthquake
flood
forest fire
heatwave
hurricane

Weather
clear skies
cold and wet
dry
foggy
windy

- 1 rainforest; ecological
- 2 habitat; become extinct
- 3 cold and wet
- 4 drought
- 5 hurricane
- 6 heatwave

Exercise 4

- 1 who
- 2 why
- 3 whose
- 4 when; ✓
- 5 where
- 6 that; ✓

Exercise 5

Possible answers

- 1 The white house, whose roof has caved in, is for sale.
- 2 Nora, who hates going shopping, asks her mum to buy her clothes.
- 3 This restaurant, where students from the local high school hang out, has great pizzas.
- 4 Many people sit in the village square, which has lots of cafés and restaurants.

Exercise 6

- 1 was
- 2 wouldn't shout
- 3 had kept
- 4 had
- 5 could swim

Exercise 7

- 1 will be
- 2 will do
- 3 you aren't going to
- 4 will have finished all
- 5 I'm meeting
- 6 does the film
- 7 will increase
- 8 will be helping

Unit 7

Reading

Exercise 1

Students' own answers

Exercise 2

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

Exercise 3

- 1 mixed ability class
- 2 creative flair
- 3 alongside
- 4 undemanding
- 5 techniques
- 6 strenuous
- 7 mature students
- 8 new faces

Vocabulary

Exercise 1

- 1 university
- 2 home school
- 3 primary school
- 4 boarding school
- 5 high school
- 6 state school
- 7 nursery school

Exercise 2

- 1 take
- 2 have
- 3 had
- 4 has
- 5 take
- 6 take

Exercise 3

- 1 sat
- 2 failed
- 3 take
- 4 passed
- 5 good
- 6 degree
- 7 graduated

Exercise 4

- 1 Jane is **studying** for a degree in history.
- 2 She has **learnt** all her lines by heart.
- 3 Liam isn't very good **at** maths, is he?
- 4 We are **learning** to swim.
- 5 Rosie can't come out tonight. She's **studying** for her exam.
- 6 I **study** two foreign languages at school.

Grammar 1

Exercise 1

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

Exercise 2

- 1 can't
- 2 must
- 3 may
- 4 don't have to
- 5 must
- 6 might

Exercise 3

- 1 You **ought to** get up earlier in the morning.
- 2 I **have to** / **must** stay in tonight to do my homework.
- 3 We **don't have to** go to our Maths lesson today.
- 4 Mr Davis **can** explain things very well.
- 5 You **mustn't** eat during the lesson.
- 6 **Do you have to do** / **Have you got to do** any homework tonight?

Exercise 4

- 1 ... should go and speak to your teacher.
- 2 ... answer can't be right.
- 3 ... might go to university next year.
- 4 ... mustn't use a calculator in the test.
- 5 ... ought to apologise.
- 6 ... my mum could speak Russian.

Words you heard

Exercise 1

- 1 for
- 2 with
- 3 for
- 4 on
- 5 to

Grammar 2

Exercise 1

- 1 anything
- 2 Nobody
- 3 someone
- 4 everything
- 5 something

Exercise 2

- 1 anyone
- 2 anything
- 3 everyone
- 4 someone
- 5 something
- 6 everyone

Exercise 3

- 1 everyone
- 2 everything
- 3 anything
- 4 everyone
- 5 anything
- 6 anyone

Listening

Exercise 1

Jewellery Making and Watercolour Painting

Exercise 2

- 1 Jewellery
- 2 beginner
- 3 Painting
- 4 Tuesday
- 5 Friday
- 6 Joe
- 7 Walden
- 8 WF12 6PY
- 9 7876654354
- 10 joeking@connect.com

Writing

Exercise 1

Students can discuss their views.

Exercise 2

Students can compare their ideas with those expressed in the essay.

Exercise 3

1 D 2 C 3 B 4 A

Exercise 4

Students write their own essays.

Unit 8

Reading

Exercise 1

*Women: 1, 4
Men: 2, 3*

Exercise 2

1 a 2 c 3 a 4 d 5 b

Exercise 3

- 1 misconception
- 2 stereotype
- 3 gender
- 4 significantly
- 5 suit
- 6 unlike
- 7 majority
- 8 come about
- 9 prevent (from)
- 10 value

Vocabulary

Exercise 1

- 1 hang
- 2 going
- 3 broke
- 4 made
- 5 married

Exercise 2

- 1 unfashionable
- 2 dishonest
- 3 sociable
- 4 insecure
- 5 unreliable
- 6 unkind
- 7 disrespectful
- 8 unsociable

Exercise 3

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

Exercise 4

Students write their own descriptions.

Grammar 1

Exercise 1

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

Exercise 2

- 1 to tell; to lie
- 2 to be
- 3 to help
- 4 to be
- 5 go
- 6 to come
- 7 getting

- 8 being
- 9 taking
- 10 skipping

Exercise 3

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

Exercise 4

- 1 I suggest telling him the truth.
- 2 ✓
- 3 I've decided to help you if you still want my help, that is.
- 4 My teacher made me write a 1000-word essay on my behaviour.
- 5 The bully managed to make everyone in the class afraid of him.
- 6 ✓

Words you heard

Exercise 1

- 1 telling
- 2 Say
- 3 telling
- 4 say
- 5 told
- 6 tell
- 7 told

Grammar 2

Exercise 1

- 1 can't
- 2 could
- 3 shouldn't
- 4 must
- 5 might have got
- 6 must be

Exercise 2

- 1 I couldn't speak English when I was at school, but now I'm very fluent.
- 2 It must have been you that Frankie was talking about.
- 3 He must have done it. There was nobody else there.
- 4 It can't have been Louis who told you. He didn't know about it.
- 5 You should have told him the whole story. He needed to know.

Exercise 3

- 1 could swim
- 2 should/could have told
- 3 can't have
- 4 must have been
- 5 might have been
- 6 could have

Listening

Exercise 1

Students can discuss their guesses.

Exercise 2

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

Exercise 3

Students listen again and check.

Writing

Exercise 1

Students' own answers

Exercise 2

Students can discuss the advice given.

Exercise 3

- 1 if I were you, I would
- 2 You could
- 3 You should
- 4 You really need to

Exercise 4

Students write their own letters of advice.

7-8 Review

Vocabulary

Exercise 1

- 1 nursery
- 2 primary
- 3 sit
- 4 secondary
- 5 boarding
- 6 state
- 7 passed
- 8 failed
- 9 graduate
- 10 degree

Exercise 2

- 1 had
- 2 take

- 3 has
- 4 take
- 5 take
- 6 taken
- 7 had

Exercise 3

- 1 is going
- 2 broke
- 3 hang
- 4 got
- 5 make
- 6 are getting

Exercise 4

- 1 informal
- 2 trendy
- 3 insecure
- 4 unkind
- 5 unfashionable
- 6 sociable
- 7 unreliable
- 8 disrespectful

Exercise 5

- 1 wearing
- 2 try on
- 3 take
- 4 dressed up
- 5 studied
- 6 studying
- 7 learn
- 8 study

Grammar

Exercise 6

- 1 might
- 2 can't
- 3 could
- 4 don't have to
- 5 must not
- 6 ought to

Exercise 7

- 1 must have done
- 2 can't have been
- 3 shouldn't have chosen
- 4 might have told
- 5 should have told

Exercise 8

- 1 going
- 2 to fail

- 3 to go
- 4 cheating
- 5 being
- 6 to help

Exercise 9

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

Progress test 2

Exercise 1

1 D 2 C 3 A 4 B 5 A 6 A
7 D 8 A 9 D 10 D 11 A 12 B

Exercise 2

1 b 2 a 3 c 4 d 5 d 6 a 7 d 8 b
9 a 10 d 11 d 12 c

Exercise 3

- 1 pollution
- 2 endangered
- 3 unfashionable
- 4 unreliable
- 5 sociable
- 6 dishonest

Exercise 4

- 1 I went to
- 2 you wouldn't
- 3 I were
- 4 going to study
- 5 as soon
- 6 should study / ought to study
- 7 can't
- 8 know anyone
- 9 can't have
- 10 to buy

Unit 9

Reading

Exercise 1

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

Exercise 2

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

Exercise 3

- 1 auditorium
- 2 box office
- 3 claim a full refund
- 4 illusionists
- 5 much awaited
- 6 cast
- 7 housebound
- 8 lyrics

Vocabulary

Exercise 1

- 1 Actor
- 2 performances
- 3 adventure / action
- 4 director
- 5 screens
- 6 starring
- 7 reviews
- 8 audiences
- 9 plot
- 10 set

Exercise 2

- 1 special
- 2 episode
- 3 soundtrack
- 4 booked
- 5 drama
- 6 sound

Exercise 3

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

Exercise 4

- 1 What are you **listening to**?
- 2 Well, I just wasn't **watching** carefully enough.
- 3 Shall we go and **watch** the new Bond film next week?
- 4 I'm just going over to **look at** that painting over there.
- 5 Hello, can you **hear** me?

Grammar 1

Exercise 1

- 1 was made in 1977
- 2 was ruined by her terrible acting
- 3 the songs been written by you
- 4 the tickets have been sold
- 5 has been read by millions of people
- 6 will be turned into a cinema
- 7 are special effects made

Exercise 2

- 1 The role will be played by George Clooney.
- 2 That song wasn't sung by the Kaiser Chiefs.
- 3 *not possible*

- 4 The film is being directed by George Miller.
- 5 Three million copies of the books were sold.
- 6 *not possible*

Exercise 3

- 1 is thrown
- 2 is called
- 3 invented
- 4 has been played
- 5 were delivered
- 6 was used
- 7 made
- 8 improved
- 9 helped
- 10 sold
- 11 was made
- 12 will be played

Words you heard

Exercise 1

- 1 comedy
- 2 horror
- 3 historical
- 4 action
- 5 drama

Grammar 2

Exercise 1

1 ✓ 3 ✓ 4 ✓ 6 ✓

Exercise 2

- 1 He has had his first book published.
- 2 Did they have the music written especially?
- 3 Mandy has had her television repaired.
- 4 Has Liam had his mobile stolen?
- 5 They had their car damaged in an accident.
- 6 Tina gets her hair cut once a month.

Exercise 3

- 1 She's having her hair cut.
- 2 They've had their house broken into.
- 3 They have had their photo taken.
- 4 She is having a parcel delivered.

Listening

Exercise 1

- 1 Jez
- 2 Viv

Exercise 2

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

Writing

Exercise 1

- A 1 B 2 C 1

Exercise 2

- 1 b 2 c 3 e 4 d 5 a

Exercise 3

Students write their own album reviews.

Unit 10

Reading

Exercise 1

Positive:

You can write as much or little as you like in your profile.

You can join a group.

You can keep in touch with friends and update your profile all day long.

Negative:

You have to manually delete information if you don't want it there.

Exercise 2

- 1 G 2 C 3 F 4 B 5 D 6 A

Exercise 3

- 1 social networking site
- 2 downside
- 3 delete
- 4 workplace
- 5 identity
- 6 private
- 7 update
- 8 tie together
- 9 worldwide
- 10 notify

Vocabulary

Exercise 1

medicine: health, hospital, laboratory, microscope, research

communication: email, GPS tracking, device, mobile phone, online chat

transport: aeroplane, map, safety

education: learning, teaching

science: experiment, laboratory, microscope, research

Exercise 2

- 1 invention
- 2 discovery
- 3 laptop; desktop
- 4 postcard
- 5 software
- 6 network
- 7 gestures

Exercise 3

- 1 translations
- 2 answer
- 3 communication
- 4 interpretation
- 5 interruptions

Exercise 4

- 1 Henry tried to call the office, but he didn't manage to get through to anyone.
- 2 Jane called up to tell me the news.
- 3 Hang on a minute. There's someone at the door.
- 4 Pat called in sick today.
- 5 I got upset and hung up before he could apologize.

Grammar 1

Exercise 1

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

Exercise 2

- 1 would
- 2 knew
- 3 will
- 4 tell
- 5 want
- 6 send

Exercise 3

- 1 ✓
- 2 If computers were good at translating, we wouldn't need to learn any foreign languages.
- 3 ✓

- 4 If you listen to songs in English, you will learn faster.
- 5 If I were in your shoes, I would spend less.

6 ✓

Exercise 4

- 1 don't know
- 2 is easier
- 3 want
- 4 will underline / underlines
- 5 were
- 6 would give
- 7 say
- 8 will unlock / unlocks

Words you heard

Exercise 1

- 1 instant messaging
- 2 download
- 4 install
- 5 exchange

Grammar 2

Exercise 1

- 1 would not have got
- 2 hadn't listened
- 3 had listened
- 4 would not have missed
- 5 had learnt
- 6 would not have believed

Exercise 2

- 1 Unless
- 2 What if
- 3 as long as
- 4 unless
- 5 As long as

Exercise 3

- 1 long as you are careful
- 2 if the device falls
- 3 unless you want
- 4 hadn't been raining
- 5 would have learnt
- 6 had liked the film
- 7 would not have been

Listening

Exercise 1

Students' own answers

Exercise 2

- 1 access
- 2 customers
- 3 computer
- 4 phone
- 5 travelling
- 6 smaller
- 7 lighter

Exercise 3

Students listen again and check.

Writing

Exercise 1

Listen to songs in the foreign language.

Watch films in the language.

Use the language as much as possible.

Read things in the language.

Exercise 2

The writer's opinion:

Personally, I think ...

I have found ...

In my opinion ...

Support:

so

For this reason

Exercise 3

Students' own answers

Exercise 4

Students write their own articles.

9–10 Review

Exercise 1

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

Exercise 2

- 1 booked
- 2 listening
- 3 watch
- 4 looking at
- 5 sound effects

Exercise 3

- 1 discovery
- 2 invention
- 3 education
- 4 laptop
- 5 medicine

- 6 communication

- 7 networks

- 8 software

Exercise 4

- 1 up
- 2 through
- 3 on
- 4 in
- 5 up

Exercise 5

- 1 comes
- 2 cost
- 3 made
- 4 are found
- 5 has been performed
- 6 will be sold
- 7 was ... invented
- 8 runs out

Exercise 6

- 1 She had her wallet stolen.
- 2 I had my tooth taken out.
- 3 I have had my car repaired.
- 4 I had my hair cut.
- 5 Their house got damaged in the storm.

Exercise 7

- 1 c 2 d 3 a 4 b 5 c

Exercise 8

- 1 What if you
- 2 unless you help
- 3 as you promise to be
- 4 would be
- 5 wouldn't have been

Unit 11

Reading

Exercise 1

Wales

October 2nd 2003

57

August 25th 2008

62

32 000 kilometres

53

3000 pounds

6

Exercise 2

- 1 d 2 b 3 c 4 c

Exercise 3

- 1 frostbite
- 2 widow
- 3 feat
- 4 break out in a sweat
- 5 raise awareness
- 6 sponsors
- 7 a stone's throw
- 8 gruelling

Vocabulary

Exercise 1



Exercise 2

- 1 turn
- 2 down
- 3 across
- 4 turn
- 5 straight
- 6 over
- 7 to

Exercise 3

- 1 What's it like
- 2 Would you like
- 3 Do you like

Grammar 1

Exercise 1

- 1 a 2 a 3 b 4 b 5 a

Exercise 2

- 1 had cycled
- 2 had to buy
- 3 come
- 4 would

- 5 the
- 6 that

Exercise 3

- 1 would
- 2 had
- 3 could
- 4 might
- 5 that

Exercise 4

- 1 He asked what she had done in the evenings.
- 2 He asked her when she had set off.
- 3 He asked her where she had started her journey.
- 4 He asked her if she had felt homesick.

Words you heard

Exercise 1

- 1 countryside
- 2 country
- 3 countryside
- 4 country
- 5 country
- 6 countryside

Grammar 2

Exercise 1

- 1 ... me to turn my music down.
- 2 ... me to carry some things for her.
- 3 ... me to put that back.
- 4 ... me not to do that ever again.
- 5 ... me to open the window.

Exercise 3

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

Exercise 4

- 1 She advised us to go by plane.
- 2 He ordered me to open the emergency exit.
- 3 She offered to carry my case for me.
- 4 She asked me if I wanted one way or return.
- 5 He suggested going to Barcelona the following weekend.

- 6 She refused to get on the plane.

Listening

Exercise 1

- 1 C
- 2 A
- 3 C
- 4 A

Exercise 2

- 1 e
- 2 d
- 3 b
- 4 a

Writing

Exercise 1

- 1 c 2 b 3 d 4 a

Exercise 2

- 1 x 2 x 3 ✓ 4 ✓

Exercise 3

Students write their own reports.

