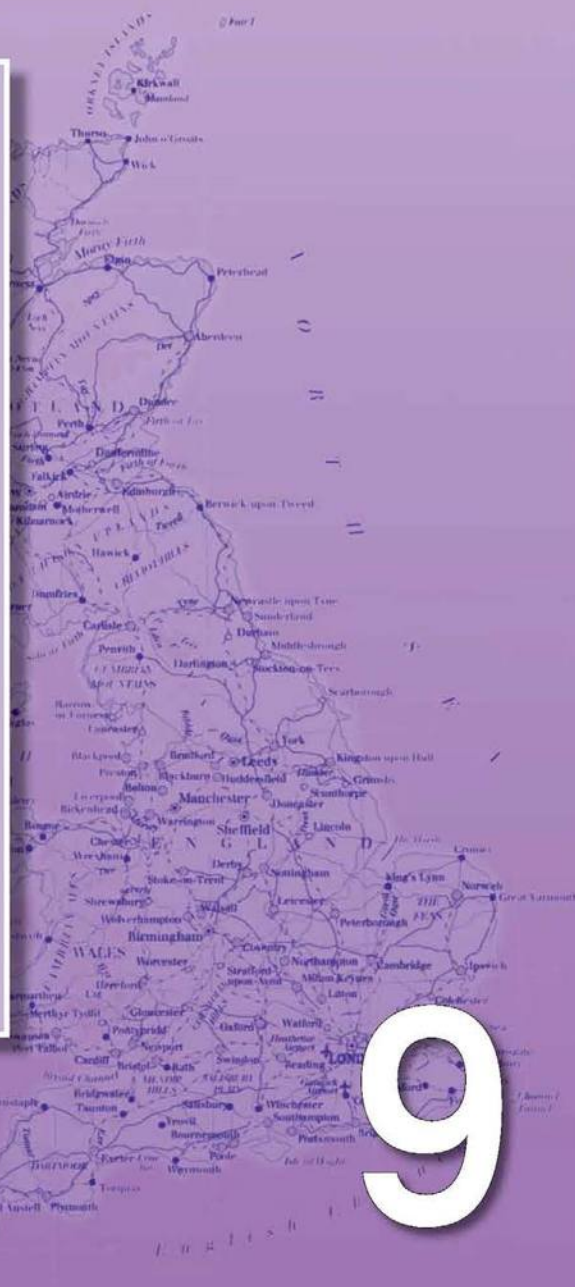
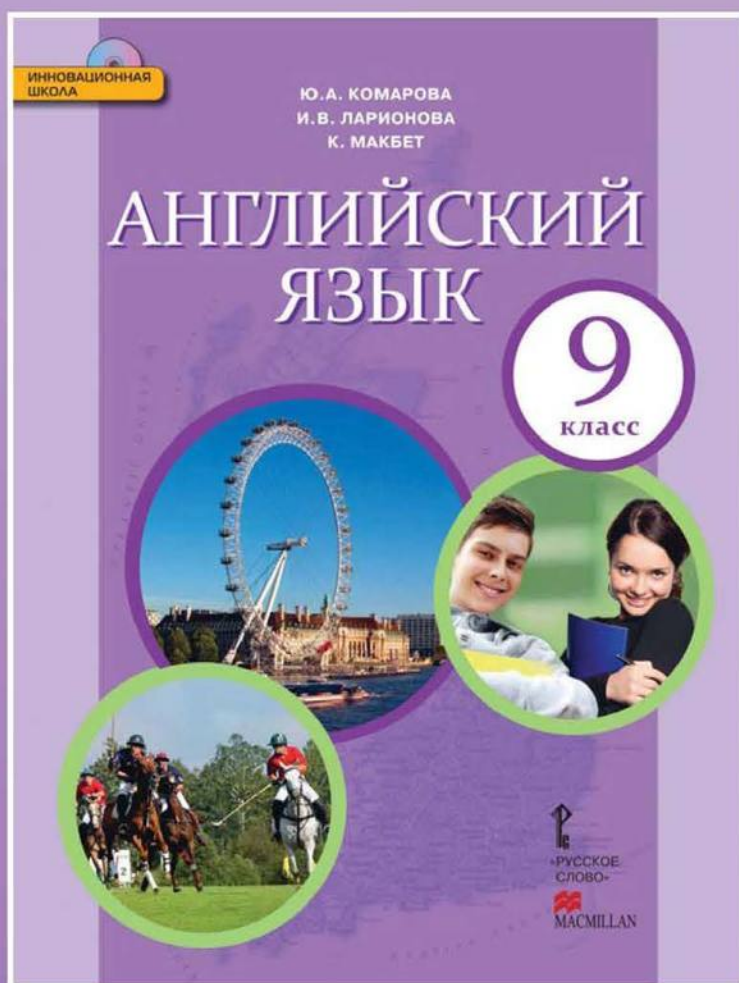
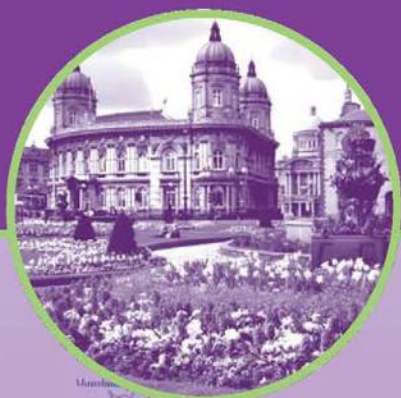


Ю.А. Комарова, И.В. Ларионова, Ф. Мохлин

# КНИГА ДЛЯ УЧИТЕЛЯ

к учебнику Ю.А. Комаровой,  
И.В. Ларионовой, К. Макбет

## «АНГЛИЙСКИЙ ЯЗЫК»



ИННОВАЦИОННАЯ ШКОЛА

Ю.А. Комарова  
И.В. Ларионова  
Ф. Мохлин

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к учебнику Ю.А. Комаровой,  
И.В. Ларионовой, К. Макбет  
**«Английский язык»**  
**для 9 класса**  
**общеобразовательных организаций**

*Соответствует  
Федеральному государственному  
образовательному стандарту*

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«Русское слово»

  
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# ПРЕДИСЛОВИЕ

## Об особенностях УМК «Английский язык. 9 класс» в вопросах и ответах

### Для кого предназначен УМК?

Настоящий учебно-методический комплект (УМК) предназначен для обучения английскому языку учащихся 9 класса общеобразовательных учреждений. УМК отвечает требованиям Федеральных государственных образовательных стандартов и соответствует Общеввропейским компетенциям владения иностранным языком (Common European Framework of Reference for Languages).

### Каковы основные задачи УМК?

В УМК представлен интересный, познавательный и соответствующий возрасту учащихся материал, который обеспечивает достаточную практику для овладения речевыми навыками (фонетическими, грамматическими, лексическими и орфографическими) и умениями (в аудировании, говорении, чтении и письме). УМК способствует реализации:

- учебных задач: формирование коммуникативной компетенции в устных (аудирование и говорение) и письменных (чтение и письмо) видах речевой деятельности;
- образовательных задач: расширение кругозора и кросс-культурных представлений, формирование у учащихся социальных умений с использованием английского языка;
- развивающих задач: развитие интеллектуальных функций и универсальных учебных умений школьников, повышение их речевых возможностей, укрепление учебной мотивации к изучению английского языка и расширение познавательных интересов;
- воспитательных задач: воспитание нравственных качеств личности школьника, волевой саморегуляции, толерантного отношения и уважения к представителям иных культур, ответственного отношения к учёбе и порученному делу, чувства патриотизма.

### Из каких компонентов состоит УМК?

УМК «Английский язык. 9 класс» состоит из следующих компонентов:

- Программа курса
- Рабочая программа
- Учебник с аудиодиском, содержащим аудиоматериалы к учебнику и рабочей тетради
- Рабочая тетрадь
- Книга для учителя

### Как организован учебник?

Материал учебника разделён на девять тематических блоков. Каждый блок включает в себя:

- введение, в котором сообщаются тема и содержание блока и предлагается занимательная мини-викторина для стимулирования интереса учащихся к теме;
- два урока для отработки лексических и фонетических навыков (рубрики *Vocabulary 1* и *Vocabulary 2*), а также умений в аудировании (рубрика *Listening*);
- урок *Reading* для развития у учащихся умений в чтении. Материал урока является речевым контекстом для введения новых грамматических структур, а также предваряет работу с уроками междисциплинарной направленности (*CLIL\**), размещёнными в конце учебника;
- два урока для отработки грамматических навыков (рубрики *Grammar 1* и *Grammar 2*) и их закрепления в личностно ориентированном речевом контексте (рубрика *Speaking*);
- урок *Culture today* кросс-культурной направленности для развития у учащихся лингвострановедческой и социокультурной компетенций. В уроке содержится ссылка на дополнительный культурологический материал в рабочей тетради;
- урок *Writing dossier* для развития у школьников умений в письменной речи;
- урок *Dialogue builder* для развития у школьников умений в диалогической речи в контексте реальных жизненных ситуаций;
- справочник *Language guide*, который содержит список активной лексики и грамматические правила на английском языке;
- урок *Progress check* для контроля уровня сформированности навыков и умений.