Unit 12

Reading

Exercise 1

- 1 asparagus
- 2 burger
- 3 strawberries
- 4 potato
- 5 celery
- 6 chicken nuggets

Exercise 2

Fruit and vegetables do not play a role in children's lives. Chicken nuggets and burgers do.

Exercise 3

- 1 ✓
- 2 ✓
- 3 x; John Smiley is a primary school teacher.
- 4 ✓
- 5 x; The sugar levels in fast food affect children's concentration in class.
- 6 x; some schools have switched to healthy school dinners.

Exercise 4

- 1 switched
- 2 authorities
- 3 school dinners
- 4 concentrate
- 5 the ground
- 6 processed
- 7 eye-opening
- 8 point out
- 9 key
- 10 convinced

Vocabulary

Exercise 1

- 1 tomatoes
- 2 pepper
- 3 onion
- 4 olive oil
- 5 salt
- 6 cheese
- 7 mushrooms
- 8 slice
- 9 add
- 10 Pour
- 11 Bake
- 12 Serve

Exercise 2

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

- 1 You should cut down on sugar.
- 2 I've given up eating junk food.
- 3 You will take off weight more easily if you exercise.
- 4 I started a new diet yesterday and went off it today.
- 5 Do you work out at a gym?
- 6 I've put on 10 kilos!
- 7 When I exercise, I work up a sweat.

Exercise 3

- 1 hurts
- 2 pain
- 3 treated
- 4 recovered
- 5 cure

Grammar 1

Exercise 1

- 1 dresses
- 2 these jeans

- 3 traffic; was
- 4 is
- 5 garlic
- 6 is
- 7 fruit
- 8 shopping

Exercise 2

- 1 much
- 2 many
- 3 a lot of
- 4 a lot of
- 5 a lot of
- 6 many

Exercise 3

- 1 a; –
- 2 The; the
- 3 the
- 4 a
- 5 the
- 6 –; the
- 7 an
- 8 A; an; –

Exercise 4

Many people suffer from the food poisoning at some point in their life. Last year it happened to me for a the first time. I had been out for lunch with the a friend and we both had chicken. She had it with the chips and I had it with rice. Well, I got sick and she didn't. We decided it must have been a the rice because it was a the only thing I had eaten that she hadn't. I knew I was unwell because I had a fever and I couldn't keep anything down, not even the water! I spent the day in hospital but it took me the a week to fully recover.

Words you heard

Exercise 1

- 1 feel
- 2 serious
- 3 serious
- 4 fully
- 5 feel
- 6 fully

Grammar 2

Exercise 1

- 1 Both
- 2 Neither
- 3 Every/Each
- 4 none
- 5 All
- 6 Each/Every

Exercise 2

- 1 so
- 2 such
- 3 much
- 4 such
- 5 many
- 6 much

Exercise 3

- 1 too short
- 2 warm enough
- 3 too expensive
- 4 good enough to
- 5 too hot for
- 6 too much for

Listening

Exercise 1

Students' own answers

Exercise 2

- 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✓ 6 ✗

Exercise 3

Students listen again and check.

Writing

Exercise 1

Students' own answers

Exercise 2

Students' own answers

Exercise 3

Keeping fit can make you feel better.

Exercising can give you more energy.

Playing a sport can be fun and enjoyable.

Exercise combined with a healthy diet can help you look and feel better.

Exercise 4

- 1 believe
- 2 also
- 3 Firstly
- 4 So
- 5 Secondly
- 6 as a result
- 7 To conclude
- 8 even

Exercise 5

Students write their own essays.

11–12 Review

Exercise 1

- 1 forest
- 2 peaceful
- 3 roundabout
- 4 green
- 5 busy
- 6 quiet
- 7 noisy

Exercise 2

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

Exercise 3

- 1 pain
- 2 cure
- 3 recover
- 4 injury
- 5 hurt

Exercise 4

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

Exercise 5

- 1 off
- 2 take
- 3 work
- 4 put
- 5 down
- 6 given
- 7 work

Exercise 6

- 1 ... had just come back from Paris.
- 2 ... had been sleeping on the beach.
- 3 ... would be in Tokyo the following month.
- 4 ... mum could fly a plane.

Exercise 7

- 1 me if I had / us if we had
- 2 not to run
- 3 time I had got
- 4 refused to
- 5 offered to

Exercise 8

- 1 How much money do we have left?
- 2 I'm afraid I've got some bad news.
- 3 The accommodation they gave us was terrible.
- 4 The police are never here when you need them.
- 5 There's a lot of furniture in this room.
- 6 Why do people throw their rubbish on the beach?

Exercise 9

- 1 Neither
- 2 nor
- 3 every
- 4 Neither
- 5 nor
- 6 Both
- 7 each
- 8 all
- 9 none
- 10 too
- 11 enough

Exercise 3

- 1 countryside
- 2 crowded
- 3 peaceful
- 4 relaxing
- 5 communication
- 6 misbehave

Exercise 4

- 1 will be played by
- 2 gets her hair done
- 3 I'd tell Jamie
- 4 had called me
- 5 unless I tell
- 6 she had spoken to
- 7 if I had ever been
- 8 not to touch
- 9 we should see
- 10 is too hot

Progress test 3

Exercise 1

- 1 b 2 d 3 b 4 a 5 a 6 a
7 b 8 d 9 a 10 c 11 a 12 a

Exercise 2

- 1 have worn
- 2 have played
- 3 have been used
- 4 made
- 5 finest
- 6 were
- 7 was
- 8 would have to
- 9 could



Unified State Exam in English Language Practice Test Key

Раздел 1. Аудирование

B1

A	B	C	D	E	F
1	5	7	3	6	2

A1–A7

A1	1
A2	3
A3	2
A4	1
A5	2
A6	1
A7	3

A8–A14

A8	2
A9	1
A10	3
A11	2
A12	2
A13	3
A14	2

Раздел 2. Чтение

B2

A	B	C	D	E	F	G
5	2	1	8	4	7	3

B3

A	B	C	D	E	F
6	4	1	7	5	2

A15–A21

A15	2
A16	4
A17	1
A18	3
A19	1
A20	4
A21	2

Раздел 3. Грамматика и лексика

B4–B10

B4	himself
B5	waking
B6	first
B7	iscovered*
B8	largest
B9	haveneverseen
B10	its

B11–B16

B11	natural
B12	communication(s)
B13	helpful
B14	unknown
B15	activity
B16	rarely

A22–A28

A22	3
A23	1
A24	4
A25	3
A26	2
A27	1
A28	4

* Написание ответов (без пробелов и знаков препинания) соответствует требованиям к заполнению бланка ответов №1 ЕГЭ по английскому языку



Unified State Exam in English Language

Practice Test Listening

Audioscript

CD folder 'Unified State Exam_ Listening Test'

Раздел 1. Аудирование

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит два раза. После двух прослушиваний у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов № 1.

Задание B1

Вы услышите шесть высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У Вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Not many girls enjoy snowboarding, but I really love it. And I'm good at it, too. I've won a few local competitions and next year I'm hoping to get a place in the national team. My parents don't like the sport; they think it's too dangerous. But I keep on telling them, it's no worse than skiing. They do support me, though – they pay for my equipment, and snowboards aren't cheap!

Speaker B

For me, sport is all about watching rather than taking part. I'm not an athletic person, which is strange because my dad used to be a professional footballer. I think he's a bit disappointed that I'm not like him. I know he likes it when we go to matches together; I do too. The problem is that Dad and I don't support the same football team so we argue about which match to go to.

Speaker C

My brother, Josh, loves all kinds of sport. In the past, he's tried crazy things like bungee jumping and extreme biking. But when he broke his leg, Mum and Dad said

it was time to stop! So now Josh has a new sport – it's called octopush or underwater hockey. Josh plays two or three times a week at the local pool. He says it's a great sport and a good way to keep fit.

Speaker D

My dream is to be an international champion. I'm a runner, and I've been able to run faster than all my friends since I was about ten. I've won lots of races and I've got a great collection of medals at home. I train for three hours a day, seven days a week. It's hard and sometimes, when the weather's bad or I'm tired, I don't want to go. But I have to go because I want to be the best!

Speaker E

I'm quite new to sport. As a young kid, I hated PE and I was a bit of a couch potato, to be honest. But that all changed last month when my best friend persuaded me to join a gym with her. I'd heard people saying how good exercise made you feel but I didn't believe it. Well ... I was wrong and they were right! I feel great and I've got lots more energy. I love exercise now.

Speaker F

I think everything about sport is interesting. My family have always done lots of different sports, so when I was young I played tennis and basketball. And I still do some sport every weekend, usually jogging or cycling. What I'm most interested in, though, is sports science. I'm studying this at college and want to do a university course in it too. I love learning about how our bodies work and how to make them perform better.

You have 15 seconds to complete the task.

[Pause 15 seconds]

Now you will hear the texts again. [Repeat]

This is the end of the task. You now have 15 seconds to check your answers.

[Pause 15 seconds]

Задания A1–A7

Вы услышите диалог. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительный, ни отрицательный ответ (3 – Not stated). Обведите номер выбранного Вами варианта ответа. Вы услышите запись дважды. У Вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Maria: So, Joshua, are you enjoying your visit to Moscow's amazing Cosmonautics Memorial Museum?

Joshua: Oh, definitely! I've always been interested in the space race, as they call it. But this is my first visit to Moscow and the museum. It's fantastic! Can I ask ... do you know when the museum opened?

Maria: Yes, I do. The doors first opened in 1981 ... to celebrate everything Russia had done in space. You probably know that Russia sent the first satellite into space.

Joshua: Yes, and the first dog!

Maria: That's right. Have you seen the statue of Laika in the museum?

Joshua: Yes, and I saw the tiny spacecraft that Laika and the other dogs travelled in. It's hard to believe that I was looking at real spacecraft that had travelled into space! And it all happened so long ago – I mean, it's incredible that people knew back in the 1960s how to send rockets into space.

Maria: It is incredible, I agree. But in fact our first satellite, which was called Sputnik 1 by the way, went into space in 1957! Even more incredible!

Joshua: I read somewhere that this monument, where the museum is, was built to celebrate that first space flight. Is that right?

Maria: Yes, it is. Not long after the first satellite flight, there was a competition to design the best and biggest statue to celebrate what I guess was the beginning of the space age, or the space race as you call it. About 350 people entered the competition. Three people won with their designs: a sculptor and two architects. They designed this enormous 'Explorers of the Cosmos' monument. It was opened on the 7th anniversary of the day the satellite was sent into space.

Joshua: When exactly was that, then?

Maria: On 4th October 1964.

Joshua: But I thought you said the museum didn't open until 1981.

Maria: Ah, well, the monument was designed so that a museum could be built inside it. That's what they did some years later and on April 10th 1981, the museum opened.

Joshua: Well, I'm very glad it did. I'm going to carry on exploring. Is there anything special you'd recommend seeing?

Maria: You should definitely go round the life-size model of the Mir Space Station. And take a look at some of the space vehicles that have been all the way to the Moon!

Joshua: I will ... and thanks so much for all the information.

You have 15 seconds to complete the task.

[Pause 15 seconds]

Now you will hear the text again. [Repeat]

This is the end of the task. You now have 15 seconds to check your answers.

[Pause 15 seconds]

Задания A8–A14

Вы услышите интервью. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Presenter: And now it's time to meet our studio guest today, Miss Jessie Thomhill. Welcome, Jessie, and thanks for joining us on Wednesday's edition of *Talk About*.

Jessie: Good morning, Robert. It's great to be here.

Presenter: Now, Jessie, you work in the food industry, don't you, but you have a job with a difference. Can you tell our listeners a bit about your work?

Jessie: Yes, of course! Well, as you said, Robert, I work with food. I'm actually a food taster. In fact, and this is the best bit ... I'm a chocolate taster!

Presenter: You've got what many people may think is a dream job.

Jessie: Yes, a lot of my friends would love my job, that's for sure. Although I think they imagine I just sit and eat chocolate all day long. The job involves much more than that.

Presenter: OK, so seriously, Jessie, tell us about being a chocolate taster? Do you need special qualifications for the job?

Jessie: Well, it depends who you work for. Some employers do like their staff to have a degree in food science. But my boss wasn't worried about me not having a degree. He said he was looking for someone with an outstanding sense of taste. That's key, and not everyone has a sense of taste that's acute enough for the job. Women are better than men, by the way!

Presenter: Really? I didn't know that. Is it all about taste then or does your sense of smell matter, too?

Jessie: Yes, a good sense of smell is important, too. Flavour is about both taste and smell – and actually it's about touch and texture and temperature as well. It's much more complicated than people think.

Presenter: How did you get the job, then, Jessie? Did you have to taste a lot of chocolate?

Jessie: I did, yes! And that probably sounds easy but chocolate is a complex food; it has more than 400 separate flavours, if you can believe it! I had to taste several mixtures – chocolate mixed with other ingredients and I had to identify what the other ingredients were.

Presenter: What sorts of ingredients were they?

Jessie: Different spices, herbs, fruit – things like that. It's not that the ingredients were things I'd never tasted before; it's just that recognising one tiny flavour can be very difficult. You know, we humans have between 7000 and 8000 taste buds, so in a way we ought to be able to recognise every single flavour that exists. But generally we all eat too fast and the tastes get muddled up. That means that a lot of us are not aware of the exact taste of any ONE ingredient.

Presenter: Yes, that makes sense. You obviously did well in the taste test, anyway, because you got the job. Does the job involve eating a lot of chocolate every day?

Jessie: It involves tasting a lot of chocolate every day. I'm always trying to create new recipes for chocolate so I spend a lot of time tasting different combinations to see what works and what doesn't. I don't eat everything I taste, but I guess I eat between 50 and 100 grams of chocolate every day. I have to be careful not to eat too much because over the weeks and months it would make me put on a lot of weight.

Presenter: Fascinating! Just one question before you go ... do you actually like chocolate?

Jessie: I adore it! You mentioned before that people think chocolate tasting is a dream job – well, I think so too!

Presenter: Thanks for telling us about what you do, Jessie.

You have 15 seconds to complete the task.

[Pause 15 seconds]

Now you will hear the text again. [Repeat]

This is the end of the task. You now have 15 seconds to check your answers.

[Pause 15 seconds]

This is the end of the Listening test.

Время, отведённое на выполнение заданий, истекло.



Unified State Exam in English Language

Practice Test Speaking

Interlocutor Cards

SPEAKING C3 (3–3.5 minutes)

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered:

- 1 What is your favourite TV programme, why?
- 2 How much TV do you watch each week?
- 3 Do you prefer to watch TV on your own or with other people, why?
- 4 What kind of programmes do you not like watching, why?

Finally, you should ask **each student** the following:

- Has what you enjoy watching on TV changed over the years?
- Would you like to work in TV when you're older? Why / Why not?

SKILLS TO BE TESTED

The student is expected to demonstrate her / his ability to:

- speak at length elaborating on the topic;
- produce coherent utterances;
- give reasons;
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

SPEAKING (ROLE-PLAY) (1.5–2 minutes)

You are a PE teacher. You begin the conversation by saying: **'So, you're thinking of joining a gym?'**

You know the following things about good gyms in town:

Gym	Location	Cost
Jim's Gym	in the centre of town	£20 per month
The Fitness Centre	20 minutes from the centre by bus	£10 per month

As soon as the student gets all the information about these two gyms, say:

'Just a minute. I've remembered another good one.'

The Workout	very near the town centre	£15 per month
-------------	---------------------------	---------------

To finish the conversation, say: **'So, are you going to try The Workout?'**

SKILLS TO BE TESTED

The student is expected to demonstrate his / her ability to:

- make a request/an invitation;
- provide the information required;
- accept/reject an invitation;
- maintain and conclude the conversation;
- be active and polite.

SPEAKING C4 (3–4 minutes)

You and the student are planning a special day for the student's younger brother's birthday. He's going to be eleven years old. These are your ideas about each option:

	+	–
having a meal at a restaurant	<ul style="list-style-type: none">– It would be great fun! He'd love it if we went to a pizzeria!– We could invite a couple of his friends, too.	<ul style="list-style-type: none">– It might be quite expensive.– Your parents take you out to eat quite often, so maybe it's not that special.
watching a live sporting event	<ul style="list-style-type: none">– He loves sport and he hasn't been to many live events before.– There are quite a few matches and events happening that day.	<ul style="list-style-type: none">– He'll enjoy it, but I'm not sure that we will!– We'll have to organise travel and food too.
going canoeing	<ul style="list-style-type: none">– He's always said he'd like to try canoeing.– There's a great place that offers canoeing for beginners not far from here.	<ul style="list-style-type: none">– It won't be much fun if the weather's bad.– I can't swim, so I can't go canoeing myself.
having a surprise party at home	<ul style="list-style-type: none">– We could make it a surprise party and invite all his friends! He'd love that!– I've got a friend who's a DJ so there's no problem providing great music!	<ul style="list-style-type: none">– Do you think we'll be able to keep it a secret? He'll probably find out what we're planning, won't he?– It'll take quite a lot of organisation and planning.