После каждого трёх блоков даётся раздел *Revision* для повторения и закрепления изученного материала.

### Как осуществляется обучение фонетике?

Совершенствование фонетических навыков является важной задачей курса. В учебнике представ-

\* Content and Language Integrated Learning

лены упражнения на отработку у учащихся артикуляционных, слухо-произносительных и ритмико-интонационных навыков. Часто основу фонетических упражнений составляют лексические единицы, которые подлежат усвоению на протяжении тематического блока. Таким образом, фонетические упражнения используются в том числе как дополнительный материал для отработки лексики.

Значимым в курсе также является овладение интонацией как средством выразительности речи. Реализации этой задачи служат упражнения на имитативное и самостоятельное чтение. Основой таких упражнений являются мини-диалоги в уроках *Dialogue builder*.

### **Как строится обучение лексике?**

Учебник уделяет большое внимание обогащению лексического запаса учащихся. 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 девятиклассникам самостоятельно семантизировать новые слова, а прослушивание записи способствует формированию верного звукового образа новых слов. Более того, организация лексического материала такова, что побуждает школьников 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 словарь накапливается из урока в урок, необходима систематическая работа по удержанию его в памяти, и такая работа должна быть регулярной, системной и предельно индивидуализированной. Кроме задания по ведению личных словников (что является обязательным для всех учащихся без исключения), отдельным ученикам необходимо давать индивидуальные (вариативные и желательныо занимательные) задания на прописывание слов, подбор однокоренных лексических единиц, составление тематических словников и т. п.

### **Как строится обучение грамматике?**

Одна из задач этого УМК – сделать грамматику английского языка более доступной и понятной для школьников. Организация грамматического материала в учебнике позволяет овладевать им поэтапно, системно и последовательно. Важно отметить, что весь изучаемый грамматический мате-

риал предъявляется в контексте, что облегчает его понимание и осмысление.

Грамматические пояснения с примерами даются по мере введения учебного материала и выделены на страницах учебника рамочками. Помимо этого учащиеся могут воспользоваться справочником *Language guide* – в нём изучаемый грамматический материал изложен на английском языке в доступной для понимания форме.

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.

### **Каковы 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 самостоятельно писать диктанты, слушать и проверять правильность выполненных заданий, читать и воспринимать на слух текстовый материал, отрабатывать фонетические навыки.

Рабочая тетрадь в каждом из своих блоков снабжена разделом *Revision*, который служит для самостоятельной проверки учащимися полученных знаний.

Раздел *Extra practice* обеспечивает дополнительную практику тем учащимся, которые нуждаются в более тщательной проработке материала блока или которым необходимо интенсивно поработать после пропущенных занятий.

Тематические блоки сопровождаются разделами *Grammar bank* и *Vocabulary bank*, расположенными в конце рабочей тетради. В первом разделе представлены грамматические правила и дополнительные тренировочные упражнения. Во втором – списки активных слов и речевых клише, а в рубрике *Vocabulary plus* вводится и отрабатывается дополнительная лексика по теме блока.

Раздел *Culture today*, который также находится в конце рабочей тетради, содержит информационно-познавательный культурологический материал, знакомство с которым способствует развитию лингвострановедческой и социокультурной компетенций.

Для удобства выполнения упражнений рабочей тетради в неё включён список изученных неправильных глаголов.

### Что представляет собой книга для учителя?

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

- цели каждого урока;
- рекомендации по началу и окончанию урока;
- комментарии к каждому заданию, а также дополнительная культурологическая информация;
- домашние задания в дополнение к упражнениям рабочей тетради;

- ключи ко всем заданиям учебника и рабочей тетради;

- тексты аудиозаписей к упражнениям учебника;

- *Teacher's resource file*, который содержит:

- методические рекомендации по работе с материалом междисциплинарной направленности раздела *CLIL* и подлежащие копированию задания, подготавливающие учащихся к самостоятельному выполнению проекта *CLIL*;

- методические рекомендации по работе с материалом раздела *Culture today* рабочей тетради и подлежащие копированию упражнения;

- подборку разрешённых для копирования тестов: диагностический тест, тесты на проверку качества усвоения материала каждого блока, промежуточные тесты, которые можно предложить учащимся после изучения каждого трёх блоков, и итоговый тест, а также ключи к тестам.

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

# Starter unit

## Unit objectives

Use this Starter unit to get to know your students, find how confident they are in English, and evaluate aptitude and attitude. You can also use it to assess previous knowledge of English, and set up the class dynamic, letting students get to know each other better. Find out if listening exercises make them nervous, how long they take to do each type of exercise and if they understand when you give instructions or if demonstrations are needed. This is all useful information that will help you plan lessons more effectively throughout the course.



**Aim** To review questions with *be*, *have got*, *there is/are*, *can* and *do*, and vocabulary (verbs, nouns, adjectives, adverbs and prepositions), using a text about the English language.



### EXTRA warmer

Ask students to write the alphabet in English down the left-hand side of a page in their notebooks. Set a time limit of five minutes for students to write a noun, a verb, an adjective and an adverb in English beginning with each letter of the alphabet. Check as a class.

Ask students to look at the picture of Ruth and Vera and to scan through the unit to find a) the surname of one of the girls b) whether the girls have brothers or sisters. (Answers: a) Vera Moskvina b) Ruth has a brother, Vera has a sister.)

## Recycle Questions with *be*, *have got*, *there is / there are*, *can* and *do*

- 1 Tell students to read the questions and complete them with the words in the box. Check as a class.

### Key

- 1 can
- 2 does
- 3 has
- 4 are
- 5 are

- 2 Ask students to try and guess the answers to the questions in exercise 1. Then ask them to read the information and find the answers. Find out if any of their guesses were correct.

### Key

- 1 Between 750–780 million people.
- 2 English comes from a mixture of different influences, including Anglo-Saxon, French, Norse, Greek and Latin.
- 3 26
- 4 about 300,000
- 5 *the, of and to*



## Recycle Verbs, nouns, adjectives, adverbs and prepositions

- 3 Ask students to find the words in the text and translate them into their language. Check as a class.
- 4 Working individually or in pairs, students copy and complete the table with the words from exercise 3. Check as a class.

### Key

verbs	nouns	adjectives
speak say	people alphabet	long little
adverbs of frequency	adverbs of manner	prepositions
often usually	perfectly well	between around

Homework → Workbook p4



### EXTRA follow-up

Ask students to substitute the word *English* for the word *Russian* in the questions in exercise 1. Then ask them to find the answers to the new questions using the Internet or encyclopaedias. Compare answers as a class.





**Aim** To review the present simple and expressions of frequency, as well as quantity words, and comparatives and superlatives.

## Recycle Present simple and expressions of frequency

### + EXTRA warmer

Set a time limit of three minutes. Tell students to write as many true sentences as possible using the following phrases: *I always ... , I hardly ever ... , I never ...*. Ask them to compare sentences with a partner.

- 5 Ask students to look at the table and rewrite the sentences using the form *she*. Check as a class. Elicit how the verbs change.

#### Key

- + She often listens to music.
- She doesn't usually listen to music.
- ? Does she listen to music every day?
- + add 's' to the verb
- /? the auxiliary changes to *does/doesn't* but the main verb stays the same.

- 6 Ask students to read and complete the text with the present simple form of the verbs in brackets. Check as a class. With weaker groups, ask students what the text says in their own language and elicit if the expressions of frequency go in the same place.

- |                      |               |
|----------------------|---------------|
| <b>Key</b>           | 5 don't speak |
| 1 asks               | 6 continues   |
| 2 doesn't understand |               |
| 3 does               |               |
| 4 enjoys             |               |

- 7 Working individually or in pairs, students write sentences from the prompts, putting the adverbs and expressions of frequency in the correct place. Check as a class.

#### Key

- 1 Vera never forgets her homework.
- 2 She catches the bus every morning.
- 3 The students often go out together.
- 4 They have excursions twice a week.
- 5 Vera hardly ever speaks Russian.
- 6 She goes to England once a year.

### + EXTRA extension

Ask students to rewrite the sentences using the *I* form, changing the adverbs or expressions of frequency so that the sentences are true. Compare sentences as a class.

## Recycle Quantity

- 8 Ask students to translate the sentences into their language. Elicit how they are different. Consider if *there is* and *there are* are the same or different, and how the expressions of quantity change if the sentences are affirmative, negative, question, plural or singular.
- 9 Students read and correct the sentences. Check as a class.

#### Key

- |        |            |
|--------|------------|
| 1 any  | 4 much     |
| 2 are  | 5 is       |
| 3 some | 6 a lot of |

## Recycle Comparatives and superlatives

- 10 Tell students to copy and complete the table with the correct adjectives. Check as a class.

#### Key

- |         |          |
|---------|----------|
| 1 small | 4 boring |
| 2 big   | 5 good   |
| 3 funny | 6 bad    |

### + EXTRA extension

Tell students to look at how the first four adjectives in the table are formed. Ask them to add two more adjectives to each group.

- 11 Ask students to complete the questions with the comparative or superlative form of the adjectives as appropriate. Check as a class.

#### Key

- |                |                        |
|----------------|------------------------|
| 1 easier       | 5 better               |
| 2 the worst    | 6 the most popular     |
| 3 taller       | 7 the most intelligent |
| 4 the youngest | 8 bigger               |

- 12 **Your voice** Put students in pairs to take turns asking and answering the questions in exercise 11. Ask individual students to report back to the class about their partner.

With weaker groups, allow them to write their answers before putting them in pairs.

Homework → Workbook p5

### + EXTRA follow-up / homework

Ask students to write their partner's answers to the questions in exercise 11.



**Aim** To review the imperative form and to introduce, review and practise ways of talking about likes/dislikes and preferences.

## **Recycle Talking about likes/dislikes and preferences**

### **EXTRA warmer**

Play *Human paintings*. Put students in pairs. Ask one student in each pair to choose a picture in the Student's Book and to give instructions to their partner so that they are in the same position as the person in the picture, eg, *Put your left hand above your eyes*. When they've finished, tell them to swap roles.

- 13** **02** Play the recording. Students read and listen to the dialogue in the speech bubbles. Ask them to answer the questions. Check as a class.

#### **Key**

- 1 He's Ruth's brother.
- 2 She usually shares with her sister.
- 3 She prefers the one next to the window (and near the door).
- 4 No, she doesn't.

- 14** Ask students to read the examples and translate them into their language. Check as a class.

- 15** Tell students to order the words to make imperative sentences.

With weaker groups, do the first one together as a class.

Check as a class.

#### **Key**

- 1 Don't forget to bring your books.
- 2 Open your books at page ten.
- 3 Don't be late for class.
- 4 Remember to do your homework.
- 5 Don't be shy.
- 6 Speak English in the classroom.

- 16** Ask students to complete the sentences to make useful classroom expressions. Check as a class.

#### **Key**

- 1 Sorry, I don't understand.
- 2 Could you repeat that, please?  
Could you say that again, please?  
Could you explain that again, please?  
Could I borrow a (dictionary), please?
- 3 How do you say (небоскрёб) in English?  
How do you spell that in English?
- 4 What does (this) mean?

- 17** Ask students to study the examples. Elicit which expression doesn't take the *-ing* form of the verb.

#### **Key**

- 1 'd rather

## **Recycle Speaking**

- 18** Ask students to study the examples. Elicit which expression doesn't take the *-ing* form of the verb.

### **EXTRA follow-up / homework**

Ask students to write their partner's answers to the questions in exercise 18.

# 1

## Fashion Victims?

### Unit objectives

In this unit, we talk about fashion to review present tenses and relative pronouns. We also look at the vocabulary of materials, patterns and fashion accessories, and practise word stress in compound nouns. In skills work, students read about a fair trade adventure, listen to a report from a fashion show, write an opinion of an advert and practise making complaints.



**Aim** To introduce the language and topic area for the unit (achievements).



### EXTRA warmer

Write FASHION VICTIM on the board. Set a time limit of four minutes for students to make as many words as possible using the letters. Compare words as a class, and find out who has made the most. Write all the words on the board and allow students time to copy any new words in their notebooks.

### Lead-in

Ask students to look at the pictures and discuss with a partner how each picture is related to the title of the unit. Ask the girls if they would wear the fashion shown.



### EXTRA extension

Ask each student to choose one of the pictures and write a comment or reaction to it (about 30 words), eg, *I think some of the girls in the picture with the sewing-machines are too young to work. We have to be careful not to buy clothes from companies that use child labour*, etc. Put the comments on the wall and ask students to read them and decide which they most agree with.

### Cultural notes

1 The dress worn by Marilyn Monroe at John F. Kennedy's birthday celebration became iconic partly because this was one of her last public appearances before her death three months later. The dress was almost transparent, flesh-coloured, with 2,500 rhinestones sewn onto it. Also, it was so close-fitting that Marilyn was actually sewn into it! The dress was sold at auction in New York in 1999 for over \$1.26 million.

The most expensive shoes sold at auction were a pair of the shoes Judy Garland wore in *The Wizard of Oz*. They were sold in 2000 for \$666,000.

2 The word *jeans* comes from the phrase *bleu de Gènes* (blue from Genoa), as similar trousers were worn by the Genoan Navy. The word *denim* comes from *de Nîmes*, as the fabric was made there.



### EXTRA follow-up

Ask students to choose one of the quiz questions and find out more about the answer.

### Quiz

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class.

Find out if students would be willing to pay \$1 million for an item of clothing belonging to someone famous. If so, what and whose item would they buy?

#### Key

1 b 2 a 3 a



**Aim** To introduce and practise words for materials and patterns, and review the order of adjectives.

## Vocabulary 1

### Materials and patterns

#### + EXTRA warmer

Write the following anagrams on the board and ask students to solve them: LADSSAN ATOC OTOBS SLIPFPOLF. Ask students which is the odd-one-out and why. (The anagrams are *sandals*, *coat*, *boots*, *flipflops*. *Coat* is the odd-one-out as it isn't a type of footwear.)

**Recycle** Set a time limit of four minutes. Ask students to look for the clothes in the pictures in the unit.

- 1 Tell students to copy and complete the table with the words in the box, using a dictionary if necessary. Check as a class.

#### Key

materials	patterns
cotton	flowery
leather	tie-dyed
denim	tartan
wool	plain
silk	striped
velvet	checked

- 2 **03** Students look at the pictures and complete the sentences with the correct words from exercise 1. Play the recording for students to listen and check. Tell students that the adjective *woolly* can also be used when describing clothes, eg, a *woolly jumper*.

#### Key

- |            |           |
|------------|-----------|
| 1 plain    | 5 checked |
| 2 tie-dyed | 6 flowery |
| 3 striped  | 7 plain   |
| 4 tartan   |           |

- 3 Tell students to study the examples in the Look! box. Elicit if the word order is the same in their language and/or if they add any words in their language. Ask if adjectives change form in English and in their language.

- 4 **Your voice** Ask students to write a paragraph describing what the people are wearing. Put students in pairs to take turns sharing their descriptions.

#### + EXTRA extension

(For classes who don't wear school uniform) Put students in pairs and tell them to stand back to back. From memory, they tell their partner what he/she is wearing, in as much detail as possible. When they've both finished, they can look at each other to check.

#### + EXTRA extension

Before class, prepare three or four picture cards of people in different outfits, using large pictures from fashion or gossip magazines. Show each picture to the class for about three seconds each, and then ask students to write down what they remember about the outfits.

**Homework** → Workbook p6 and Workbook Vocabulary plus p116



**Aim** To read and answer questions about three teenagers' search for fair trade school uniforms.

## Reading

### The search for fair trade school uniforms

- 5 04 Ask students to listen to the recording and note down all the words they hear for describing clothes. Then tell students to read the text and check. Elicit answers from the class.

#### Key

plain, white, cotton, comfortable, black, ethical, organic, fair trade, new

- 6 Ask students to read the text again and choose the correct answers. Check as a class.

#### Key

- 1 wear
- 2 ethical
- 3 less
- 4 don't use
- 5 succeed

- 7 Tell students to find the numbers in the text and then write a sentence for each number. Draw their attention to the example. Compare ideas as a class.

#### Key

The three teenagers visit the cotton fields.  
The girls work 12 hours a day.  
The girls work for less than five pounds a week.  
They make the fair trade shirts for four pounds each.

- 8 **WORDS IN CONTEXT** Tell students to read the text again for help in matching the words and phrases. Check as a class. Then ask students to translate the collocations into their language.

#### Key

1 c 2 a 3 b 4 e 5 d

- 9 Ask students to try to answer the questions from memory. Then tell them to read the text again to find or check their answers. Check as a class.