NOTE

Make **sure all the options** have been discussed.

When discussing each option **first** use the information that is contrary to what the student says. You may choose to make use of some ideas only.

Do not speak **first all the time** but ask the student what s/he thinks about the options.

Invite the student to come up with her / his suggestions, especially if s/he readily agrees with the things you say. If the student says all the time, 'What do you think about it?' without expressing her / his own opinion, say, 'Sorry, I don't know.' or 'I'm not sure. How do you feel about it?'

SKILLS TO BE TESTED:

The student is expected to demonstrate her / his ability to:

- **initiate and maintain conversation:**
 - explain the situation
 - come up with suggestions
 - give good reasons
 - find out the partner's attitudes
 - invite the partner to come up with suggestions
 - agree or disagree with her / his partner's opinion
- **reach an agreement by taking into account the partner's attitudes.**



Teacher's Resource File

Progress test Unit 1

Vocabulary

A Choose the best answer.

- 1 **Professional** / **Amateur** athletes work very hard to become the best.
- 2 I'm **amazed** / **amazing** that you are willing to jump out of a plane!
- 3 I think cricket is the most **bored** / **boring** sport to watch.
- 4 What was the **result** / **score** in yesterday's basketball match.
- 5 I love our new volleyball **pitch** / **court**.
- 6 I did my best and I'm **satisfied** / **satisfying** with the result.
- 7 What is the most **interested** / **interesting** thing you have ever done?

..... out of 7

B Complete the sentences with a word or phrase from the box. There are three extra words.

beat • chatting • contact • drawing • go out
hang gliding • painting • sky diving • win

- 1 If we tomorrow, our team will go straight into the finals.
- 2 These are the pencils I use for
- 3 I think to people online is a complete waste of time.
- 4 Every Saturday night, I with friends.
- 5 Parachuting is also known as
- 6 I use email to stay in with friends.

..... out of 6

Grammar

C Put the verbs in brackets in the right tense. Use the present simple or present continuous.

- 1 What's that game you (play)?
- 2 Stop explaining. I (believe) you.
- 3 (you / listen) to me? I'm not going to say it again.
- 4 I (sometimes / go) ice-skating in the winter.
- 5 How often (you / go out) with friends?
- 6 I (never / play) computer games. I don't like them.

..... out of 6

D Tick the correct sentences and correct the ones that are wrong.

- 1 Troy comes over hardly ever.
.....
- 2 I occasionally stay home on Saturday nights.
.....
- 3 I check my email before I usually go to bed.
.....
- 4 That cake is smelling delicious.
.....
- 5 This coffee tastes like chocolate!
.....
- 6 I'm thinking you're going to win this game.
.....

..... out of 6

Total: out of 25

Progress test Unit 2

Vocabulary

A Choose the correct answer.

- 1 Have you ever been ?
A resort B abroad C plane
- 2 How much is the bus ?
A fee B pass C fare
- 3 A lot of people buy a(n) tour when they want to travel abroad.
A package B resort C overseas
- 4 Which is our flight leaving from?
A boarding pass B platform C terminal
- 5 There is a taxi just outside this building.
A rank B station C stop
- 6 On my to China, I saw a lot of amazing attractions.
A voyage B trip C travel
- 7 We have to of the room by 12 o'clock.
A check in B set off C check out
- 8 Where are you when you're in Rome?
A staying B living C travelling

..... out of 8

B Write the negative form of the words in brackets.

- 1 We were (lucky) in our choice of hotel. The place was absolutely terrible!
- 2 There are a lot of (advantages) of travelling by car. Getting stuck in traffic for instance.
- 3 We (agreed) about everything on the trip. In the end, we each went our own way.
- 4 It's easy to get lost in a(n) (familiar) city.
- 5 (fortunately), I got my wallet stolen when we were in Barcelona.

..... out of 5

Grammar

C Choose the best answer.

- 1 We **travelled** / **were travelling** to school by bus when we were kids.
- 2 Jane **still slept** / **was still sleeping** when I came round to pick her up.
- 3 I **used to live** / **would live** in that house over there.
- 4 I watched five films **during** / **while** the flight!
- 5 We moved house a few years **during** / **ago**.
- 6 I was relaxing by the pool **when** / **while** who should I see? Betty Jones!
- 7 That's your boarding pass and this is **mine** / **my**.

..... out of 7

D There is a mistake in each sentence below. Find it and correct it.

- 1 A friend of my went to Brazil last year and absolutely loved it.

- 2 I went to Malta two summers before.

- 3 Kelly packing her bags when the phone rang.

- 4 I used be afraid of flying, but I'm not anymore.

- 5 Didn't Wendy used to live next door to you?

..... out of 5

Total: out of 25

Progress test Unit 3

Vocabulary

A Choose the correct answer.

- 1 I really enjoy a(n), which is why I'd like to be a lawyer when I'm older.
A challenge B industry C excitement
- 2 The in that action film were amazing!
A stunts B excitement C challenges
- 3 To be a good architect you need to be a person.
A creative B calm C flexible
- 4 If you work in a government job, you are a(n)
A office worker B civil engineer C civil servant
- 5 Please complete this job and email it back to us.
A qualification B application C experience
- 6 It's not my company; I'm just an here.
A employer B employee C employment
- 7 Do you much money in your job?
A do B make C take
- 8 Is that a Ferrari your brother's driving? How much does he ?
A win B do C earn
- 9 The company is taking more staff this month.
A on B down C up
- 10 Tom and Mary set their own internet business.
A on B down C up

..... out of 10

B Choose the best answer.

- 1 I'm looking for a **job** / **work**.
- 2 I have a lot of **job** / **work** to do before tomorrow.
- 3 This is a great picture. In fact, it's a **job** / **work** of art!
- 4 What time do you start **job** / **work** in the morning?
- 5 You did a very good **job** / **work** with that.

..... out of 5

Grammar

C Choose the best answer.

- 1 I've **been waiting** / **waited** for hours!
- 2 I've **ever** / **just** finished work.
- 3 I've never **been** / **gone** abroad. Have you?
- 4 Philip's **had** / **been having** many different jobs.
- 5 You've worked in a café before, **have you** / **haven't you**?
- 6 My sister's been a hairdresser **since** / **for** she left school.

..... out of 6

D Complete the second sentence so that it means the same as the first. Use the word in brackets.

- 1 Do I have to work weekends? (if)
I wonder have to work weekends.
- 2 Is this your first time in London? (ever)
Have you London before?
- 3 I've spent all morning on this assignment. (doing)
I've this assignment all morning.
- 4 I'm still working on my essay. (finished)
I essay yet.

..... out of 4

Total: out of 25

Progress test Unit 4

Vocabulary

A Choose the best answer.

- 1 The police think the robbers **broke in** / **locked up** from the upstairs window.
- 2 Was anything **robbed** / **stolen**?
- 3 The killer **made off** / **got away with it** because he left no clues.
- 4 Make sure you lock up when you leave. There have been many **shopliftings** / **burglaries** in the area.
- 5 We **took** / **brought** everything with us when we left.
- 6 Jane **took** / **brought** her sister with her when she came over last week.
- 7 The police found a lot of **fingerprints** / **footsteps** so it should not be difficult for them to catch the thief.
- 8 The police have not **arrested** / **accused** anyone for the murder yet.

..... out of 8

B Complete the gaps with the name of the criminal.

- 1 An is a person who lights fires.
- 2 A breaks into people's houses to rob them.
- 3 A steals things from a shop.
- 4 A has killed someone.
- 5 A is a person who takes someone and demands a ransom for their return.
- 6 A illegally brings things into a country.

..... out of 6

Grammar

C Choose the best answer.

- 1 The police **investigated** / **had investigated** for days before they finally **arrested** / **had arrested** someone.
- 2 They **had been dusting** / **dusted** for fingerprints when they discovered the murder weapon.
- 3 Gerry admitted that he **had arrived** / **had been arriving** home before his wife.
- 4 Don said he **heard** / **had heard** a strange noise just before the fire broke out.
- 5 The burglars **had been looking** / **had looked** for something in the bedroom and when they didn't find it, they came downstairs to search.

..... out of 5

D Complete the sentences using the correct form of the words in the box.

big • boring • dangerous
quiet • short • tall

- 1 This is by far the house we've ever lived in. It's huge!
- 2 This street is than the one we used to live in. Boy, was that a noisy street!
- 3 Matthew is much than anyone else in class. That's why he's in the basketball team.
- 4 We look alike, but she's not as as I am. I'm only 1.50 metres tall!
- 5 This has to be the area to live in. There's nothing to do here at weekends.
- 6 The area we used to live in was than this one. Burglaries were a common occurrence.

..... out of 6

Total: out of 25

Progress test Unit 5

Vocabulary

A Choose the correct answer.

- I some money from my mum to buy this.
A borrowed B lent C owed
- My sister me her new dress for the party.
A borrowed B lent C owed
- When I go shopping I like to pay for things in
A credit card B cash C money
- What do they have in the Czech Republic?
A notes B coins C currency
- Could you change this €50 for me, please?
A note B coin C currency
- Pam doesn't just enjoy shopping, she to it!
A loves B hates C is addicted
- I can't afford to spend a lot on clothes so I only go shopping during the
A anytime B sales C bargains
- This shop specializes in electronic ?
A goods B consumers C catalogues
- I returned the dress and got a
A customer B refund C merchandise
- I think big brand products are too expensive, which is why I only ever buy products.
A small-name B name C no-name

..... out of 10

B Complete the sentences using the correct form of *go*, *make* or *do*.

- Who the supermarket shopping in your family?
- Look at the time! I still haven't my homework.
- Stop excuses! You had plenty of time to do it.
- Last Saturday I shopping with friends.
- We need to a decision soon.

..... out of 5

Grammar

C Tick the correct sentences and correct the ones that are wrong.

- Do you remember the time when you spent a fortune on a pair of sandals?
.....
- My friend, whose a shopaholic, goes shopping every day!
.....
- This is the T-shirt I bought when I was on holiday in Spain.
.....
- The mall, that is open seven days a week, is the best place to shop around here.
.....
- This is the shop which I buy all my clothes.
.....

..... out of 5

D Choose the best answer.

- If only money **grew** / **had grown** on trees!
- I wish I **didn't buy** / **hadn't bought** these shoes. I don't like them now.
- I wish you **would spend** / **had spent** more time doing your homework and less time on the phone! You have exams coming up, you know.
- If only I **were** / **had been** taller.
- I really wish you **had** / **would** stop shouting.

..... out of 5

Total: out of 25

Progress test Unit 6

Vocabulary

A Complete the sentences with a word or phrase from the box.

exhaust fumes • global warming
gone green • pollution • resources
rubbish • solar

- 1 Most cities have a lot of air and noise
- 2 Sunny countries can get electricity from power.
- 3 We need to make cars that produce no
- 4 is causing strange weather patterns around the world.
- 5 If you haven't already, it's high time you did!
- 6 I really hate it when people throw their in the street.
- 7 Some countries have very few and they depend on importing food and other things from other countries.

..... out of 7

B Choose the best answer.

- 1 Factories often give **off** / **up** a lot of fumes.
- 2 If we are not careful, many animals will soon **die out** / **extinct**.
- 3 Now that I have a PC, I have **cut down on** / **run out of** the amount of paper I use.
- 4 The panda is a(n) **endangered** / **dangerous** species.
- 5 In last summer's **hurricane** / **heatwave** temperatures reached 45 degrees!
- 6 Are you **coming** / **going** anywhere this summer?
- 7 When was the last time a **volcano** / **flood** erupted?

..... out of 7

Grammar

C Choose the best answer.

- 1 What **will you be doing** / **will you do** ten years from now?
- 2 Do you think it **is going to be** / **will have been** very cold this weekend?
- 3 By 2020, we **will have driven** / **will be driving** more environmentally friendly cars.
- 4 In 20 years' time more animals **will have become** / **will be becoming** extinct.
- 5 **I'm meeting** / **I will meet** Amanda in an hour.
- 6 My flight **is leaving** / **leaves** in an hour.
- 7 I'll email you **until** / **as soon as** I have any news.

..... out of 7

D Complete the second sentence so that it means the same as the first. Use the word in brackets.

- 1 I intend to stop using paper altogether. (going)
I using paper altogether.
- 2 Do you have any plans for the weekend? (are)
What at the weekend?
- 3 First call Tony and then call George. (before) Call Tony call George.
- 4 I predict another hot summer. (is)
I think this summer hot.

..... out of 4

Total: out of 25

Progress test Unit 7

Vocabulary

A Choose the correct answer.

- 1 We were given a when we completed the computer course.
A certificate B degree C workshop
- 2 Most people start school when they're six.
A secondary B nursery C primary
- 3 This Friday I'm a chemistry exam.
A writing B sitting for C having
- 4 I hope I all my exams this term.
A pass B do well C fail
- 5 I like maths because I'm good it.
A at B in C for
- 6 When my brother this year, he's going to get a job as a teacher.
A completes B leaves C graduates
- 7 What course you get into will depend the marks you get.
A on B for C from
- 8 Most people find it very difficult to cope failure.
A to B on C with

..... out of 8

B Complete the sentences using the correct form of *have* or *take*.

- 1 We such a good time in drama class today.
- 2 I'm a very careful person.
I no risks.
- 3 If you don't responsibility for your learning, who will?
- 4 My parents an interest in my schoolwork.
- 5 When I was at school, we didn't the chance to learn a second language.

..... out of 5

Grammar

C Choose the best answer.

- 1 I didn't like **anyone** / **everyone** in my class last year.
- 2 Is there **something** / **anything** we forgot to mention?
- 3 Doesn't **no one** / **anyone** enjoy her lessons?
- 4 I don't know **anything** / **nothing** about it.
- 5 You **can't** / **mustn't** be serious?
- 6 You **mustn't** / **don't have to** read the whole book, you know.

..... out of 6

D Complete the second sentence so that it means the same as the first. Use a relevant modal and the word in brackets.

- 1 It's a right idea – to save our environment for the future. (protect)
We really protect our environment for the future..
- 2 It isn't necessary to do it all on your own. (don't)
You it all on your own.
- 3 I'm sure this is the right answer. (be)
This the right answer.
- 4 It's possible that I won't pass, you know. (fail)
I , you know.
- 5 I can't do it today, but there's a chance I'll do it tomorrow. (able)
I can't do it today, but I'll it tomorrow.
- 6 I have to stay in tonight. (go)
I out tonight.

..... out of 6

Total: out of 25

Progress test Unit 8

Vocabulary

A Choose the correct answer.

- Trudy is so She keeps up with all the latest fashions.
A trendy B formal C unfashionable
- Louise to be everyone's friend, but you can't trust her.
A pretends B says C tells
- I'm Nothing seems to be going right in my life.
A ashamed B miserable C unkind
- What are you going to to Susan's party?
A wear B put on C dress
- I have to buy something to wear to Kate and Jim's wedding.
A informal B formal C unfashionable
- Is Georgina still with John?
A making up B going out C breaking up
- It's really warm in here. I think I'll my jumper.
A get off B put on C take off
- Troy's parents are divorced.
A taking B coming C getting
- She sorry, but I don't think she really meant it.
A said B told C gave away
- Harry us a very funny joke.
A said B told C gave away

..... out of 10

B Write the negative form of the words in brackets.

- People who tell lies are (honest).
- He was the most (popular) prime minister in recent time.
- Frank is really (sociable). That's why he has no friends.
- I think telling lies is (respectful).

..... out of 4

Grammar

C Choose the correct answer.

- Are you hungry? Shall we stop something to eat?
A getting B to get C both
- I started the piano when I was five years old.
A playing B to play C both
- I can't stand Pauline complain all the time.
A listening to B to listen to C both
- Have you finished your homework?
A doing B to do C both
- Please remember some milk on your way home.
A picking up B to pick up C both
- Nate and I have decided our own band.
A forming B to form C both

..... out of 6

D Complete the second sentence so that it means the same as the first. Use the word in brackets.

- It wasn't a good idea to tell Ruth your secret. (should)
You really Ruth your secret.
- Perhaps Julie was the one who called. (might)
It Julie who called.
- It wasn't Paul you saw, he's away at the moment. (can't)
It Paul you saw, he's away at the moment.
- I wish I hadn't lied to you. (should)
I you the truth.
- I'm sure you had a lot of fun. (must)
You a lot of fun.