#### Key

- 1 They wear a plain white cotton shirt, a comfortable sweatshirt, and a pair of black trousers or a skirt.
- 2 They don't want their uniforms to be made in a sweatshop.
- 3 They work 12 hours a day for less than five pounds a week.
- 4 Farmers don't employ young children and they never use pesticides.
- 5 In Tirupur, the clothing capital of India.
- 6 Because it is an ethical factory where the workers are well treated.

- 10 **Your voice** Put students in pairs to take turns asking and answering the questions.

With weaker groups, ask students to read the questions and write their answers, before speaking with a partner.

Alternatively, question 5 can be done as a mini project. Working in pairs, students find out about the daily lives of workers making clothes for the fashion sector in a) ethical factories and b) non-ethical factories (possibly children). Students then write up their findings and present them to the class.



#### Across the curriculum: History

If you want to develop this topic further, then go to Student's Book p130, with worksheets in the Teacher's resource file.

Homework → Workbook p11



#### EXTRA follow-up / homework

Ask students to write their partner's answers to the questions in exercise 10.





**Aim** To review and contrast the concepts and forms of the present simple and present continuous.

1

## Grammar 1

### Present simple and present continuous

#### + EXTRA warmer

Choose a picture of a person in the Student's Book, but don't tell students which page the picture is on. Describe the person's clothing and tell students to find the page. When they have found it, put students in groups of three or four to repeat the game three or four times.

- 1 Ask students to look at the table and complete the sentences with present simple or present continuous as appropriate. Check as a class. Elicit which of the sentences in the table are examples of 1 and 2 (1 *Martha's talking to the workers.* 2 *They always wear a school uniform.*).

#### Key

- 1 present continuous
- 2 present simple
- 3 present simple
- 4 present continuous

- 2 Tell students to copy and complete the sentences with the correct form of the verbs in brackets. Check as a class.

#### Key

- 1 is wearing
- 2 wear
- 3 's doing
- 4 spends
- 5 's working
- 6 buys

- 3 Ask students to make the sentences in exercise 2 negative. Compare sentences as a class.

#### Key

- 1 The teacher isn't wearing a tartan shirt today.
- 2 They don't wear a uniform at their school.
- 3 He isn't doing his homework at the moment.
- 4 She doesn't spend a lot of money on shoes.
- 5 My sister isn't working in a shoe shop today.
- 6 She doesn't often buy organic clothes.

- 4 Tell students to read the text about size zero models and to choose the correct words. With weaker groups, do the first one together as a class and discuss the reason why it's correct. Check as a class.

#### Key

- 1 are becoming
- 2 is trying
- 3 never uses
- 4 don't want
- 5 think
- 6 see

- 5 Tell students to complete the sentences with the correct form of the verbs in the box. Check as a class. Alternatively, ask students to cover the verbs in the box and complete the sentences, guessing which verbs could be used. Then ask them to compare their choices with the verbs given.

#### Key

- 1 wears, 's wearing
- 2 's sitting, sits
- 3 doesn't speak, isn't speaking
- 4 don't study, 're not studying
- 5 rains, 's raining
- 6 listen, 'm listening

- 6 Ask students to write questions from the prompts using the present simple or present continuous. With weaker groups, do the first one together as a class. Check as a class.

#### Key

- 1 What are you doing at the moment?
- 2 How often do you have English?
- 3 What time does this class finish?
- 4 What is your teacher wearing today?
- 5 What are you wearing at the moment?
- 6 How do you usually travel to school?

## Speaking

- 7 Put students in pairs to take turns asking and answering the questions in exercise 6, using full sentences in the answers.

Homework → Workbook p7

#### + EXTRA follow-up / homework

Ask students to write their partner's answers to the questions in exercise 6.





**Aim** To listen to a report about a fashion show. To introduce and practise compound nouns related to fashion accessories, and practise word stress.

## Listening

### A radio report

#### + EXTRA warmer

Set a time limit of four minutes. Ask students to list all the items of clothing they can see around them, including pattern and material.

- 1 Ask students to look at the pictures and answer the questions. Check as a class.

#### Key

- 1 They're at a fashion show.
- 2 a – skirt, jacket, shoes  
b – polo shirt, shorts, trainers  
c – jacket, trousers, scarf, hat  
d – dress, headband

- 2 05 Tell students they're going to listen to a report of the Student Fashion Week. Play the recording for students to put the pictures in order.

#### Key

a – c – b – d

- 3 Ask students to read the sentences, and check meaning. Ask if they can remember any of the answers. Play the recording again for students to choose the correct answers. Check as a class then ask them to write the correct sentences in their notebooks.

#### Key

- 1 July
- 2 near the catwalk
- 3 Three
- 4 30
- 5 judges
- 6 30

## Vocabulary 2

### Compound nouns: fashion accessories

**Look!**

Ask students to read about compound nouns before they do exercise 4. Elicit more examples from students, eg: *homework*, *blackboard*, etc.

- 4 Tell students to look at the pictures and complete the compound nouns with the words in the box. Check as a class.

#### Key

- 1 earrings
- 2 hairstyle
- 3 headband
- 4 handbag
- 5 shoelaces
- 6 nail varnish

#### + EXTRA extension

Ask students to organize the compound nouns under the headings *I've got / I haven't got*. Tell them to compare with a partner.

## Pronunciation: word stress

- a 06 Play the recording for students to listen and decide if the stress is on the first or second part of the compound nouns. Ask if the word stress is the same as this for the examples they gave you earlier.

#### Key

first part

- b Play the recording again for students to listen and repeat.
- 5 Students complete the sentences with compound nouns from exercise 4. Check as a class.

#### Key

- 1 nail varnish
- 2 handbag
- 3 headband
- 4 earrings
- 5 hairstyle

- 6 **Your voice** Ask students to look around the room and write at least ten sentences about their classmates, using the compound nouns. Compare sentences as a class.

**Homework** → Workbook p8



**Aim** To read and listen to information about contemporary urban tribes. To discuss whether following fashion is a waste of money or not.




## Culture today

### Urban Tribes

#### + EXTRA warmer

**Back drawing** Put students in pairs to take turns 'drawing' the fashion accessories from the previous lesson on their partner's back, using their fingers only. Their partner has to guess the accessory.

- 1  07 Ask students if they can name any urban tribes, eg, *Goths*, *Emos*. Ask if any students consider themselves part of a tribe. Discuss what each of the tribes they have mentioned wear. Tell students to cover the texts and look at the pictures. Play the recording and ask students to match the paragraphs with the pictures. Then ask students to read the texts to check the answers. Ask if these tribes exist in their country and if so, if they have a name.

#### Key

1 c 2 b 3 a

#### Cultural note

Hoodies have probably gained a negative reputation as the clothing they wear was originally gang clothing from the US. Gang members not only gave rise to urban music like rap, hip-hop, etc., they wore baggy clothes to hide weapons more easily. In Britain, hooded sweatshirts have also been used to hide faces from CCTV cameras and are banned in some schools.

- 2 Tell students to cover the texts and try to answer the questions from memory. Then ask them to read the texts again and check or find the answers. Check as a class.

#### Key

- 1 They like pop/rock bands like Kaiser Chiefs, Franz Ferdinand and Razorlight.
- 2 They often have a long fringe to one side.
- 3 It comes from the teen movie *Mean Girls*.
- 4 Aqua's *Barbie Girl*.
- 5 They listen to hip-hop and rap.
- 6 They buy Adidas and Bench.

- 3 Students complete the sentences with information from the texts. Tell them to compare answers with a partner, and then check as a class.

#### Key

- 1 tight denim jeans, plain or striped T-shirts, studded belts, Converse sneakers, nose studs
- 2 festivals
- 3 make-up, jewellery, nail varnish and high heels
- 4 Leona Lewis and Beyoncé
- 5 hooded sweatshirts, baggy tracksuit bottoms and white trainers
- 6 anti-social young people

- 4 **Your voice** Ask students to read the question and think about their answer for a moment. Tell them to write down their opinion and two or three arguments to support their opinion. Put students in pairs to discuss the question, and then discuss as a class.



#### the BIG DEBATE: Should fashion be an important part of our lives?

If you want to develop the topic of fashion further and have a class debate, then go to Workbook p125, with worksheets in the Teacher's resource file.



#### EXTRA follow-up / homework

Ask students to write a summary of the discussion from exercise 4 and give their opinion at the end.



**Aim** To review and practise the relative pronouns *who*, *which* and *where*. To review the grammar in unit 1, working with a text about *Vanity Fair* by W. M. Thackeray.

## Grammar 2

### Relative pronouns

#### + EXTRA warmer

Draw these lines on the board: \_ \_ \_ \_ \_ /  
\_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ . Play hangman until students guess the phrase (*Vanity Fair* was written by ...). Ask them to finish the sentence by finding the author's name on the page (William Makepeace Thackeray).