..... out of 5

Total: out of 25

Progress test Unit 9

Vocabulary

A Choose the correct answer.

- All the tickets to her new play in the first week.
A sold out B were booked C were directed
- This action film was by Quentin Tarantino.
A directed B set C starred
- Zac Efron in this exciting new thriller.
A plays B acts C stars
- Which of *Prison Break* did you like best?
A show B series C episode
- I like watching because they make me laugh.
A sitcoms B dramas C historical films
- Star Trek* is my favourite science film.
A fiction B adventure C thriller
- This film will please worldwide.
A actors B stars C audiences
- The Berlin Philharmonic has their very own concert
A house B hall C theatre

..... out of 8

B Complete the sentences using the correct form of the words and phrases in the box.

hear • listen to • look at • see • watch

- I like all kinds of music.
- I love TV.
- this! It looks like Britney Spears when she was a kid.
- Can you music or is it just my imagination?
- You went to the cinema, didn't you? Did you anything good?

..... out of 5

Grammar

C Put the verbs in brackets into the correct form, active or passive.

- Two people have (arrest) for attempting to break in to the National Museum.
- Police (think) that more than one person was involved.
- Famous actress, Penelope Cruz, (see) dining in this restaurant only last week.
- Nicholas Jerry Jonas, of the famous Jonas Brothers, (born) on 16th September, 1992.
- The band (enjoy) playing in front of such a large audience.
- The event (be) held at the Hilton Hotel next month.
- The greatest goal ever (score) by Maradona in the 1986 World Cup.

..... out of 7

D Complete the second sentence so that it means the same as the first. Use the word in brackets.

- The hairdresser cuts my hair once a month. (get)
I once a month.
- A professional does my nails. (have)
I by a professional.
- Their car has been stolen. (had)
They stolen.
- Leonardo da Vinci painted it. (painted)
It Leonardo da Vinci.
- They will show us where the films are made. (shown)
We where the films are made.

..... out of 5

Total: out of 25

Progress test Unit 10

Vocabulary

A Choose the correct answer.

- Learning to send SMS messages is a of cake.
A piece B slice C whole
- There has been a lot of in the world of personal computers in the last 20 years.
A attempts B progress C download
- An email is the electronic to a letter.
A discovery B invention C equivalent
- The mobile phone is an amazing
A invention B progress C discovery
- People often use email to files.
A install B download C exchange
- I this song from the Internet.
A installed B downloaded C exchanged
- It's very difficult to from one language to another.
A answer B translation C translate
- What is the to this problem?
A answer B interpretation C communication
- Please don't me when I'm talking.
A answer B interrupt C interpretation
- His of the song is very different to mine. We don't agree on its meaning.
A answer B interruption C interpretation

..... out of 10

B Complete the sentences using the correct form of a phrasal verb from the box.

call up • get through • hang on • hang up

- I tried calling many times. I finally this morning.
- Can you just a minute – my mobile is ringing.
- Can you believe he while I was in the middle of saying something!
- I them and told them I wouldn't be coming in today.

..... out of 4

Grammar

C Put the verbs in brackets into the correct form.

- If I (be) at the cinema, I switch off my mobile phone.
- I'd be thrilled if I (meet) my favourite actor.
- If you click on this link, a new window (open).
- I (buy) a faster computer if I had the money.
- I (called) you if I'd had your number with me.
- I would have invited you if I (know) you wanted to come.

..... out of 6

D Choose the best answer.

- What if / **As long as** nobody turns up?
- You can't send emails **unless** / **as long as** you have an internet connection.
- You won't catch a computer virus, **unless** / **as long as** you don't download anything.
- I'll be coming **unless** / **as long as** something important comes up.
- What if** / **As long as** you don't break it, you can borrow my laptop computer.

..... out of 5

Total: out of 25

Progress test Unit 11

Vocabulary

A Choose the correct answer.

- Big cities tend to be very
A peaceful B quiet C crowded
- There is a beautiful green between the two mountains in the area.
A roundabout B valley C flat
- Go round the and turn right when you get to Rose Street.
A roundabout B valley C street
- My mum works in that big over there. She's an accountant.
A office block B block of flats C car park
- right when you get to the second set of traffic lights.
A Walk B Turn C Take
- Do I need to go the bridge?
A down B across C over
- Sometimes cars don't stop at, so be careful when crossing.
A roundabouts B paths C zebra crossings
- When you come a tall red building, turn left.
A across B over C to
- I love the mountainous It's beautiful.
A city B country C countryside
- Isn't Brazil the fifth biggest in the world?
A city B country C countryside

..... out of 10

B Match the sentence halves.

- What's it like
 - I would like
 - I really don't like
 - I prefer quiet areas, like
- A to live in New York.
B the countryside. It's so peaceful.
C living on the 75th floor? Do you get dizzy?
D living in such a crowded, noisy city.

..... out of 4

Grammar

C Complete the sentences using reported speech.

- 'As a child, I liked living in a village.'
George said
- 'Have you ever travelled by train?'
Jim asked
- 'How long does the ferry take to get there?'
I asked
- 'Leave me alone!'
She told
- 'Please don't say anything to Katie.'
She asked
- 'The area I live in is very green.'
She said

..... out of 6

D Rewrite the following sentences using the verbs in brackets.

- She told us we should study more. (advised)
.....
- He said he wouldn't do it. (refused)
.....
- Frank said he would help me. (offered)
.....
- Sally said we should go to an island for the summer. (suggested)
.....
- Darren said he wouldn't do it again. (promised)
.....

..... out of 5

Total: out of 25

Progress test Unit 12

Vocabulary

A Choose the correct answer.

- 1 Nuts are very You should try to include them in your diet.
A nutritious B rich C healing
- 2 Green tea is in antioxidants.
A rich B good C nutritious
- 3 Drinking water with a little aloe vera added can your bones.
A strengthen B strong C stronger
- 4 To make a hot dog you will need a and a bread roll.
A steak B mushroom C sausage
- 5 I like a lot of cheese on my spaghetti.
A added B grated C sliced
- 6 in the milk and stir.
A Slice B Beat C Pour
- 7 I did something to my back and I'm in a lot of
A treat B hurt C pain
- 8 There is no for the common cold.
A cure B treat C pain
- 9 I was really ill last week, but I've now fully
A cured B treated C recovered
- 10 Jane had a accident with her bike.
A strong B serious C very

..... out of 10

B Complete the sentences using the correct form of a phrasal verb from the box. There is one extra phrasal verb.

cut down • give up • put on • take off • work out

- 1 I need to go on a diet – I can't believe how much weight I've
- 2 Greg's fit because he for an hour every day.
- 3 I've decided to on fizzy drinks. They contain so much sugar!
- 4 I've chocolate. I'll never eat it again!

..... out of 4

Grammar

C Choose the best answer.

- 1 Have you got **much** / **any** money on you?
- 2 Your hair **is** / **are** so long!
- 3 The news **are** / **is** on Channel 9.
- 4 The pizza was **so** / **such** delicious that I ate the whole thing!
- 5 **Both** / **Neither** Sandra and Peter ordered the chicken.
- 6 This soup is **enough** / **too** hot.

..... out of 6

D Complete the sentences with *a*, *an*, *the* or — (when no article is needed).

- 1 My brother goes to gym every day.
- 2 I play a lot of sport at school.
- 3 Snowboarding is exciting way to keep fit.
- 4 I've heard it's dangerous to swim in Nile River.
- 5 girl who sits next to me at school is a professional gymnast.

..... out of 5

Total: out of 25

Grammar: present simple and question forms

Biography

1

Student A

Work in pairs. You and your partner both have some biographical details about the American pop singer, Beyoncé, but you are missing different pieces of information. Take it in turns to ask and answer questions to complete your information. Do not show each other your information until you have finished. Use the following question words to form most of your questions:

what, when, where, how and who

Eg:

Student A: *What is her middle name?*

Student B: *Giselle.*

Biography

Beyoncé Giselle Knowles-Carter

Job: singer and

Birthdate: 4th September, 1981

Birthplace:

Lives: Houston, Texas

Hair Colour:

Eye Colour: brown

Height:

Tattoos: No, none.

Favourite Actor:

Favourite singer: Stevie Wonder

Hobbies:

Star Sign: Virgo

Pet:

2

In pairs, write a short biography of Beyoncé based on the information in the table. Begin like this:

Beyoncé is an American singer and ... She lives in ...

Biography

1

Student B

Work in pairs. You and your partner both have some biographical details about the American pop singer, Beyoncé, but you are missing different pieces of information. Take it in turns to ask and answer questions to complete your information. Do not show each other your information until you have finished. Use the following question words to form most of your questions:

what, when, where, how and who

Eg:

Student A: *What is her middle name?*

Student B: *Giselle.*

Biography

Beyoncé Giselle Knowles-Carter

Job: singer and actress

Birthdate:

Birthplace: Houston, Texas, USA

Lives:

Hair Colour: Sometimes brown and sometimes blonde!

Eye Colour:

Height: 1.70 metres

Tattoos:

Favourite actor: Tom Hanks

Favourite singer:

Hobbies: singing, writing, swimming

Star Sign:

Pet: Yes, a cat.

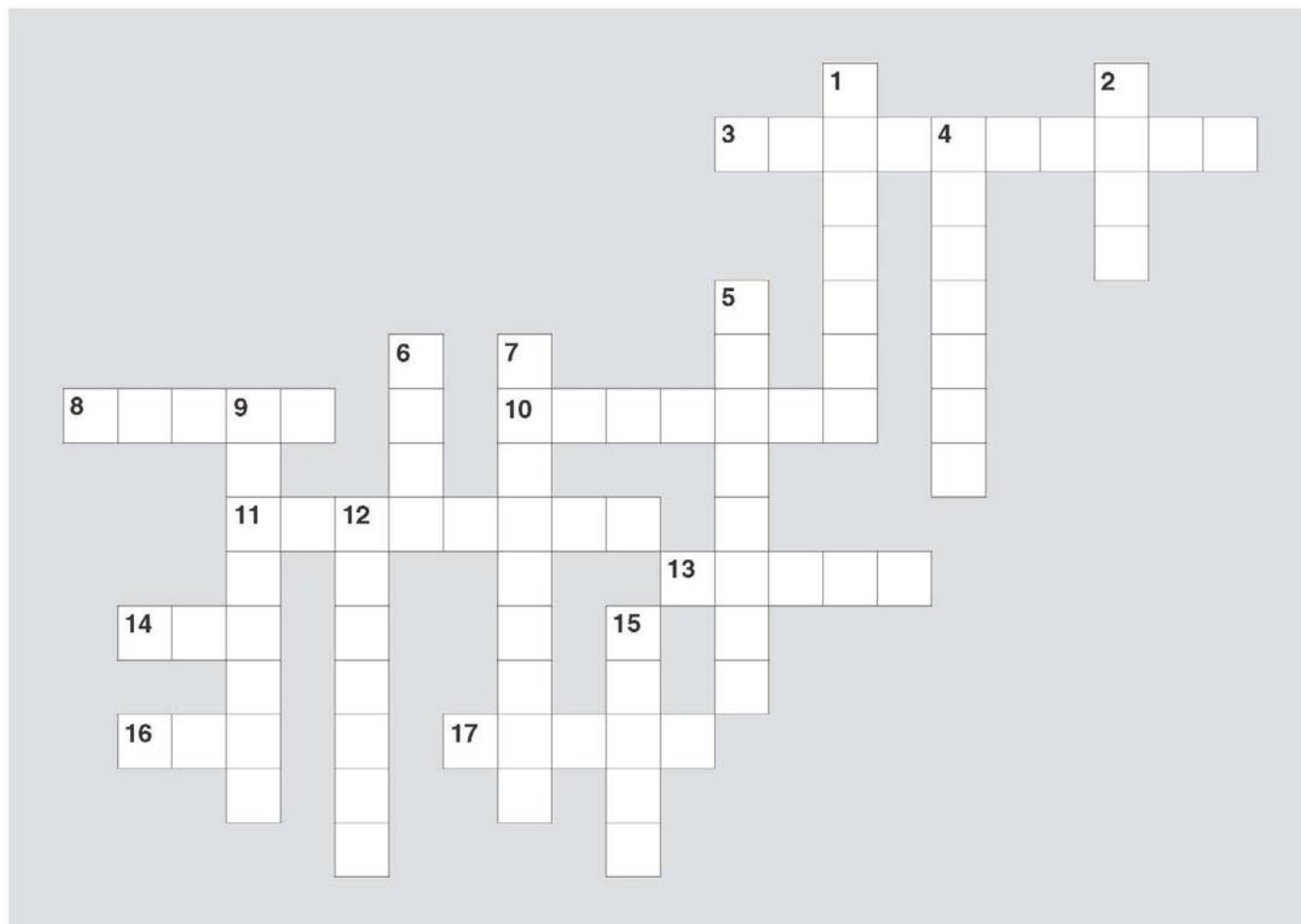
2

In pairs, write a short biography of Beyoncé based on the information in the table. Begin like this:

Beyoncé is an American singer and ... She lives in ...

Crossword puzzle

The words for this crossword puzzle all come from Unit 1 of your Student's Book.



DOWN

- 1 I spend my holidays board games like *Monopoly*.
- 2 Don't throw the ball, it with your foot.
- 4 Most sports are dangerous.
- 5 Rock is my new hobby.
- 6 We the other team by one goal.
- 7 I don't care that we lost, I'm – we played well.
- 9 I think bungee jumping would be a very activity to try.
- 12 He's not a professional footballer, he's an
- 15 Professional athletes for hours every day.

ACROSS

- 3 Many people like things like stamps and CDs.
- 8 I'm so ! Can we go now?
- 10 is another word for *funny*.
- 11 Penny spends hours to her friends online.
- 13 This is our tennis court and that is our football
- 14 To play baseball, you need a and a ball.
- 16 Which team the final?
- 17 If you come first, you will get a gold

Speaking

What's my hobby?

Work in groups (or as a class). Place the activity cards so that you can't see what is written on them. Take it in turns to pick up an activity card and talk about the activity, without mentioning what it is exactly, for about 30 seconds. When you've finished, the rest of the group has to guess what the activity is you were talking about. Then the next student picks up an activity card and does the same with his or her activity.

You are not allowed to do the following:

- 1 mention the actual activity on the card
- 2 show the card
- 3 draw or write the word

Eg:

This is an activity that you do at home. I do it every day, most people do. It's very entertaining. You need to have an electronic device to do it. You can do it in your living room or lying on your bed. You watch other people on it. ...

basketball	football	cricket	tennis
extreme sports	snowboarding	reading	rock climbing
bungee jumping	playing games	drawing or painting	collecting stamps
watching TV	surfing the Internet	playing computer games	going out



Grammar: past simple and past continuous

Find the differences

Student A

Work in pairs. You and your partner both have an eyewitness account of a strange event, but your accounts are not the same. There are six differences. Take it in turns to ask and answer questions to try to find out what is different. Underline any differences you find and write them in the spaces provided. But don't tell your partner what they are. Only answer the questions your partner asks.

Eg:

Student A: *Where was the eyewitness when all this happened?*

Student B: *She was having a coffee. Who was she with?*

Student A: *She was with her friends Jan and Peter.*

Eyewitness account

I was having a coffee with my friends Jan and Peter. We noticed a tall man running out of the café. A few seconds later, another man came running out shouting 'Stop that man!' Suddenly everyone got up and rushed out onto the street. I called the police and they arrived 10 minutes later.

Write the differences here:

- 1
- 2
- 3
- 4
- 5
- 6

Student B

Work in pairs. You and your partner both have an eyewitness account of a strange event, but your accounts are not the same. There are six differences. Take it in turns to ask and answer questions to try to find out what is different. Underline any differences you find and write them in the spaces provided. But don't tell your partner what they are. Only answer the questions your partner asks.

Eg:

Student B: *Where was the eyewitness when all this happened?*

Student A: *She was having a coffee. Who was she with?*

Student B: *She was with her friend Jan.*

Eyewitness account

I was having a coffee with my friend Jan. We noticed a short man running out of the café. A few seconds later, a woman came running out shouting 'Stop that man!'. Nobody moved. Jan called the police and they arrived about 20 minutes later.

Write the differences here:

- 1
- 2
- 3
- 4
- 5
- 6



Vocabulary game

Taboo

Instructions

Work in small groups (or pairs). Place the word cards in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a word card and try to convey the meaning of the word or phrase so that the others can guess it. When one student guesses correctly, the next student picks up a word card and does the same with his or her word or phrase. The group who manages to guess all the words or phrases first is the winner.