- 1 Tell students to read the examples and translate them into their language. Ask if they have three different pronouns in their language too.
- 2 Ask students to match the beginnings with their endings. Check as a class.

#### Key

1 b 2 a 3 d 4 e 5 c

#### + EXTRA extension

Ask fast finishers to write three more sentences about music and fashion and 'cut' them in half for a partner to match up.

- 3 Ask students to complete the questions with the correct relative pronouns. Check as a class.

#### Key

1 who	4 where
2 who	5 which
3 which	6 where

- 4 Put students in pairs to answer the quiz questions, using their knowledge of music. Elicit the answers and find out which pair has the most correct answers.

#### Key

1 DJ	4 New York
2 MC	5 break dance
3 gansta rap	6 Puerto Rico

#### Cultural note

The term *rap* has existed in British English since the 16th century and has meant 'say' since the 18th century! The musical style originated in West Africa, and arrived in New York via jazz poetry and Jamaican Dub.

- 5 **Your voice** Ask students to complete the sentences using relative pronouns and their own ideas. Put students in pairs to compare their sentences, and then compare as a class.  
Alternatively, when students have written their sentences, put them in groups to read their sentences to each other and choose the best, the funniest, the most original, etc.

Homework → Workbook p9 and Workbook Grammar bank p99

### Unit grammar check

- 1 Ask students to read the text quickly. Elicit who or what it's about. Then ask them to choose the correct answers to complete the text.

#### Key

1 'm reading	6 where
2 which	7 which
3 who	8 often cheat
4 uses	9 think
5 goes	10 shows

#### + EXTRA extension

Ask fast finishers to look for words in the text that are similar to words in their own language and then find out if the meaning is similar or different, using dictionaries if necessary.

- 2 08 Play the recording for students to listen and check their answers to exercise 1.

Homework → Workbook p10

#### Book corner

William Makepeace Thackeray's satire *Vanity Fair* was published in 1847–1848. The title was taken from John Bunyan's *The Pilgrim's Progress*, which readers at that time were familiar with, and referred to a fair in a town called Vanity. The fair was permanent and symbolized man's love of material things.

#### + EXTRA follow-up / homework

Ask students to find out two more facts about either *Vanity Fair* or Thackeray to share with their classmates in the next lesson.



**Aim** To write an opinion of an advert after reading a model and practising the use of expressions of opinion.

## Writing dossier

### Your opinion

#### + EXTRA warmer

Play charades. Write sentences on pieces of paper, using the present simple or present continuous and clothing or accessories. Give sentences to individual students to mime for classmates to guess.

- 1 Ask students to read the text and answer the question. Elicit the answer from the class.

**Key**  
Yes.

#### 2 Language focus: giving your opinion

Ask students how to say the expressions in their language. Then tell them to look for the expressions in the text.

**Key**  
I think (that)  
It seems to me that  
I don't think that  
In my opinion,

- 3 Read the half sentences with the class. Then ask students to copy and complete them with expressions from exercise 2, so that they are true for them. Tell students to compare sentences in pairs then compare as a class.

#### + EXTRA extension

Ask fast finishers to write one sentence about adverts using each of the expressions in exercise 2. Tell them to compare with a partner, and then compare as a class.

### Writing plan

- 1 Tell students they're going to prepare to write their opinion about an advert. Ask them to find a picture advertising clothes in a magazine. Take a selection of magazines to class if necessary. Then tell students to read the questions and answer them about their advert. They will use their answers as notes in step 2.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their composition, organizing their ideas into three paragraphs as shown. Tell them to refer to the model as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their composition and use the checklist to make it even better.
- 4 Finally, ask students to write a final version of their composition for you to read, and to keep in their Dossier. Tell them to illustrate the composition with their magazine picture.

Homework → Workbook p12

#### + EXTRA follow-up / homework

Ask students to choose another advert and write a second composition, following the steps in the Writing plan.



**Aim** To listen to a recording of Ruth making a complaint in a clothes shop, then practise a similar dialogue with a partner.

## Dialogue builder

### Making a complaint



#### EXTRA warmer

To review vocabulary, choose words from this unit and play hangman.




#### EXTRA warmer

Use part of the text on page 16 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 16 to correct their work.

- 1 Tell students to look at the pictures and ask what they would do if they bought something like that by accident (Answer: Take it back to the shop). Then ask them to match the pictures with the phrases. Check as a class.

#### Key

1 d 2 b 3 a 4 c

- 2  09 Ask students to cover the dialogue builder and read the question. Check the meaning of *refund*. Play the recording for students to listen and find out why Ruth wants a refund. Then ask them to read

#### Key


The T-shirt has got a hole in it.

- 3 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the difference in intonation between the questions and answers. Then divide the class in two, with one group as the shop assistant, and one as Ruth. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the dialogue. Encourage them to do this without looking at the text.
- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they're returning one of the items in exercise 1. Monitor and help as needed.



#### EXTRA extension

Ask fast finishers to copy and translate the Useful expressions in their notebooks.

- 5 Put students in pairs to practise their dialogues, taking turns to be the shop assistant and the customer. Remind them of intonation in questions. Ask pairs to perform for the class.
- 6  10 Tell students to read the sentences, and check meaning. Then play the recording and ask students to choose the correct answers. Play twice if necessary. Check as a class.

#### Key

1 b 2 a 3 a 4 c

Homework → Workbook p13





**Aim** To review the language in unit 1 by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 1, eg, part of the text on page 14. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg, '*Indies*' are ... people ... to non-commercial, independent music, etc. Tell students to write down the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams. Students can refer to the Language guide on pages 18–19 for help if you wish.

## Materials and patterns

- 1 Tell students to match the patterns with the correct words in the box. Check as a class.

### Key

- |           |            |
|-----------|------------|
| 1 striped | 4 checked  |
| 2 plain   | 5 tartan   |
| 3 flowery | 6 tie-dyed |

## Compound nouns: fashion accessories

- 2 Ask students to write a compound noun for each definition by matching one word from each box. Check as a class.

### Key

- |             |             |
|-------------|-------------|
| 1 earrings  | 4 catwalk   |
| 2 hairstyle | 5 shoelaces |
| 3 handbag   |             |

## Present simple and present continuous

- 3 Tell students to write complete sentences from the prompts, using the present simple or present continuous as appropriate. Remind them to look for time expressions as clues.

With weaker groups, do the first sentence together on the board. Check as a class.

### Key

- 1 We're doing a test at the moment.
- 2 We do a test after every unit.
- 3 It's not / It isn't raining here today.
- 4 It hardly ever rains here.
- 5 We usually have English in this room.
- 6 I'm sitting in the classroom now.

- 4 Ask students to complete the text with the correct form of the verbs in brackets. Check as a class.

### Key

- |              |               |
|--------------|---------------|
| 1 wears      | 5 goes        |
| 2 's wearing | 6 is styling  |
| 3 's getting | 7 'm painting |
| 4 think      |               |

- 5 Tell students to write questions for the answers, using the present simple or present continuous as appropriate. Compare questions as a class.

### Key

- 1 Where do they live?
- 2 What is she wearing?
- 3 Where are they going?
- 4 What time does the film start?
- 5 How often do you have English classes?
- 6 What is he doing?

## Relative pronouns

- 6 Ask students to complete the sentences with the correct relative pronouns. Check as a class.

### Key

- |         |         |       |         |
|---------|---------|-------|---------|
| 1 who   | 2 which | 3 who | 4 where |
| 5 which | 6 where |       |         |

### + EXTRA extension

Ask fast finishers to write two more gapped sentences using relative pronouns, for a partner to complete.

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 7 Ask students if they have heard of the solar bikini. Tell them to read the text and choose the correct words. Check as a class. Ask students to close their books and write down everything they remember about the solar bikini and its inventor.

### Key

- |              |                 |
|--------------|-----------------|
| 1 contains   | 5 where         |
| 2 which      | 6 doesn't think |
| 3 who        | 7 go            |
| 4 is working | 8 like          |

Homework → Workbook pp14–15

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.



# 2

## Great Escapes

### Unit objectives

In this unit, we talk about great escapes to review the past simple, past continuous and present perfect. We also introduce verb collocations with *say*, *tell*, *make* and *take*, and look at the vocabulary of fact and fiction. In skills work, students read about a 'miraculous' crash landing, listen to a boy's survival story, write a book review and practise agreeing and disagreeing.



**Aim** To introduce the language and topic area for the unit (great escapes).



### EXTRA warmer

Write GREAT ESCAPES on the board. Ask students to make as many verbs as possible using the letters. Set a time limit of four minutes. Then set another two minutes for students to find nouns. Compare words as a class, and find out who has made the most. Write all the words on the board and allow students time to copy any new words in their notebooks.

### Lead-in

Ask students to look at the pictures and tell you what they see. Ask what the unit might be about and elicit ideas. Then tell students to look through the unit and check their ideas. Tell students that the picture on the left comes from a well-known film about a 'great escape'. Ask if anyone can guess the film. The picture is a still from *Escape from Alcatraz* (1979), which was based on the true story of three men who were the only people ever to escape from the famous Alcatraz prison near San Francisco in the US. The film starred Clint Eastwood.

### Quiz ...

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class. Find out if students have seen any films or TV series about escapes. If so, ask them to tell the class the story. Discuss as a class.

#### Key

1 b 2 c 3 b 4 a

### Cultural notes

- 1 Houdini was born in Budapest in 1824. As well as being an escapologist, he was a magician, stunt performer, actor, historian and film producer. His famous escapes include the Handcuff Challenge, the Milk Can and the Suspended Straightjacket Escape.
- 3 *The Great Escape* (1963) tells the story of the attempted mass escape of prisoners in a German POW camp during World War II. It was based on a non-fiction book by Paul Brickhill, who had been a prisoner of the camp. The film starred Steve McQueen, James Garner, Charles Bronson and several other famous actors.
- 4 Boys Like Girls is a four-piece American rock band from Massachusetts. They formed in 2005 and released their first CD Boys Like Girls in 2006.



### EXTRA follow-up / homework

Ask students to find out and write about one of the escapes referred to in the quiz.



**Aim** To introduce and practise verb collocations with *say*, *tell*, *make* and *take*.

## Vocabulary 1

### Verb collocations

#### + EXTRA warmer

Ask students to write the alphabet in English down the left-hand side of a page in their notebooks. Set a time limit of four minutes for students to write at least one action verb beginning with each letter of the alphabet. Compare verbs as a class. Find out who has thought of the most.

**Recycle** Ask students to translate the verbs into their language. Elicit which four verbs are irregular.

- 1 Tell students to look at the crimes in the box, and check meaning. Then students look at the pictures and match them with the crimes. Check as a class.

#### Key

- 1 say a prayer
- 2 take a risk
- 3 make a decision
- 4 tell a story

- 2 11 Play the recording for students to listen and repeat.

- 3 Students complete the sentences using *say*, *tell*, *make* or *take* in the correct form. Check as a class.

#### Key

- 1 make
- 2 tell
- 3 says
- 4 tells
- 5 Take
- 6 say

- 4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering.

#### + EXTRA extension

Ask students to write a short composition (50–65 words) on one of their answers to the questions in exercise 4. Use these texts to make a wall display or include them as part of a class web project.

**Homework** → Workbook p16 and Workbook Vocabulary plus p117



**Aim** To read and answer questions about an incredible plane crash.

## Reading

### Splash landing

- 5** **12** Ask students to cover the text. Tell them to listen to the recording to find out why Chesley B. Sullenberger is a hero. Then ask students to read the text and check. Check as a class.

#### Key

He avoided a plane crash by landing on the Hudson River.

- 6** Ask students to choose the best heading for each of the paragraphs of the text. Compare ideas as a class.

#### Key

1 b 2 d 3 a

- 7** Ask students to cover the text and try to match the words and definitions. Then tell them to read the text again and find or check their answers. Check as a class. Elicit how to say the words in their language.

#### Key

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

- 8** **WORDS IN CONTEXT** Ask students to find the past form of the irregular verbs in the text. Check as a class.

#### Key

said hit told thought held had made  
came spoke

- 9** Ask students to try to answer the questions from memory. Then tell them to read the text again to find or check their answers. Check as a class.

#### Key

- 1 It took off from LaGuardia airport.
- 2 The engines failed when the plane hit a flock of birds.
- 3 No, everyone was screaming.
- 4 The other choice was to crash.
- 5 They stood on the wings.
- 6 No, he didn't. He was the last to leave.

- 10** **Your voice** Tell students to look at the list of people and decide which of them played a part in avoiding a disaster. Ask them to think about whether anyone else played a part. Then put students in pairs to discuss their opinions. Compare ideas as a class.



#### Across the curriculum: Health & Safety

If you want to develop this topic further, then go to Student's Book p132, with worksheets in the Teacher's resource file.

Homework → Workbook p21



#### EXTRA follow-up / homework

Put students in pairs to write an imaginary interview between a reporter and one of the people involved in avoiding a disaster, eg: one of the cabin crew, a policeman on the river bank, etc. When they've written their interview, ask students to practise it and either perform it for the class, or record it as part of a radio programme.



**Aim** To review and practise the past simple and past continuous, and then contrast them.  
To review the pronunciation of *-ed* endings.

## Grammar 1

### Past simple and past continuous

#### + EXTRA warmer

Invite a student to the front of the class to draw or mime clues for one of the verb collocations from the previous lesson for the class to guess, eg, *make a mistake*. Repeat five or six times with different students and collocations.

- 1 Ask students to look at the table and complete the rules with past simple or past continuous. Check as a class. Elicit how to say the example sentences in their language.

#### Key

- 1 past continuous 2 past simple  
3 past continuous, past simple

- 2 Tell students to read the sentences and choose the correct words. Check as a class.

#### Key

- 1 finished 2 was reading 3 began  
4 explained 5 were coming

- 3 Ask students to read the text about Captain Sullenberger and complete it with the correct form of the verbs.

With weaker groups, do the first one together as a class.

Check as a class.

#### Key

- 1 knew 5 was resting  
2 was taking off 6 said  
3 didn't panic 7 was watching  
4 became 8 decided

#### + EXTRA follow-up

Ask fast finishers to memorize as much as they can about Captain Sullenberger then close their books and write about him in as much detail as possible. Ask them to read out their texts for their classmates to decide who remembered the most.

- 4 Ask students to look at the example then write suitable questions for the answers, using the past simple or past continuous. Compare answers as a class.

#### Key

- 1 What were you doing at nine o'clock last night?
- 2 What time did you get up?
- 3 What were you doing when the teacher arrived?
- 4 When did you come to this school?
- 5 What did you watch on TV last night?

- 5 **Your voice** Tell students to look at the questions in exercise 4 again and write true answers. Compare as a class.

#### + EXTRA extension

Put students in pairs to take turns asking and answering the questions in exercise 4. Encourage them to give as much detail as possible in their answers, and to continue the conversation by adding more questions.

### Pronunciation: [d] [t] [ɪd]

- a 13 Play the recording for students to listen and repeat the verbs.
- b 14 Ask students to try to work out which column in the table each verb should go in. Then ask them to read the rules on page 31 to check. Finally, play the recording for students to listen and check.

#### Key

[d]	[t]	[ɪd]
failed	looked	landed
smiled	crashed	waited
survived	watched	wanted
screamed	worked	visited

#### + EXTRA extension

Ask students to write sentences including the verbs in the table. Encourage them to use humour. Then ask students to exchange sentences and practise saying them. Put them in pairs to take turns reading the sentences and evaluating each other's performance.

Homework → Workbook p17

#### + EXTRA follow-up / homework

Ask students to write their partner's answers to the questions in exercise 4.



**Aim** To listen to a narrative about a fire. To introduce and practise vocabulary related to fact and fiction.

## Listening

### A narrative about a fire



#### EXTRA warmer

Write sentences on pieces of paper, using the language met in the unit so far, eg, *He was looking out the window when the plane hit the birds.* Give the sentences to individual students to mime for the class to guess. Allow volunteers to make up similar sentences to mime.

- 1 15 Tell students to read the headlines. Brainstorm words they expect to hear in the recording and write them on the board. Allow students time to copy any new words in their notebooks. Play the recording for students to choose the best headline.

**Key**  
b

- 2 Ask students to look at the pictures and try to put them in order from memory. Then play the recording again for students to check. Check as a class.

**Key**  
2 – 4 – 1 – 3

- 3 Ask students to read the sentences and try to remember if they are true or false, and to correct the false sentences. Then play the recording again for students to listen and check. Check as a class.

**Key**  
1 F – The fire started about midnight.  
2 F – Joe smashed the window.  
3 T  
4 F – It was Rachel's idea.  
5 T  
6 F – She went to hospital in an ambulance.



#### EXTRA follow-up

Ask students, working individually or in pairs, to write the story as a newspaper article to go with the headline from exercise 1.