You are not allowed to do the following:

- 1 use the word / phrase or any part of it in your description,
- 2 show the word,
- 3 draw or write the word.

You can, however, use descriptions, definitions, explanations, examples, opposites, synonyms, mime, etc.

abroad	exotic	fare	ferry
boarding pass	guidebook	package holiday	stay in a hotel
voyage	check in	check out	set off
disadvantage	disagree	unfortunately	unlucky
unreliable	border	port	attractions
journey	disapprove	unfamiliar	passport

Speaking and writing

Story

Work in pairs. Look at the pictures opposite. First, decide on a logical order for the pictures and then make up a story to explain the events. Remember to use past tenses to do this. When you finish, share your ideas for a story with the rest of the class. Then, write your story.

What a holiday!



Grammar: present perfect

Find someone who ...

Go round the class. Ask each student three of the questions on your handout. If you get a *yes* answer, follow it up by asking for further details (see prompts in brackets).

If someone answers *yes* to any of the questions, write down their name and answer. Don't ask this question again.

You have five minutes to find as many *yes* answers as possible. The student who finds the most people who answer *yes* to a question wins the game.

Find someone who:

		Name	Details
1	has been to another European country. (find out which country)		
2	has been learning a second foreign language. (find out which language)		
3	has had a summer job. (find out what he / she did)		
4	has read a novel. (find out which)		
5	has been learning a musical instrument. (find out which)		
6	has used the Internet. (find out what for)		
7	has travelled by plane. (find out where they went)		
8	has never had a pet. (find out why not)		
9	has always wanted to be an actor. (find out why)		
10	has always wanted to be a doctor. (find out why)		

Vocabulary puzzle

Circle the word

Find and circle as many words as you can from Unit 3 in your Student's Book.

The words could be horizontal or vertical. There are 20 words altogether. Once you have found them, place them in the appropriate category below.

A	C	C	O	U	N	T	A	N	T	O	N	V	I	Q
C	I	I	T	I	C	R	E	A	T	I	V	E	E	U
T	V	V	C	T	A	K	E	O	N	E	R	O	T	A
O	I	I	L	E	T	I	R	E	T	I	R	E	N	L
R	L	L	O	M	O	T	L	A	W	Y	E	R	A	I
M	E	S	S	P	C	Y	S	R	E	R	T	O	T	F
P	N	E	E	L	R	I	S	N	I	A	S	S	S	I
O	G	R	D	O	T	Q	I	L	I	P	I	O	I	C
T	I	V	O	Y	A	E	V	S	W	P	L	G	S	A
D	N	A	W	E	F	I	L	L	I	N	A	I	S	T
A	E	N	N	R	U	L	I	O	U	A	N	A	A	I
E	E	T	L	O	G	I	C	A	L	L	R	L	P	O
R	R	C	O	N	F	I	D	E	N	T	U	E	O	N
C	O	L	L	E	A	G	U	E	E	N	O	O	H	T
A	M	B	I	T	I	O	U	S	N	G	J	L	S	A

Adjectives (personal qualities):,,

.....

Jobs:,,

.....

Phrasal verbs:,

Other words:,

.....

Speaking

Tell us about ...

Work in groups (or as a class). Place the cards in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a card and to read it out aloud. You need to talk about what is on the card for one minute. Use your imagination! Another student will time you. If you manage to do it, you get to keep the card. The student(s) with the most cards wins. You should not do the following:

- talk off topic,
- talk for less than a minute,
- hesitate for longer than ten seconds.

<i>Tell us about ...</i> an interesting dish you have tried.	<i>Tell us about ...</i> a game you have played.
<i>Tell us about ...</i> a sport event you have watched.	<i>Tell us about ...</i> your favourite team.
<i>Tell us about ...</i> a film you have seen.	<i>Tell us about ...</i> an interesting job you have heard about.
<i>Tell us about ...</i> your best friend.	<i>Tell us about ...</i> the best thing that has happened this year.
<i>Tell us about ...</i> a night out you have enjoyed.	<i>Tell us about ...</i> your favourite game.
<i>Tell us about ...</i> what you like to do after school.	<i>Tell us about ...</i> a hobby.
<i>Tell us about ...</i> something new you would like to try.	<i>Tell us about ...</i> a celebrity you like.
<i>Tell us about ...</i> a subject you like or don't like.	<i>Tell us about ...</i> your favourite music.
<i>Tell us about ...</i> something you've enjoyed reading.	<i>Tell us about ...</i> a holiday you enjoyed.

Grammar: comparatives and superlatives

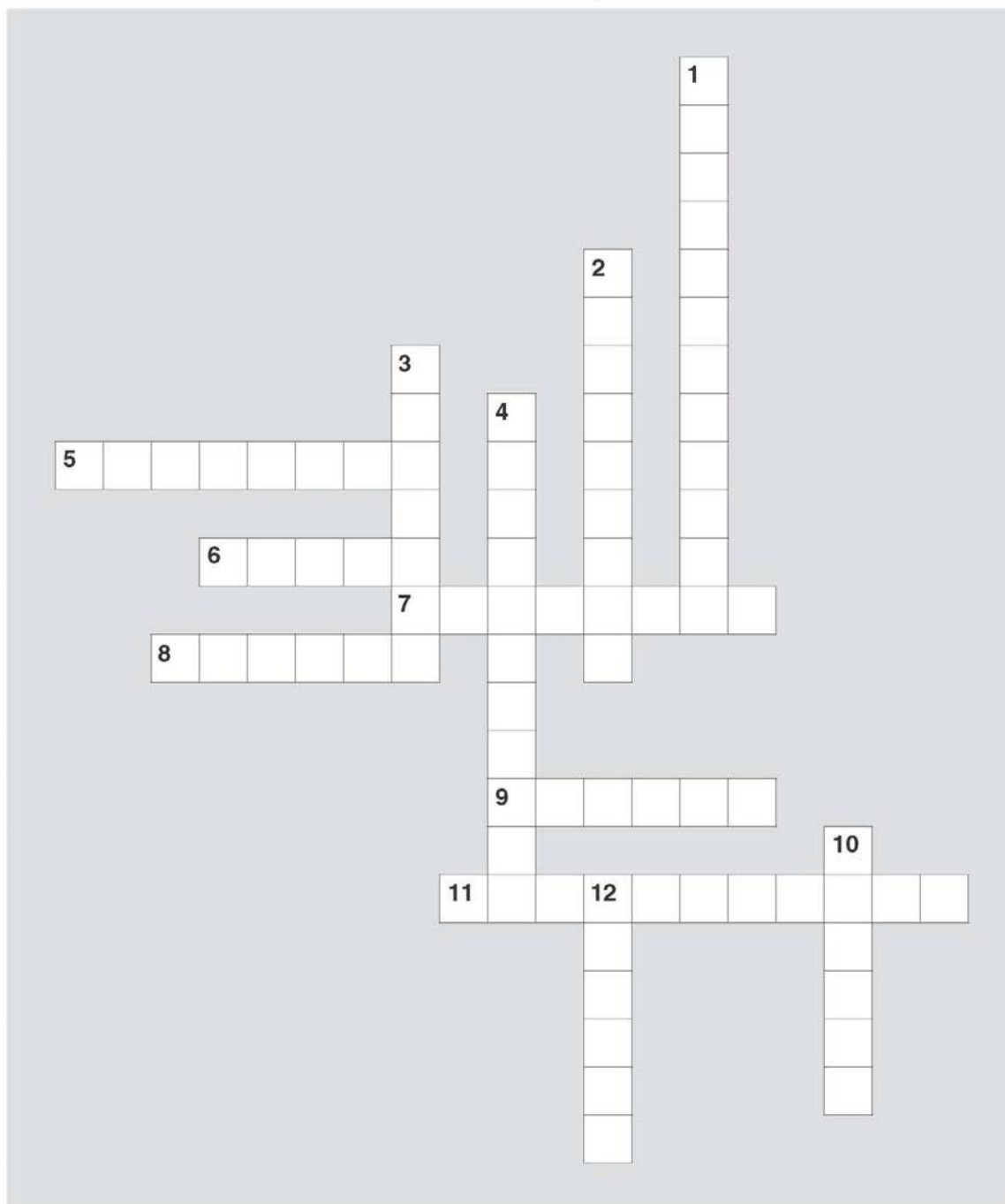
- 1 Work alone. Assess the following crimes and misdemeanors on a scale from 1 to 5, where 1 is the least serious and 5 is the most serious.
- 2 Work in pairs. Compare your opinions from 1 in pairs and then rank the crimes and misdemeanors from the least serious to the most serious (from 1–15).
- 3 Use comparatives and superlatives to compare the crimes and misdemeanors.

eg: *Cheating on a maths exam isn't as bad as getting someone else to write your essay.*

What is worse?	Me (1–5)	With a partner (1–15)
1 cheating on a maths exam		
2 stealing some gum from a shop		
3 shoplifting in a clothes shop		
4 lying to your parents about where you're going		
5 lying to your teacher		
6 giving away a friend's secret		
7 lying to your friends		
8 robbing a bank		
9 burgling a house		
10 killing someone		
11 smuggling drugs into a country		
12 breaking something and lying about it		
13 lying to get out of trouble		
14 getting someone else to write an essay for you		
15 copying your homework from someone else		

Crossword puzzle

The words for this crossword puzzle all come from Unit 4 of your Student's Book.



DOWN

- 1 Clues a burglar might leave behind after he / she touches something.
- 2 Bringing something into a country illegally.
- 3 Someone who breaks into a house to rob it.
- 4 The police always do this to try to find who committed a crime.
- 10 To take someone away and make a prisoner especially in order to make their family pay money.
- 12 To say you think someone is guilty of a crime.

ACROSS

- 5 A killer is also known as this.
- 6 To take something that isn't yours.
- 7 Someone who loves lighting fires.
- 8 Someone who steals from a bank.
- 9 The police will do this if they suspect you.
- 11 If you are lucky enough not to get caught for a crime.

Writing

Story

Instructions

Work in small groups (or pairs). You are going to tell a story using the words and phrases on the cards. Choose one student in the group to do the writing.

Place the word cards in a pile in front of you so that you can't see what is written on them. Make sure they are in order from 1–20. Take it in turns to pick up a word card. Use the word or phrase on the card in a sentence (you can change the form of the word or phrase). Write the sentence down. The next student now picks up a card. They must use it in another sentence that should continue the story (ie, it should follow on from the previous student's sentence). Again, write the sentence down. Continue doing this until you have used all the words and phrases on the cards.

Read out your story to the rest of the class.

1 a family	2 lived	3 detached house	4 broken window
5 burglar	6 broke into	7 steal	8 heard a strange noise
9 upstairs	10 murder	11 bring	12 the police
13 investigate	14 dusted for fingerprints	15 suspicious	16 arrested
17 accused a member of the family	18 smuggler	19 locked up	20 got away with



Grammar: relative clauses

Bingo!

<p>1 This is the café I was telling you about.</p> <p>2 I don't know the reason Rosie won't come.</p> <p>3 I'll be wearing my new top, you haven't seen yet, to the party on Sunday.</p> <p>4 That's the shop assistant served me.</p> <p>5 Do you remember the time you spent all that money on new CDs?</p>	<p>1 This is the café I was telling you about.</p> <p>2 The shop I bought these shoes is over there.</p> <p>3 I'll be wearing my new top, you haven't seen yet, to the party on Sunday.</p> <p>4 That's the shop assistant served me.</p> <p>5 I don't know the reason Rosie won't come.</p>	<p>1 Jane Peters, sister is in our class, will also be coming on Saturday.</p> <p>2 The shop I bought these shoes is over there.</p> <p>3 Do you remember the time you spent all that money on new CDs?</p> <p>4 I don't know the reason Rosie won't come.</p> <p>5 Bob, owes me a lot of money, hasn't paid me back yet.</p>
<p>1 Jane Peters, sister is in our class, will also be coming on Saturday.</p> <p>2 Bob, owes me a lot of money, hasn't paid me back yet.</p> <p>3 That's the shop assistant served me.</p> <p>4 The shop I bought these shoes is over there.</p> <p>5 I'll be wearing my new top, you haven't seen yet, to the party on Sunday.</p>	<p>1 This is the café I was telling you about.</p> <p>2 I'll be wearing my new top, you haven't seen yet, to the party on Sunday.</p> <p>3 Do you remember the time you spent all that money on new CDs?</p> <p>4 That's the shop assistant served me.</p> <p>5 The shop I bought these shoes is over there.</p>	<p>1 Jane Peters, sister is in our class, will also be coming on Saturday.</p> <p>2 Bob, owes me a lot of money, hasn't paid me back yet.</p> <p>3 That's the shop assistant served me.</p> <p>4 I'll be wearing my new top, you haven't seen yet, to the party on Sunday.</p> <p>5 Do you remember the time you spent all that money on new CDs?</p>

Teacher's note

Make enough copies of the bingo cards so that each student has one. Explain that you will be calling out the relative pronouns below one at a time. Allow a minute for students to read their sentences to see if the relative pronoun can be used in any of them before reading out the next one. The student to complete all their sentences first must yell out *Bingo!* to win.

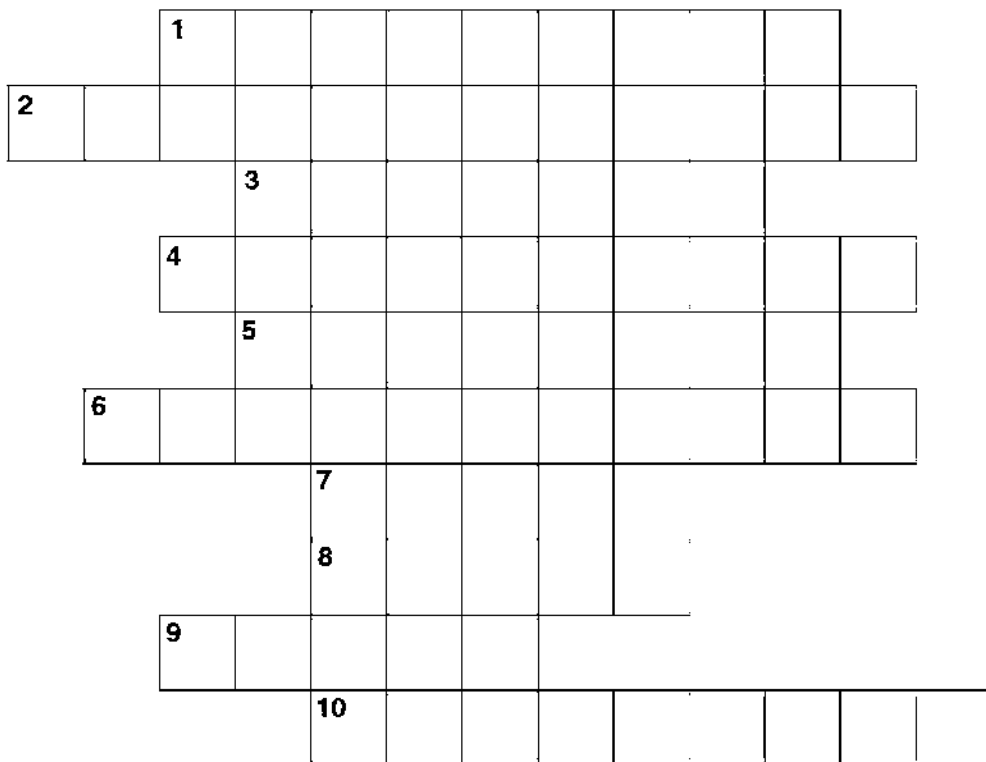
Relative pronouns to read out:

that, whose, why, where, when, who, which

Word puzzle

Complete the gaps in the sentences below. Use the words to complete the puzzle and find the key word in the shaded column. The words are all from Unit 5 in your Student's Book.

- 1 The shop assistant served the last at 5 o'clock.
- 2 Shops have sales when they want to get rid of all their
- 3 Mum, can I ten euros from you?
- 4 €500 for a pair of boots! Now, that's
- 5 This top was such a! Can you believe it only cost €2?
- 6 I have to help my parents do the housework. I usually do the after we've had dinner.
- 7 Don't forget you still me the €10 I lent you last month.
- 8 I'd like to you my new jeans, but I can't find them.
- 9 On my way home I found a 50-cent
- 10 What do they have in Russia? It's the rouble, isn't it?



Writing

Cinderella

Instructions

Work in pairs. Below is the beginning of the story *Cinderella*. In the spaces provided write relative clauses beginning with *who*, *which*, *where* or *whose*. Anything is possible, you can write whatever you like! Whatever you decide to write, make sure it makes sense in the story. Continue the story in the space provided. Make sure you include some more relative clauses. When you have finished, read your story to the rest of the class.