## Vocabulary 2

### Fact and fiction

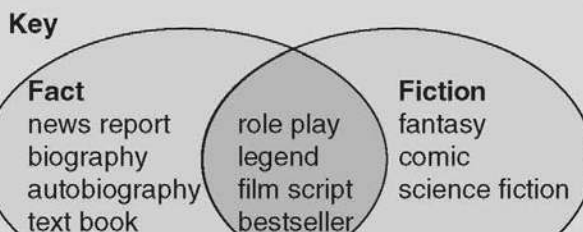
- 4 16 Play the recording and ask students to listen and repeat the words. Then ask which two items are shown in the pictures. Elicit ideas from the class.

**Key**  
text book, science fiction

- 5 Tell students to find words from exercise 4 to match with the definitions. Check as a class.

**Key**  
1 autobiography  
2 news report  
3 film script  
4 biography  
5 legend

- 6 Ask students to copy the diagram and complete it using the words from exercise 4. Compare diagrams as a class and ask a volunteer to draw the diagram on the board.



#### EXTRA extension

Ask students to write the words from exercise 4 in their order of preference, with an example of their favourite for each if possible. Ask students to compare lists in pairs, explaining their reasons.

- 7 **Your voice** Ask students to read the questions and think about their answers for a moment. Then put students in pairs to take turns asking and answering the questions.

**Homework** → Workbook p18



**Aim** To read and answer questions about an historical re-enactment of the English Civil War.  
To discuss ways of escaping reality.




## Culture today

### Escape from Reality ... into the Past



#### EXTRA warmer

Write the word MEDIEVAL in the middle of the board. Brainstorm words students associate with this and write them around the word on the board, eg: *knight, armour*. Leave this on the board for later. Answer any vocabulary queries and allow students time to copy any new words in their notebooks.

- 1  17 Ask students to cover the text, look at the picture and tell you if any of the things on the board are in the picture. Play the recording and ask students to try and choose the correct answers. Then tell students to read the text and check or find the answers. Check as a class.

#### Key

1 b 2 a

- 2 Tell students to read the text again and find the past participles. Check as a class. Elicit which one is regular and how they know.

#### Key

wanted = regular

- 3 Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

#### Key

- 1 F – They're wearing costumes based on 17th-century clothes.
- 2 F – They're re-enacting the English Civil War.
- 3 T – When I was young, my parents took me to the re-enactment of a Viking battle.
- 4 F – He met his girlfriend at the re-enactment.
- 5 T – I've learnt more about history than I ever would in a text book!



#### EXTRA follow-up

Ask fast finishers to write two more *true/false* sentences about the text for classmates to solve.



- 4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to discuss the questions. Compare ideas as a class.



#### EXTRA extension

Put students in pairs and ask them to put their answers to exercise 4, question 2 in order of preference. Students then produce an 'advice' poster recommending their top three ways of escaping reality. Ask them to illustrate their ideas with photographs or drawings, and to use decorative writing or different fonts and colours to make their posters attractive. Use the posters to make a wall display.



#### the BIG DEBATE: Should historical re-enactments be a compulsory part of education?

If you want to develop the topic of historical re-enactments further and have a class debate, then go to Workbook p126, with worksheets in the Teacher's resource file.





**Aim** To review and practise the present perfect. To review the grammar in unit 2, working with a text about *The Treasure of Monte Cristo* by Alexandre Dumas.

## Grammar 2

### Present perfect

#### + EXTRA warmer

Draw these lines on the board: \_ \_ \_ \_ / \_ \_ \_ /  
\_ \_ \_ \_ / \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ .

Play hangman until students guess the phrase (This man wrote *The Three Musketeers*). Ask them to find the man's name on the page (Alexandre Dumas).

- 1 Ask students to look at the table and answer the questions. Check as a class.

#### Key

- 1 The auxiliary is *has* not *have*.
- 2 agreed, killed, watched
- 3 No, we don't.

- 2 Tell students to read the text and complete it with the present perfect form of the verbs in brackets, referring to the irregular verb list on page 163 if necessary. Check as a class.

#### Key

- 1 has become
- 2 have joined
- 3 has been
- 4 hasn't always been
- 5 've visited
- 6 have brought

- 3 Ask students to write questions from the prompts, using the present perfect form of the verbs and *ever*, as shown in the example.

With weaker groups, do the first one together on the board.

Check as a class.

#### Key

- 1 Have you ever studied English history?
- 2 Has your teacher ever visited Britain?
- 3 Have you ever read a historical novel?
- 4 Have your friends ever given you computer games for your birthday?

## Speaking

- 4 Put students in pairs to take turns asking and answering the questions in exercise 3. Ask students to use short answers only.

#### + EXTRA extension

Allow students to extend their conversation by asking a second question when they receive the answer *Yes, I have*. However, tell them their second question must consist of only one word, eg: *When? Who? Which?* etc.

**Homework** → Workbook p19 and Workbook Grammar bank p101

## Unit grammar check

- 1 Ask students to read the text quickly. Elicit who or what it's about. Then ask them to choose the correct words to complete the text.

#### Key

- |                  |              |
|------------------|--------------|
| 1 Have you heard | 6 while      |
| 2 've read       | 7 met        |
| 3 didn't commit  | 8 've hidden |
| 4 wanted         | 9 found      |
| 5 did he escape  | 10 went      |

#### + EXTRA extension

Ask fast finishers to look for words in the text that are similar to words in their own language and then find out if the meaning is similar or different, using dictionaries if necessary.

- 2 18 Play the recording for students to listen and check their answers to exercise 1.

**Homework** → Workbook p20

#### Book corner

*The Treasure of Monte Cristo* was, along with *The Three Musketeers*, one of Alexandre Dumas' most successful novels. It was originally published in 18 instalments between 1844 and 1846. Film versions include a 1988 miniseries with Victor Avilov as Dantès and Alexei Petrenko as Abbé Faria and a 1998 television serial starring Gérard Depardieu.

#### + EXTRA follow-up / homework

Ask students to find out more about Alexandre Dumas and his life or works to share with their classmates in the next lesson.



**Aim** To write a book review after reading a model and practising word order.

## Writing dossier

### A book review

#### + EXTRA warmer

Put the class into three or four teams. Tell them to number each student in their team. Call out a number and ask the students with that number to come to the board. Call out a verb and tell the students to write the participle form on the board. The first student to do so wins a point for their team. Repeat until each student has had at least one turn.

- 1 Tell students to read the review and answer the questions. Check as a class. Ask students if they think they would enjoy the book.

#### Key

- 1 He was doing a project about escapology and illusionism.
- 2 He was an escape artist and magician.
- 3 Yes, he would.

### 2 Language focus: word order

Ask students to read the example sentences and translate them into their language. Ask if the word order is the same in their language, and discuss the differences.

- 3 Ask students to order the words and write the correct sentences in their notebooks. Check as a class.

#### Key

- 1 Tom wrote a book review.
- 2 Houdini was a very successful escapologist.
- 3 Sid Fleischman wrote this book.
- 4 It is a fascinating book.
- 5 The photos were amazing.

### Writing plan

- 1 Ask students to read the questions and find Tom's answers in the model text. Elicit answers. Then tell students they're going to prepare to write a book review. Ask them to write their own answers to the questions. Compare answers as a class.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their book review, organizing their ideas into three paragraphs as shown. Tell them to refer to the model as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their review and use the checklist to make it even better.
- 4 Finally, ask students to write a final version of their review for you to read, and to keep in their Dossier.

**Homework** → Workbook p22



**Aim** To listen to a recording of Ruth and Vera choosing a book at the library, then practise a similar dialogue with a partner.

## Dialogue builder

### Agreeing and disagreeing




#### EXTRA warmer

Use part of the text on page 26 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 26 to correct their work.

- 1 Ask students to look at the Top Five books and answer the questions. Elicit and discuss answers.

#### Key

- 1 *The Lord of the Rings*
- 2 Students' own answers.
- 3 There are films based on all the books.

- 2  19 Ask students to cover the dialogue builder and read the question. Play the recording for them to listen and find out which book Ruth chooses. Then ask them to read the dialogue builder and check their answer.

Ask students to find expressions for agreeing and disagreeing in the dialogue. Compare ideas as a class then check in the Useful expressions box.


#### Key

*The Invisible Man*

- 3 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation at the end of the questions and the phrases with *So/Neither (did) I*. Then divide the class in two, with one group as Vera, and one as Ruth. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the dialogue. Encourage them to be theatrical!

- 4 Tell students to think of their own list of 'Top Five' books. Ask them to write it down and compare with a partner. Then ask students, still in their pairs, to copy and adapt the dialogue in their notebooks, using their own Top Five lists. Tell them to include expressions for agreeing and disagreeing from the Useful expressions box. Monitor and help as needed.

- 5 Put students in pairs to practise their dialogues. Remind them to pay attention to the intonation at the end of the questions and in the expressions for agreeing and disagreeing. Ask pairs to perform for the class.