Use these phrases in your story:

a fairy godmother, a pumpkin, turned into a coach, a glass slipper, on the stroke of midnight

Once upon a time, there was a girl, [relative clause].

She lived in a house with her father and her stepmother, [relative

clause]. One day, an invitation to the prince's ball arrived. Cinderella wanted to go, but her stepmother,

..... [relative clause], told her she couldn't. She told Cinderella that I

could only afford ball gowns for her two sisters and her stepmother, so Cinderella would have to stay home.

..... [relative clause].

On the day of the ball she was very sad. But then ...

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Grammar: the future

Student A Holiday Plans	Instructions Work in pairs. You and your partner both have a copy of three people's travel plans, but some things are different. There are 12 differences. Take it in turns to ask and answer questions to try to find which things are different. Circle the differences you find, but <u>don't tell</u> your partner! When you have finished, compare your tables.
--	--

Where is Tania going on holiday?

How long is she going to stay there?

What will Robert be doing on his holiday?

Name	Tania Marshal	Robert Niles	Amanda Palmer
Destination	Sicily	Amazon rainforest	Paris
Travel plans	By air and ship	By air, coach and boat	By train
Departure date	1 st August	5 th December	10 th May
Length of stay	2 weeks	3 weeks	2 weeks
Plans while on holiday	Swimming and sunbathing Sightseeing Eat well	Explore the forest Go on a trek Visit some villages	Go sightseeing Eat well Go shopping Go night clubbing

Student B Holiday Plans	Instructions Work in pairs. You and your partner both have a copy of three people's travel plans, but some things are different. There are 12 differences. Take it in turns to ask and answer questions to try to find which things are different. Circle the differences you find, but <u>don't tell</u> your partner! When you have finished, compare your tables.
--	--

Where is Tania going on holiday?

How long is she going to stay there?

What will Robert be doing on his holiday?

Name	Tania Marshal	Robert Niles	Amanda Palmer
Destination	Sicily	India	Switzerland
Travel plans	By air and ship	By air	By train
Departure date	21 st August	5 th December	11 th January
Length of stay	2 weeks	6 weeks	2 weeks
Plans while on holiday	Swimming and sunbathing Day trip to Syracuse Eat well Relax	Visit the Taj Mahal Go on a trek Travel around the country by train	Go sightseeing Go Alpine skiing Go night clubbing

Vocabulary game

Taboo

Instructions

Work in small groups (or pairs). Place the word cards in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a word card and try to convey the meaning of the word or phrase so that the others can guess it. When one student guesses correctly, the next student picks up a word card and does the same with his or her word or phrase. The group who manages to guess all the words or phrases first is the winner.

You are not allowed to do the following:

- 1 use the word or any part of it in your description,
- 2 show the word,
- 3 draw or write the word.

You can, however, use descriptions, definitions, explanations, examples, opposites, synonyms, mime, etc.

volcano	earthquake	desert	endangered species
natural habitat	extinct	died out	give off
run out of	climate change	exhaust fumes	rubbish
pollution	solar power	flood	coastal areas
recycle	population	wildlife	freezing
hurricane	drought	rainforest	heatwave

Speaking

- 1 You are on holiday next week. Plan your week by completing the blank diary below with activities and appointments you have planned. Leave three time slots free. Make sure you don't show anyone your diary.
- 2 You haven't seen a friend for a very long time. Seeing you are both on holiday next week, you have decided to meet up a couple of times and go out. She / He rings you to arrange the two times when you can go out. Try to find two times to meet. If you cannot meet your friend at the time proposed, you must say why. Remember – don't show your partner your diary.

A: *What are you doing on Wednesday morning?*

B: *I'm seeing the dentist. How about Wednesday afternoon?*

A: *I can't, I'm playing tennis.*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Grammar: modals

Work in pairs or small groups. Write down six pieces of advice you would give a new teacher and a new student on entering the language school you are studying at (or any new school) for the first time: the kinds of things they *should* or *shouldn't* do, or *must* or *mustn't* do, etc.

Use the ideas in the box to help you. Come up with six pieces of advice for each person. When you've finished, share your ideas with the class.

be on time • be late • do homework • set homework
use / turn off / answer / allow mobiles • talk • cheat • raise your voice
be rude • study hard • prepare well

Eg:

You must come to work on time.

You shouldn't answer your mobile in class.

Advice to a new teacher

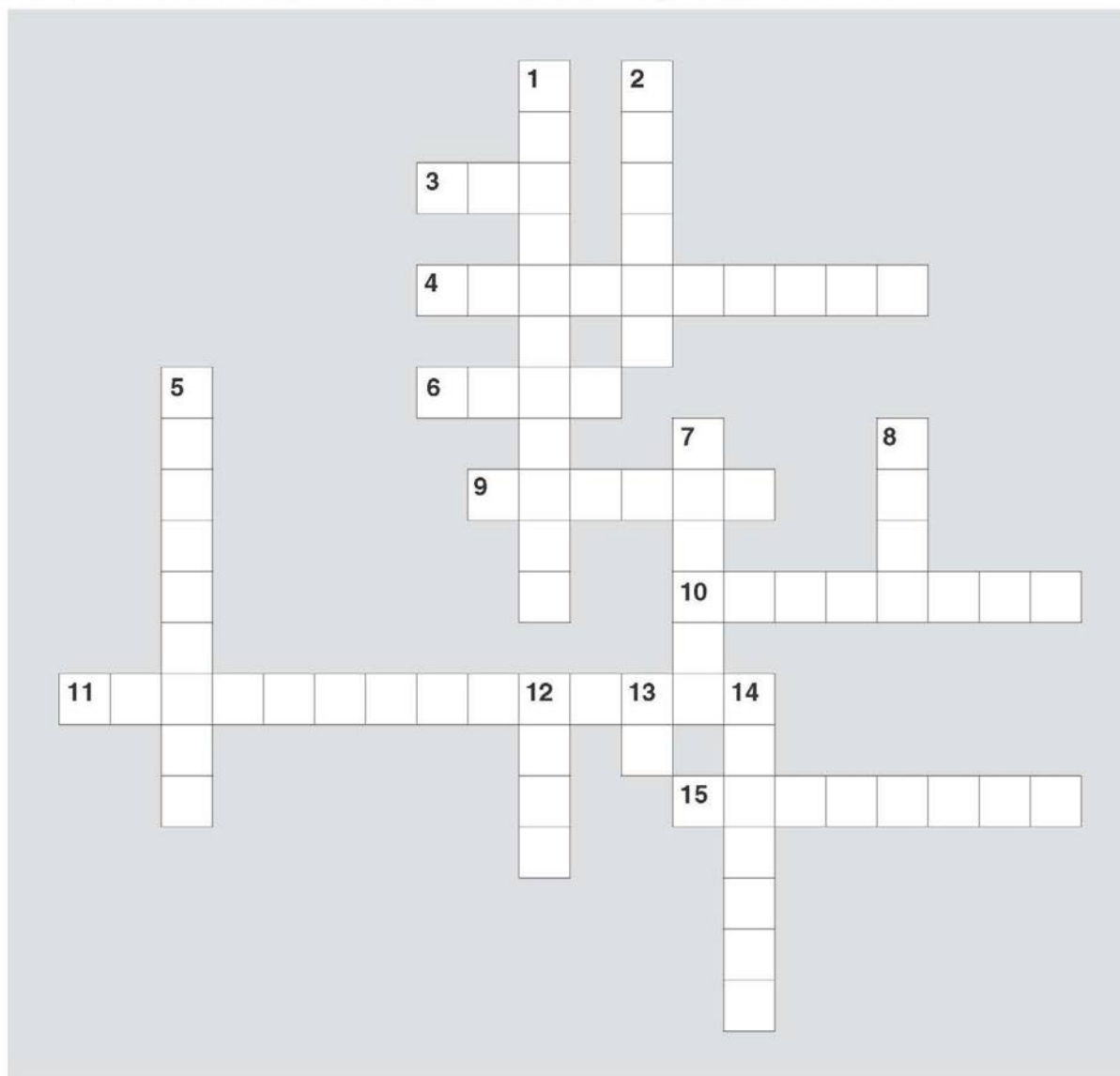
- 1
- 2
- 3
- 4
- 5
- 6

Advice to a new student

- 1
- 2
- 3
- 4
- 5
- 6

Crossword puzzle

The words for this crossword puzzle all come from Unit 7 of your Student's Book.



DOWN

- 1 We were given a at the end of the computer course.
- 2 She has an Arts from the University of Cambridge.
- 5 After primary school I went on to study at the local school.
- 7 Can you believe the first for the day is chemistry!
- 8 This year I a lot of time on my hands.
- 12 You need to responsibility for your own learning.
- 13 Depending what you want to study, your course could be three to six years long.
- 14 I'm for my final exam next week.

ACROSS

- 3 My sister is studying a degree in maths.
- 4 If you want to become a civil engineer you have to study at
- 6 If you don't study, you will
- 9 I'm so happy. I all my exams!
- 10 How many do you have to study at school?
- 11 What do you need to be an English teacher?
- 15 Lionel is to become an architect.

Speaking

Work in pairs. For each situation below, discuss what you think your obligations are or what possibilities are open to you. Use the modal verbs in the box to help you. Try to agree on a course of action.

When you've finished, share your ideas with the rest of the class.

must • (don't) have to • should
could • may • might • need to

A: *We could say something to her.*

B: *I don't agree. I think we should ignore her and never speak to her again.*

Dilemmas

- 1 Your best friend said she / he couldn't come out with you this evening because of a test she / he has to study for; but you've just seen her / him coming out of the cinema with someone else.
- 2 You owe someone quite a bit of money. You have just found a way to earn some money, but you think it may mean having to do something dishonest.
- 3 You're waiting for your teacher in her / his office. You notice something on her / his desk that looks like the test your class will be sitting next week.
- 4 You see your best friend's girlfriend / boyfriend at the mall with someone else. They are holding hands.
- 5 You fail an important exam. Your parents are sure to think you will have passed it and have planned a day out to celebrate.

Grammar: *-ing* form or infinitive

Sentence halves

Instructions

Work in pairs. Match all the sentence halves to make sentences. Some beginnings may go with more than one ending. The first pair to make 12 correct sentences wins.

We aren't allowed	stay out late on Saturdays.
I remember	doing my homework.
My dad helped me	to use our mobiles at school.
I must remember	going all together.
My parents won't let me	do my assignment.
On the way, we stopped	meeting you at Tim's party.
I can't go out until I've finished	to take up Pilates.
I wasn't enjoying it anymore so I stopped	to buy some milk.
I need to get fit so I've decided	us do some of the housework.
If you want to dance, I suggest	to get something to eat.
Our parents make	to stay home all weekend.
Wendy was made	going to a nightclub.



Word puzzle

Complete the gaps in the sentences below. Use the words to complete the puzzle and find the key word in the shaded column. The words are all from Unit 8 in your Student's Book.

- 1 Samantha is so She makes an effort to keep up with all the latest fashions.
- 2 Paul is the most person I know. He can't stop telling lies!
- 3 Every class has its class – the student who is nasty to everyone else.
- 4 After school, my friends and I at the mall.
- 5 I like those trousers. They look really on you.
- 6 They fell in love and got when they were only 19.
- 7 Gerry us the funniest story about his next door neighbour.
- 8 Are Rob and Liz still or have they broken up?
- 9 I think you need to sorry.
- 10 I am so about my terrible behaviour.
- 11 What a gorgeous day. Let's school and go to the beach.
- 12 Any person would give up their seat on the bus for an elderly person.
- 13 What I like about my mum is that she's really She loves being with people.

					1						
2											
				3							
					4						
5											
6											
					7						
8											
					9						
				10							
				11							
12											
					13						

Speaking and writing

How would you explain it?

Work in pairs. Come up with possible logical explanations for the situations in the table. When you have finished, share your ideas with the rest of the class.

He may have been trying to help his neighbour get into his house.

His neighbour might have locked himself out.

They could have been trying to see how easy it would be to break in.

You saw someone ...	Possible explanations
climbing through their next door neighbour's window.	
running down the street dressed in a wedding dress.	
yelling at a stop sign.	
chasing a policeman down the street.	
trying to eat a banana without peeling it.	
walking five dogs.	
burying something in his garden at night.	
riding on the roof of a bus.	
talking to herself in the street.	
leaving their house naked.	
dressed in a suit, but wearing her slippers.	

Grammar: the passive and the causative

Sentence halves

Work in pairs. Match the sentence halves so that they make grammatically correct sentences. Then put the sentences in order so that they tell a story.

He was not	trying to steal a car.
The man was	a thief after all.
The man trying to steal the car	had her car stolen.
The police	trying to get into his car.
Someone in our building has recently	arrived at about 10.15.
Someone must have	was taken to the police station.
The man	was asked a lot of questions.
Apparently, the man	called the police.
The man	was arrested.
Last night I saw a man	had lost his keys.

Vocabulary game

Taboo

Instructions

Work in small groups (or pairs). Place the word cards in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a word card and try to convey the meaning of the word or phrase so that the others can guess it. When one student guesses correctly, the next student picks up a word card and does the same with his or her word or phrase. The group who manages to guess all the words or phrases first is the winner.

You are not allowed to do the following:

- 1 use the word or any part of it in your description,
- 2 show the word,
- 3 draw or write the word.

You can, however, use descriptions, definitions, explanations, examples, opposites, synonyms, mime, etc.

review	star	performance	screen
plot	audience	director	action
actor	museum	circus	zoo
aquarium	funfair	soundtrack	series
sound effects	sitcom	watch	listen to
box office	thriller	horror film	science fiction
adventure	historical	comedy	drama

Writing


This is the news

Instructions

Work in pairs. Look at the pictures and read the first sentences of the news stories below. Complete the stories. Write about 100 words and use *at least two passive or causative constructions* in each story. When you finish, read out your stories in front of the class. How different are they?

1

A man was robbed
while he was waiting in a queue at the bank

An illustration showing a man in a suit standing in a queue at a bank. He is looking back over his shoulder with a shocked expression as a thief runs away from him, carrying a briefcase. The thief is running towards a door in the background. The man's hands are outstretched in a gesture of surprise or alarm.

A man was robbed while he was waiting in a queue at the bank.

.....

.....

.....

.....

.....

.....

.....

.....

2

A strange object was seen in the sky
by local residents yesterday.

An illustration showing a group of people looking up at the sky. One person is pointing towards a bright, glowing object in the sky. The object appears to be a comet or a meteor, with a long, curved tail. The scene is set at night, with the sky being dark and the object being the brightest feature.

A strange object was seen in the sky by local residents yesterday.

.....

.....

.....

.....

.....

.....

.....

.....

Grammar: conditionals

Complete the sentences

Work alone to complete the sentences. When you have finished, compare what you have written with a partner. Discuss the differences.



- 1 If I won €1 000 000,
- 2 If I could change one thing in my life,
- 3 If I could learn something new,
- 4 If we didn't have to go to school,
- 5 If my best friend lied to me,
- 6 If I didn't have a computer,
- 7 If I lived in a village/city,
- 8 If you cheat,
- 9 If you steal,
- 10 If I could travel anywhere in the world,
- 11 If I could be good at anything,
- 12 If I could have one wish,
- 13 Unless you study,
- 14 I would be very excited
- 15 If you are dishonest,

Vocabulary puzzle

Circle the word

Find and circle as many words as you can from Unit 10 in your Student's Book. The words could be horizontal or vertical. There are 14 words altogether. Once you have found them, place them in the appropriate category below.

A	J	A	Z	C	L	C	E	Z	L	O	N	V	I
C	A	L	L	U	P	T	H	A	N	G	O	N	A
J	N	T	E	R	P	R	E	T	E	E	S	O	P
K	Z	K	G	E	S	T	U	R	E	E	O	E	S
H	I	P	H	O	A	T	L	N	E	R	F	P	I
M	U	S	I	N	S	T	A	L	L	R	T	O	N
E	M	A	I	L	A	I	P	T	I	A	W	S	T
O	L	A	F	M	T	Q	T	L	I	P	A	T	E
H	A	N	G	U	P	E	O	S	W	P	R	C	R
D	R	P	M	S	C	S	P	N	T	E	E	A	R
A	I	R	O	N	E	T	W	O	R	K	S	R	U
E	C	E	U	I	N	S	T	R	U	L	M	D	P
R	S	T	D	O	W	N	L	O	A	D	F	E	T
I	S	N	T	R	A	N	S	L	A	T	E	O	I
L	W	I	O	D	B	E	A	I	N	G	J	L	S

Technology:

.....

Communication:

.....

Phrasal verbs:

Speaking

What would you do if ...

Work in groups (or as a class). Place the situation cards in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a card and to read out the situation on it. You should then tell the rest of the group/class what you would do in such a situation. When you have finished, the rest of the group can say what they would do and a discussion can follow. The next student now picks up a card and reads it aloud, etc. The activity continues in the same way.

What would you do if you found your sister's diary?	What would you do if you heard a burglar in your house?
What would you do if you saw a classmate cheating in an exam?	What would you do if you saw someone shoplifting?
What would you do if you had not studied for an important exam and you knew a way to cheat?	What would you do if someone told you they could show you what your life would be like in ten years' time?
What would you do if you won a free trip to anywhere in the world? Where would you go and why?	What would you do if you saw someone trying to steal a car?
What would you do if you found a wallet with money in it?	What would you do if you saw two people fighting in the street?
What would you do if your mum asked you if you liked her new dress, but you thought it looked awful?	What would you do if the change you were given in a shop was more than it should be?
What would you do if you noticed a classmate had their top round the wrong way?	What would you do if you noticed your teacher had something stuck in her / his teeth?



Vocabulary game

Find the word

Work in pairs. Without looking at them, take one card each. Don't show your list to your partner. Take turns making up a definition for the things in the list (you can use relative clauses).

A: *This is a part of the river where the water drops.* B: *Is it a waterfall?*

Don't say the words you're describing. Your partner has to try to guess. If he or she can't guess, try describing the words in a different way. If your partner still can't guess, let your partner take his / her turn.

list 1		list 2	
a petrol station	an office block	a car park	a zebra crossing
a roundabout	a waterfall	a crowded city	a path
list 3		list 4	
a block of flats	a bridge	a department store	a forest
a valley	a noisy city	a green area	a resident

Speaking

What's your opinion?

Work in groups. Place the opinion cards face down in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a card and read out the opinion on it. You have to talk about the opinion for a whole minute without stopping. Another student in the group should keep time. You can agree with it or disagree with it, but make sure you say why and just keep talking about the subject until your time is up. You can keep the card if you manage to talk about it for a minute. The student with the most cards wins the game.

Life in the city is better than life in the country.	Living in the countryside is better than living in a city.	Life in a village must be boring.
Parents should trust their kids.	Living in a house is better than living in a flat.	Living in a capital city is exciting.
All members of the family should have their own room.	Parents always know what's good for their children.	All children should help around the home.
It is important for a city to be green.	Brothers and sisters should get on well together.	Everyone should live in a foreign country at least once in their lives.
In a city, people should only use public transport.	Your home town is the most important place in the world.	People who live in the countryside are different from people who live in a city.

Grammar: countable and uncountable nouns

Work in small groups (or as a class). Place the word cards in two piles in front of you so that you can't see what is written on them. Take it in turns to pick up a word card from each pile. You have to try to make up a grammatically correct sentence incorporating the two words. If you manage to, you keep the cards. If you can't, replace the cards at the bottom of the piles. The student with the most cards at the end wins the game.

Eg: **Pile 1 – a few, Pile 2 – pair of jeans** I have a few pairs of jeans in my wardrobe.

Pile 1 Cards	Pile 2 Cards
a / an	pair of jeans
some	jeans
any	furniture
a lot of	coffee
a few	money
few	traffic
a little	news
many	trousers
much	clothes
an amount of	euro
a number of	fruit
plenty of	information
three	job
lots of	work
too	homework
enough	advice
so	opinion
such	garlic



Vocabulary

Matching sentence halves

Work in pairs. Match the sentence halves so that you get ten correct sentences with phrasal verbs and collocations from Unit 12.

I'm going to cut	up eating meat.
Helen's been working	up an appetite.
I've given	on about five kilos.
After that ice cream I think I can safely say I've gone	down on the amount of junk food I eat.
You look as if you've fully	off weight.
I find after jogging for half an hour I've really worked	off my diet.
Patricia's put	recovered after your accident.
Exercising more will help you take	out, which is why she looks so good.
Rachel says she felt	accident – hope you're feeling better now.
I heard about your serious	ill after eating that pizza.



Your thoughts

- 1 Discuss what you think the saying *You are what you eat* means.
- 2 Discuss your opinions on the subject.
- 3 When you finish, share your ideas with the rest of the class.

We would be interested to know your thoughts on this subject. Please do not write more than 150 words.

Paragraphs	Ideas
Introduction	
First paragraph	
Second paragraph	
Conclusion	

[illegible]

Vocabulary exercises

Word building: *-ed / -ing* adjectives (Unit 1)

A Complete the table.

Verb	<i>-ed</i> adjectives	<i>-ing</i> adjectives
excite		
thrill		
amaze		
satisfy		
frighten		
amuse		
bore		
interest		

B Put the verbs in brackets into the correct form.

- Wingsuit diving is the most (excite) sport I have ever seen.
- I'm not really (interest) in sport. In fact, I find it rather (bore).
- George told us a very (amuse) story about the time he and his friends went bungee jumping.
- Pam felt the whole experience was (frighten).
- I'm (bore)! Let's do something (interest) tonight.
- I think you'll find the sports camp a (satisfy) experience.



Word building: *un-* and *dis-* (Unit 2)

A Write the opposite of the words in the left-hand column to complete the table.

Words	Opposite
agreed	
fortunately	
lucky	
advantage	
familiar	
approve	
reliable	
safe	

B Complete the sentences using the correct form of the words in brackets with *un-* or *dis-*.

- On our trip, Jane and I (agree) about everything.
- Gina is so (reliable). You can never depend on her!
- On holiday, I had my wallet stolen, which was really (luck).
- On the way back to the hotel, we took a wrong turn and found ourselves in a(n) (familiar) area.
- There are a lot of advantages to having a car, but there are also some important (advantage).
- (fortunate), our holiday was cut short when Matilda fell ill.

Word building: verbs to nouns (Unit 3)

A Complete the table.

Verb	Noun
retire
.....	application
.....	success
interview	interview /
qualify
experience
employ / /

B Complete the sentences with the words from Exercise A.

- in one's job requires a lot of hard work.
- After graduation, she found with a local finance company.
- Please complete this form.
- At what age do people in your country?
- You will need the right and plenty of work to get a job as a manager.
- They called me up and invited me to attend a(n) next week. I hope I get the job.



Word building: adjectives describing people (Unit 8)

A Write the opposite of the adjectives in the left-hand column to complete the table. Use *dis-* or *un-*.

Adjective	Opposite
kind	
honest	
popular	
respectful	
reliable	
sociable	

B Complete the sentences using the correct form of the adjectives in brackets.

- Tracy is very (reliable). You can't depend on her.
- Being (popular) with your classmates may not only make your schooldays miserable, it could also make you ill.
- Frank never talks to anyone. He is so (sociable).
- That was a rather (kind) thing to say. I think you should apologize.
- Kate is a(n) (honest) person. She often lies to her friends and to her family.
- Can you believe the way she speaks to her teachers? She is very (respectful). Someone needs to teach her some manners.

Word building: verbs to nouns (Unit 10)

A Complete the table.

Verb	Noun
translate
.....	interpretation
communicate
answer
interrupt

B Complete the sentences with the words from Exercise A.

- 1 This from Russian to English contains a lot of mistakes.
- 2 Please do not me when I'm talking.
- 3 What is the to this question?
- 4 I was asked to what Natasha was saying so that everyone could understand.
- 5 Knowing how to speak English means you can with locals when you travel abroad.

Phrasal verbs

Unit 2

Match the sentence halves.

What time do we have to check	off tomorrow?
What time will you be setting	off at the airport when I flew out.
All my friends and family saw me	in at least 90 minutes before an international flight.
It's a good idea to check	out by?

Phrasal verbs

Unit 3

Complete the sentences using the correct form of the phrasal verbs in the box.

close down • fill in • set up • take on (x2)

- 1 When I leave school, I'm going to my own clothing design business.
- 2 When Amanda left, I her work as well and now I'm overworked!
- 3 The factory down the road from us after being in operation for 150 years!
- 4 I think the fast food restaurant on High Street is more staff. Perhaps you should apply.
- 5 That sounds good. I'll go in tomorrow and an application form.

Phrasal verbs

Unit 4

Choose the best answer.

- 1 Can you believe he **got away** / **got off** with murder?
- 2 Because it was the first time Louise had got into trouble, she was **got away** / **let off** with a warning.
- 3 The bank robbers **made off** / **got off** with €1 000 000!
- 4 The shop assistant **ran off** / **got away** with thousands of euros of the shop's money!
- 5 The murderer was **let off** / **locked up** for 15 years.
- 6 The shoplifter was lucky. He managed to **let off** / **get off** with a fine.



Phrasal verbs

Unit 6

Match the sentence halves.

Old cars give	up driving in the city and take up riding bikes.
We will soon run	down on the amount of plastic bags you use.
We need to give	up an environment information booth.
If you take your own shopping bag to the supermarket, you will be cutting	out of fresh water if we do not use it wisely.
Our school is going to set	out because of global warming.
Many animals and plants will die	off more fumes than new ones do.



Phrasal verbs

Unit 8

Combine the first half of a sentence (A) with a phrasal verb (B) and a second half of a sentence (C) to make a grammatically correct sentence that makes sense.

A	B	C
Do we need to	try on	clothing before you buy it.
It's a good idea to	hanging out	after being together for five years!
Lilly and Joe	made up	at the mall this Friday night?
I'm so glad Fran and John have	dress up	with that girl – they're together all the time.
Will you be	going out	for this party?
I think Tony is	broke up	again – they're so good together.



Phrasal verbs

Unit 10

Complete the sentences using the correct form of a phrasal verb from the box.

call in • call up • get through • hang on • hang up

- 1 Guess who me last night? Georgina!
- 2 Can you believe she on me? I'll never speak to her again!
- 3 Can you a minute? I think there's someone at the door.
- 4 I don't know what time Mr Smith will be in. He hasn't Perhaps I'll call him and then call you back.
- 5 Is Angela here? I've been trying to call her, but haven't been able to



Phrasal verbs

Unit 12

Choose the best answer.

- 1 That's it, I'm **giving up** / **cutting down** sweets. I've **taken off** / **put on** six kilos in six weeks!
- 2 Betty **took off** / **went off** her diet after she saw she wasn't losing any weight.
- 3 You are looking really good! Have you been **working out** / **working up**?
- 4 I'm not on a diet, but I have **given up** / **taken off** sugar.
- 5 After dancing all night we really **worked out** / **worked up** an appetite.



Dependent prepositions

Unit 7

Combine the first half of a sentence (A) with a preposition (B) and a second half of a sentence (C) to make a grammatically correct sentence that makes sense.

A	B	C
The course you get into at university will depend	for	your final exams, you will do well.
If you prepare well	on	the stress of exams.
I'm studying	to	how well you do in your school-leaving exams.
Most people find it difficult to cope	for	university when I leave school.
I'm planning to go	with	a school trip to Paris.
Last year, we went	on	a degree in medicine.



1

At leisure

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can predict the content of a listening text from pictures.			
I can understand specific information in a number of short listening texts on the same topic.			
SPEAKING	😊	😐	☹
I can talk about hobbies, interests and sports.			
I can describe people's feelings.			
I can ask for and give personal information.			
I can express surprise and interest in a personal conversation.			
READING	😊	😐	☹
I can read texts quickly and match them to pictures and headings.			
I can read short texts for specific information.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a personal profile.			
GRAMMAR	😊	😐	☹
I can form and use the present simple and present continuous.			
I know the difference between stative verbs and dynamic verbs.			
I know how to use adverbs of frequency.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading B2</i> .			
I can do <i>Speaking C3</i> .			

2

Coming and going

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a short listening text.			
I can understand specific information in a number of short listening texts on the same topic.			
SPEAKING	😊	😐	☹
I can talk about travel and holidays.			
I can ask about and express preferences while talking.			
I can speak with a partner to discuss options and come to an agreement.			
READING	😊	😐	☹
I can understand the main idea of a narrative text.			
I can understand text cohesion.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a story describing an event from my life.			
GRAMMAR	😊	😐	☹
I can form and use the past simple and past continuous.			
I know the difference between <i>used to</i> and <i>would</i> and can use them appropriately.			
I know the difference between possessive pronouns and possessive adjectives.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading B3</i> .			
I can do <i>Listening B1</i> .			
I can do <i>Grammar and vocabulary A22–A28</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Speaking C4</i> .			

3

Just the job for you

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a radio interview.			
I can understand a radio interview in detail.			
SPEAKING	😊	😐	☹
I can talk about work and jobs.			
I can speak to a partner to solve a problem.			
I can make suggestions, agree and disagree.			
READING	😊	😐	☹
I can understand the main idea of a biography.			
I can read a number of biographies for specific information.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a formal email / letter of application.			
GRAMMAR	😊	😐	☹
I can form and use the present perfect simple and present perfect continuous.			
I can use question tags and polite questions.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Listening A8–A14</i> .			
I can do <i>Grammar and vocabulary B11–B16</i> .			
I can do <i>Speaking C3</i> .			

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a long extract.			
I can understand specific information in a long extract.			
SPEAKING	😊	😐	☹
I can talk about crime and punishment.			
I can describe and compare pictures.			
I can use fillers when hesitating and I can correct myself when I'm speaking.			
READING	😊	😐	☹
I can predict the content of a reading text from short extracts.			
I can read a long narrative text to check my predictions.			
I can read a long narrative text for detail.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a narrative story.			
GRAMMAR	😊	😐	☹
I can form and use the past perfect simple and past perfect continuous.			
I can make comparisons.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading A15–A21</i> .			
I can do <i>Listening A1–A7</i> .			
I can do <i>Grammar and vocabulary B4–B10</i> .			
I can do <i>Speaking C3</i> .			

5

Spending money!

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a short conversation.			
I can understand a number of short conversations in detail.			
SPEAKING	😊	😐	☹
I can talk about money and shopping.			
I can talk about wishes and regrets.			
I can ask for and give information about goods in a shop.			
I can suggest and reject ideas when speaking.			
READING	😊	😐	☹
I can understand the main idea of a narrative text.			
I can understand text cohesion.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a formal email of complaint.			
GRAMMAR	😊	😐	☹
I can use the relative pronouns and relative clauses.			
I can use <i>I wish / If only</i> to talk about wishes, regrets and complaints.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading B3</i> .			
I can do <i>Listening A8–A14</i> .			
I can do <i>Grammar and vocabulary A22–A28</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Speaking (role-play)</i> .			

6

What in the world ...!

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand short listening texts in detail.			
SPEAKING	😊	😐	☹
I can talk about the environment and nature.			
I can speak with a partner to discuss options and come to an agreement.			
I can explain what I mean and give reasons for my opinion.			
READING	😊	😐	☹
I can understand the main idea of a short text.			
I can scan a number of short texts for specific information.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write an article.			
GRAMMAR	😊	😐	☹
I can use different grammar forms to talk about future.			
I can use different conjunctions of time.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Speaking C3</i> .			
I can do <i>Speaking C4</i> .			

7

Making the grade

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand specific facts in a long extract and complete gaps with words I hear.			
SPEAKING	😊	😐	☹
I can talk about school and exams.			
I can describe and compare photographs.			
I can express preference.			
READING	😊	😐	☹
I can understand the main idea of a short text.			
I can read short texts for specific information.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write an essay.			
GRAMMAR	😊	😐	☹
I can use modals.			
I can use indefinite pronouns.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Grammar and vocabulary A22–A28</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Writing C2</i> .			

8

Who I am

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a radio programme.			
I can understand specific information in a radio programme.			
SPEAKING	😊	😐	☹
I can talk about people and relationships.			
I can describe appearance and personality.			
I can describe photos and express impressions.			
READING	😊	😐	☹
I can understand the main idea of an article.			
I can read an article for detail.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a letter of advice.			
GRAMMAR	😊	😐	☹
I can use verb patterns 'verb + -ing form' and 'verb + infinitive'.			
I can use modal verbs in the past.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading A15–A21</i> .			
I can do <i>Listening B1</i> .			
I can do <i>Grammar and vocabulary B4–B10</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Writing C1</i> .			

9

Relax and enjoy!

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a long text.			
I can understand a long text in detail.			
SPEAKING	😊	😐	☹
I can talk about cinema, theatre, television and places of entertainment.			
I can ask for help and clarification when speaking.			
I can ask for and give information about lessons in a youth club.			
READING	😊	😐	☹
I can identify the text type.			
I can understand short texts in detail.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a film review.			
GRAMMAR	😊	😐	☹
I can use the passive.			
I can use the causative.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Listening A8–A14</i> .			
I can do <i>Grammar and vocabulary B11–B16</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Speaking</i> (role-play).			

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a radio interview.			
I can understand specific facts in a radio interview and complete gaps with words I hear.			
SPEAKING	😊	😐	☹
I can talk about technology and communication.			
I can speak to a partner to discuss options and come to an agreement.			
I can politely interrupt another speaker, reject and accept interruption.			
READING	😊	😐	☹
I can understand the main idea of an article.			
I can understand text cohesion.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write an article.			
GRAMMAR	😊	😐	☹
I can use zero, first and second conditionals.			
I can use the third conditional.			
I can use a variety of conjunctions in addition to <i>if</i> to introduce conditional clauses.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading B3</i> .			
I can do <i>Grammar and vocabulary A22–A28</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Speaking C4</i> .			

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a short text.			
I can understand specific information in a short text.			
SPEAKING	😊	😐	☹
I can talk about the city and countryside.			
I can express similarity and difference when talking about photos.			
READING	😊	😐	☹
I can scan articles for specific information.			
I can understand articles in detail.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write a report.			
GRAMMAR	😊	😐	☹
I can report statements, questions, commands and requests.			
I can use a variety of reporting verbs to introduce reported speech.			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Reading A15–A21</i> .			
I can do <i>Listening B1</i> .			
I can do <i>Grammar and vocabulary B4–B10</i> .			
I can do <i>Speaking C3</i> .			

Self-assessment checklist

Confident 😊 Quite confident 😐 Not very confident ☹

LISTENING	😊	😐	☹
I can understand the main idea of a conversation.			
I can understand specific facts in a conversation.			
SPEAKING	😊	😐	☹
I can talk about food, fitness and health.			
I can discuss opinions with a partner and express agreement and disagreement.			
READING	😊	😐	☹
I can scan an article for specific information.			
I can deduce the meaning of single unknown words from the context.			
WRITING	😊	😐	☹
I can write an essay.			
GRAMMAR	😊	😐	☹
I am aware of countable and uncountable nouns, plural nouns.			
I can use <i>a / an, the</i> and the zero article.			
I can use <i>both ... and, neither ... nor, each, every, all</i> and <i>none</i> .			
I can use <i>so / such</i> and <i>so many / so much</i> .			
I can use <i>too</i> and <i>enough</i> .			
UNIFIED STATE EXAM SKILLS	😊	😐	☹
I can do <i>Listening A1–A7</i> .			
I can do <i>Grammar and vocabulary B11–B16</i> .			
I can do <i>Speaking C3</i> .			
I can do <i>Writing C2</i> .			

Teacher's Resource File Answer Key

Progress tests

Unit 1

A

- 1 Professional
- 2 amazed
- 3 boring
- 4 score
- 5 court
- 6 satisfied
- 7 interesting

B

- 1 win
- 2 drawing
- 3 chatting
- 4 go out
- 5 sky diving
- 6 contact

C

- 1 're playing
- 2 believe
- 3 Are you listening
- 4 sometimes go
- 5 do you go out
- 6 never play

D

- 1 Troy hardly ever comes over.
- 2 ✓
- 3 I usually check my email before I go to bed.
- 4 That cake smells delicious.
- 5 ✓
- 6 I think you're going to win this game.

Unit 2

A

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

B

- 1 unlucky
- 2 disadvantages
- 3 disagreed
- 4 unfamiliar
- 5 Unfortunately

C

- 1 travelled
- 2 was still sleeping
- 3 used to live
- 4 during
- 5 ago
- 6 when
- 7 mine

D

- 1 my mine
- 2 ~~before~~ ago
- 3 ~~packing~~ was packing
- 4 ~~used be~~ used to be
- 5 used use

Unit 3

A

- 1A 2A 3A 4C 5B 6B 7B 8C
9A 10C

B

- 1 job
- 2 work
- 3 work
- 4 work
- 5 job

C

- 1 been waiting
- 2 just
- 3 been
- 4 had
- 5 haven't you
- 6 since

D

- 1 if I
- 2 ever been to
- 3 been doing
- 4 haven't finished my

Unit 4

A

- 1 broke in
- 2 stolen
- 3 got away with it

- 4 burglaries

- 5 took

- 6 brought

- 7 fingerprints

- 8 arrested

B

- 1 arsonist

- 2 burglar

- 3 shoplifter

- 4 murderer

- 5 kidnapper

- 6 smuggler

C

- 1 had investigated; arrested

- 2 had been dusting

- 3 had arrived

- 4 had heard

- 5 had been looking

D

- 1 biggest

- 2 quieter

- 3 taller

- 4 short

- 5 most boring

- 6 more dangerous

Unit 5

A

- 1A 2B 3B 4C 5A 6C 7B 8A
9B 10C

B

- 1 does

- 2 done

- 3 making

- 4 went

- 5 make

C

- 1 ✓

- 2 ~~whose~~ who's

- 3 ✓

- 4 that which

- 5 which where

D

- 1 grew
- 2 hadn't bought
- 3 would spend
- 4 were
- 5 would

Unit 6

A

- 1 pollution
- 2 solar
- 3 exhaust fumes
- 4 Global warming
- 5 gone green
- 6 rubbish
- 7 resources

B

- 1 off
- 2 die out
- 3 cut down on
- 4 endangered
- 5 heatwave
- 6 going
- 7 volcano

C

- 1 will you be doing
- 2 is going to be
- 3 will be driving
- 4 will have become
- 5 I'm meeting
- 6 leaves
- 7 as soon as

D

- 1 am going to stop
- 2 are you doing / are you going to do
- 3 before you
- 4 is going to be

Unit 7

A

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

B

- 1 had
- 2 take

3 take

- 4 take
- 5 have

C

- 1 anyone
- 2 anything
- 3 anyone
- 4 anything
- 5 can't
- 6 don't have to

D

- 1 should / must study
- 2 don't have to do
- 3 must be
- 4 might / could / may fail
- 5 may be able to do
- 6 can't go

Unit 8

A

1C 2A 3B 4A 5B 6B 7C 8C
9A 10B

B

- 1 dishonest
- 2 unpopular
- 3 unsociable
- 4 disrespectful

C

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

D

- 1 shouldn't have told
- 2 might have been
- 3 can't have been
- 4 should have told
- 5 must have had

Unit 9

A

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

B

- 1 listening to
- 2 watching

3 Look at

- 4 hear
- 5 see

C

- 1 been arrested
- 2 think
- 3 was seen
- 4 was born
- 5 enjoyed
- 6 will be
- 7 was scored

D

- 1 get my hair cut
- 2 have my nails done
- 3 have had their car
- 4 was painted by
- 5 will be shown

Unit 10

A

1A 2B 3C 4A 5C 6B 7C 8A
9B 10C

B

- 1 got through
- 2 hang on
- 3 hung up
- 4 called (them) up

C

- 1 am
- 2 met
- 3 will open
- 4 would buy
- 5 would have called
- 6 had known

D

- 1 What if
- 2 unless
- 3 as long as
- 4 unless
- 5 As long as

Unit 11

A

1C 2B 3A 4A 5B 6C 7C 8C
9C 10B

B

1C 2A 3D 4B

C

- 1 that as a child he had liked living in a village
- 2 me / us if I / we had ever travelled by train
- 3 I asked him / her / them how long the ferry took to get there
- 4 me / him / her / us / them to leave her alone
- 5 me / him / her / us / them not to say anything to Katie
- 6 (that) the area she lived in was very green

D

- 1 She advised us to study more.
- 2 He refused to do it.
- 3 Frank offered to help me.
- 4 Sally suggested (that) we go to an island for the summer.
- 5 Darren promised not to do it again.

Unit 12**A**1A 2A 3A 4C 5B 6C 7C 8A
9C 10B**B**

- 1 put on
- 2 works out
- 3 cut down
- 4 given up

*Extra phrasal verb: take off***C**

- 1 any
- 2 is
- 3 is
- 4 so
- 5 Both
- 6 too

D

- 1 the
- 2 –
- 3 an
- 4 the
- 5 The

Communication activities**Unit 1****Crossword puzzle****DOWN**

- 1 playing
- 2 kick
- 4 extreme
- 5 climbing
- 6 beat
- 7 satisfied
- 9 exciting
- 12 amateur
- 15 train

ACROSS

- 3 collecting
- 8 bored
- 10 Amusing
- 11 chatting
- 13 pitch
- 14 bat
- 16 won
- 17 medal

Unit 2**Find the differences**

- 1 Student A – having coffee with friends Jan and Peter
Student B – having coffee with friend Jan
- 2 Student A – noticed a tall man
Student B – noticed a short man
- 3 Student A – noticed another man running out
Student B – noticed a woman running out
- 4 Student A – suddenly everyone got up
Student B – nobody moved
- 5 Student A – called the police
Student B – Jan called the police
- 6 Student A – the police arrived 10 minutes later
Student B – the police arrived about 20 minutes later

Unit 3**Vocabulary puzzle***Adjectives: personal qualities:* logical, social, ambitious, creative, confident*Jobs:* actor, shop assistant, civil servant, civil engineer, accountant, journalist, lawyer*Phrasal verbs:* fill in, take on, close down*Other words:* retire, earn, colleague, employer, qualification**Unit 4****Crossword puzzle****DOWN**

- 1 fingerprints
- 2 smuggling
- 3 burglar
- 4 investigate
- 10 kidnap
- 12 accuse

ACROSS

- 5 murderer
- 6 steal
- 7 arsonist
- 8 robber
- 9 arrest
- 11 get away with

Unit 5

Bingo!

1 that	1 that	1 whose
2 why	2 where	2 where
3 which	3 which	3 when
4 that, who	4 that, who	4 why
5 when	5 why	5 who
1 whose	1 that	1 whose
2 who	2 which	2 who
3 that, who	3 when	3 that, who
4 where	4 who	4 which
5 which	5 where	5 when

Word puzzle

		1	C	U	S	T	O	M	E	R	
2	M	E	R	C	H	A	N	D	I	S	E
			3	B	O	R	R	O	W		
		4	E	X	P	E	N	S	I	V	E
			5	B	A	R	G	A	I	N	
6	W	A	S	H	I	N	G	-	U	P	
			7	O	W	E					
			8	L	E	N	D				
		9	C	O	I	N					
			10	C	U	R	R	E	N	C	Y

Unit 6

Holiday plans

Destination: Robert Niles – (1) Amazon rainforest/

India; Amanda Palmer – (2) Paris/Switzerland

Travel plans: Robert Niles – (3) By air, coach and boat / By air

Departure date: Tania Marshal – (4) 1st August/21st

August; Amanda Palmer – (5) 10th May/11th January

Length of stay: Robert Niles – (6) 3 weeks/6 weeks

Plans while on holiday: Tania Marshal –

(7) Sightseeing / Day trip to Syracuse, (8) Relax;

Robert Niles – (9) Explore the forest/Visit the Taj

Mahal, (10) Visit some villages/Travel around the

country by train; Amanda Palmer – (11) Eat well/

Go Alpine skiing, (12) Go shopping

Unit 7

Crossword puzzle

DOWN

- 1 certificate
- 2 degree
- 5 secondary
- 7 lesson
- 8 have
- 12 take
- 13 on
- 14 sitting

ACROSS

- 3 for
- 4 university
- 6 fail
- 9 passed
- 10 subjects
- 11 qualifications
- 15 studying

Unit 8

Sentence halves

We aren't allowed to use our mobiles at school.

I remember meeting you at Tim's party.

My dad helped me do my assignment.

I must remember to buy some milk.

My parents won't let me stay out late on Saturdays.

On the way, we stopped to get something to eat.

I can't go out until I've finished doing my homework.

I wasn't enjoying it anymore so I stopped going all together.

I need to get fit so I've decided to take up Pilates.

If you want to dance, I suggest going to a nightclub.

Our parents make us do some of the housework.

Wendy was made to stay home all weekend.

Word puzzle

					1	T	R	E	N	D	Y		
2	D	I	S	H	O	N	E	S	T				
					3	B	U	L	L	Y			
					4	H	A	N	G	O	U	T	
5	S	M	A	R	T								
6	M	A	R	R	I	E	D						
					7	T	O	L	D				
					8	G	O	I	N	G	O	U	T
					9	S	A	Y					
					10	A	S	H	A	M	E	D	
					11	S	K	I	P				
12	R	E	S	P	E	C	T	F	U	L			
					13	S	O	C	I	A	B	L	E

Unit 9

Sentence halves

Last night I saw a man trying to steal a car.

Someone must have called the police.

Someone in our building has recently had her car stolen.

The police arrived at about 10.15.

The man trying to steal the car was arrested.

The man was taken to the police station.

The man was asked a lot of questions.

Apparently, the man had lost his keys.

The man was trying to get into his car.

He was not a thief after all.

Unit 10

Vocabulary puzzle

Technology: laptop, network, software, install, download

Communication: postcard, email, gesture, interpret,

translate, interrupt

Phrasal verbs: call up, hang on, hang up

Unit 11

Students' own answers

Unit 12

Sentence halves

I'm going to cut down on the amount of junk food I eat.

Helen's been working out, which is why she looks so good.

I've given up eating meat.

After that ice cream I think I can safely say I've gone

off my diet.

You look as if you've fully recovered after your accident.

I find after jogging for half an hour I've really worked up an appetite.

Patricia's put on about five kilos.

Exercising more will help you take off weight.

Rachel says she felt ill after eating that pizza.

I heard about your serious accident – hope you're feeling better now.

Vocabulary exercises

Word building

Unit 1

A

Verb	-ed adjectives	-ing adjectives
excite	excited	exciting
thrill	thrilled	thrilling
amaze	amazed	amazing
satisfy	satisfied	satisfying
frighten	frightened	frightening
amuse	amused	amusing
bore	bored	boring
interest	interested	interesting

B

- 1 exciting
- 2 interested; boring
- 3 amusing
- 4 frightening
- 5 bored; interesting
- 6 satisfying

Unit 2

A

Words	Opposite
agreed	disagreed
fortunately	unfortunately
lucky	unlucky
advantage	disadvantage
familiar	unfamiliar
approve	disapprove
reliable	unreliable
safe	unsafe

B

- 1 disagreed
- 2 unreliable
- 3 unlucky
- 4 unfamiliar
- 5 disadvantages
- 6 Unfortunately

Unit 3

A

Verb	Noun
retire	retirement
apply	application
succeed	success
interview	interview / interviewer
qualify	qualification
experience	experience
employ	employer / employee / employment

B

- 1 Success
- 2 employment
- 3 application
- 4 retire
- 5 qualifications; experience
- 6 interview

Unit 8

A

Adjectives	Opposite
kind	unkind
honest	dishonest
popular	unpopular
respectful	disrespectful
reliable	unreliable
sociable	unsociable

B

- 1 unreliable
- 2 unpopular
- 3 unsociable
- 4 unkind
- 5 dishonest
- 6 disrespectful

Unit 10

A

Verb	Noun
translate	translation
interpret	interpretation
communicate	communication
answer	answer
interrupt	interruption

B

- 1 translation
- 2 interrupt
- 3 answer
- 4 interpret
- 5 communicate

Phrasal verbs

Unit 2

What time do we have to check out by?
What time will you be setting off tomorrow?
All my friends and family saw me off at the airport when I flew out.
It's a good idea to check in at least 90 minutes before an international flight.

Unit 3

- 1 set up
- 2 took on
- 3 closed down
- 4 taking on
- 5 fill in

Unit 4

- 1 got away
- 2 let off
- 3 made off
- 4 ran off
- 5 locked up
- 6 get off

Unit 6

Old cars give off more fumes than new ones do.
We will soon run out of fresh water if we do not use it wisely.
We need to give up driving in the city and take up riding bikes.

If you take your own shopping bag to the supermarket, you will be cutting down on the amount of plastic bags you use.

Our school is going to set up an environment information booth.

Many animals and plants will die out because of global warming.

Unit 8

Do we need to dress up for this party?

It's a good idea to try on clothing before you buy it.

Lilly and Joe broke up after being together for five years!

I'm so glad Fran and John have made up again – they're so good together.

Will you be hanging out at the mall this Friday night?

I think Tony is going out with that girl – they're together all the time.

Unit 10

1 called (me) up

2 hung up

3 hang on

4 called in

5 get through

Unit 12

1 giving up; put on

2 went off

3 working out

4 given up

5 worked up

Dependent prepositions

Unit 7

The course you get into at university will depend on how well you do in your school-leaving exam.

If you prepare well for your final exams, you will do well.

I'm studying for a degree in medicine.

Most people find it difficult to cope with the stress of exams.

I'm planning to go to university when I leave school.

Last year, we went on a school trip to Paris.

Your notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**Комарова Юлия Александровна
Ларионова Ирина Владимировна
Араванис Розмари**

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