- 6  20 Tell students to read the sentences, and check meaning. Then play the recording and ask students to choose the correct answers. Play twice if necessary. Check as a class.

#### Key

- 1 b 2 b 3 c



#### EXTRA extension

Ask students to remember as much as they can of the dialogue and write it down. Then tell them to practise it with a partner. Ask pairs to perform for the class.

Homework → Workbook p23



**Aim** To review the language in unit 2 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 2, eg, part of the text on page 24. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg: *Captain Chesley B. Sullenberger clearly ... loses his calm. He ... that something was wrong ... Flight 1549 was ... off, but he ... panic*, etc. Tell students to write down the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams. Students can refer to the Language guide on pages 30–31 for help if you wish.

## Verb collocations

- 1 Tell students to make complete questions by matching the beginnings with the endings. Check as a class.

### Key

1 b 2 d 3 a 4 e 5 c

## Fact and fiction

- 2 Ask students to complete the words with the missing vowels. Check as a class.

### Key

1 text book 2 autobiography 3 science fiction 4 bestseller 5 comic 6 legends

## Past simple and past continuous

- 3 Ask students to read about *The Great Escape* and complete the text with the past simple form of the verbs in brackets. Check as a class. Elicit which verbs are irregular (*dig, catch, steal, go, win*).

### Key

1 dug 2 escaped 3 didn't survive 4 caught  
5 managed 6 stole 7 went 8 didn't win

- 4 Ask students to complete the sentences with the verbs in brackets, one of which must be in the past simple and one in the past continuous. Remind students that words like *while* and *when* are clues to the tense of the verbs. Check as a class.

### Key

1 were walking, started  
2 was doing, phoned  
3 arrived, were waiting  
4 were ... doing, heard  
5 Were ... listening, explained

## Present perfect

- 5 Tell students to complete the dialogues with the present perfect form of the verbs in the box. Check as a class.

### Key

1 – haven't seen  
– 've read  
2 – 've made  
– have ... done  
3 – Has ... given  
– 's told

- 6 Ask students to order the words to make questions. Ask them to compare in pairs then compare as a class.

### Key

1 Have you ever had an accident?  
2 Has it ever snowed in your town?  
3 Have you seen a science fiction film?  
4 Has your teacher ever lived abroad?  
5 Have you ever read a biography?

- 7 Ask students to write their answers to the questions in exercise 6 using short answers only. Compare answers as a class.

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 8 Ask students to read the text and choose the correct words. Check as a class. Then ask students to close their books and work in pairs to retell what the text says about *Chicken Run*. When they've finished, tell them to open their books again and check.

### Key

1 funniest 6 wants  
2 've ever seen 7 doesn't make  
3 which 8 haven't  
4 who 9 was trying  
5 are 10 fell

Homework → Workbook pp24–25

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

# 3

## Crossing Cultures

### Unit objectives

In this unit, we talk about cultural differences to review the present perfect with *for*, *since*, *just*, *yet* and *already*, contrast the present perfect with the past simple, and introduce the past perfect. We also look at the vocabulary of body language, and British and American English. In skills work, students read about an international summer school, listen to a phone conversation, write about their language learning experiences and prepare for an English speaking test.



**Aim** To introduce the language and topic area for the unit (national culture).



### EXTRA warmer

Set a time limit of five minutes. Ask students to write down all the cultural differences they know exist between Britain and their country, eg: most state school students wear uniforms, people drink a lot of tea, meals are earlier, etc. Compare ideas as a class.

### Lead-in

Ask students to identify the things in the picture. Elicit how the picture might be related to the title of the unit. Then tell students to look through the unit to check their ideas.

### Quiz ...

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class. Find out if students know any more gestures that change meaning depending on the country or if they know other differences between British and American English in pronunciation or vocabulary. Discuss as a class.

#### Key

1 b 2 c 3 c 4 a

### Cultural note

Generations of New Yorkers have referred to New York City as 'The Big Apple'. There are many opinions concerning the origin of this nickname, but the official New York City government explanation credits John J. Fitzgerald with introducing the nickname.

#### John J. Fitzgerald

John J. Fitzgerald wrote a horse racing column for *The Morning Telegraph* newspaper during the 1920s. While traveling in Louisiana, Fitzgerald heard workers in a New Orleans stable refer to racetracks in New York City as 'the Big Apple', meaning the most prestigious venues at which a horse could win. Fitzgerald adopted the phrase, even naming his newspaper column *Around The Big Apple*.

#### Harlem Jazz

While the term 'The Big Apple' typically applied to New York City horse racing throughout the 1920s, musicians in Harlem also adopted the phrase to identify the emerging jazz scene of the 1930s. The nickname evolved and became synonymous with the cultural success and ethnic diversity of the city's music scene.

#### Tourism

A 1971 campaign to increase tourism to New York City adopted the Big Apple as an officially recognized reference to New York City.



### EXTRA follow-up / extension

Ask students to find out and write about hand gestures in different cultures.





**Aim** To introduce and practise expressions related to body language.

## Vocabulary 1

### Body language

#### + EXTRA warmer

Give students instructions to do certain things using parts of the face and body, eg: *Open and close your eyes five times. Pull your ears gently twelve times. Cover your eyebrows with your thumbs*, etc. Then ask three or four of your quieter students to give instructions to the class. Finally, review the parts of the body mentioned.

**Recycle** Ask students to study the words and decide which ones are not part of the face.

#### Key

arms, shoulders, neck, hands

#### + EXTRA follow-up

Ask students to draw a person's head and shoulders and label the parts of the body, using the words in the box (except *arms* and *hands*).

1 Tell students to match the expressions with the pictures. Check as a class.

#### Key

- 1 laugh
- 2 kiss
- 3 smile
- 4 shrug your shoulders
- 5 nod
- 6 frown
- 7 hug
- 8 gesticulate
- 9 shake your head
- 10 wink
- 11 shake hands
- 12 hold hands

2 21 Play the recording for students to listen and repeat the expressions.

3 Ask students to complete the sentences with expressions from exercise 1. Check as a class.

#### Key

- 1 nod
- 2 shake your head
- 3 shrug your shoulders
- 4 shake hands
- 5 smile
- 6 laugh

4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering.

#### + EXTRA extension

Tell students to extend their answer to question 3 by thinking about how each of the expressions in exercise 1 is used to communicate in their country. For example, when a person laughs, does it always mean something is funny? etc. Discuss ideas as a class.

**Homework** → Workbook p26 and Workbook Vocabulary plus p118





**Aim** To read and answer questions about an international summer school.

## Reading

### Welcome to Summer School!

- 5** Ask students to look at the photo on page 35 and describe the people. Elicit ideas. Then ask them where the people are.

#### Key

They are at a summer school.

- 6** **22** Ask students to cover the text. Tell them to listen to the recording and make a list of the activities you can do at the summer school. Play the recording twice if necessary. Then ask students to read the text and check. Check as a class.

#### Key

day trips  
go for a swim  
'Hunt the Teacher'  
go-karting  
International Evening  
English/Spanish classes

- 7** Ask students to read the text again and complete the sentences with the correct names.

#### Key

<b>1</b> Carlos	<b>4</b> Iain
<b>2</b> Iain	<b>5</b> Bianca
<b>3</b> Carlos	<b>6</b> Bianca

- 8** **WORDS IN CONTEXT** Ask students to cover the text and try to complete the sentences from memory. Then tell them to check by finding the prepositions in the text. Ask them if the same prepositions are used in their language. Check as a class.

#### Key

<b>1</b> At	<b>4</b> in
<b>2</b> by	<b>5</b> for, in
<b>3</b> at	<b>6</b> on

- 9** Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

#### Key

**1** F – The only thing she misses is her mother's cooking.  
**2** F – The pool is heated.  
**3** T – They played 'Hunt the Teacher'.  
**4** T – They had an International Evening and made food from their countries.  
**5** F – He's made friends from all over the world.  
**6** F – Iain is learning Spanish.

- 10** **Your voice** Ask students to look at the timetable and imagine they're at the school. Tell them they're going to ask a partner questions about what they were doing at different times yesterday. Put students in pairs to take turns asking and answering.

Alternatively, ask students to make up the arts and crafts, IT and sports for the afternoon activities and add these to their answers. Ask students to interview three classmates to find someone who was doing the same things.



#### Across the curriculum: History

If you want to develop this topic further, then go to Student's Book p134, with worksheets in the Teacher's resource file.

**Homework** → **Workbook p31**



**Aim** To review and practise the present perfect with *for*, *since*, *just*, *yet* and *already*. To contrast the present perfect with the past simple, and talk about experiences.

## Grammar 1

### Present perfect with *for* and *since*

#### + EXTRA warmer

Invite a student to the front of the class to draw picture clues for one of the verbs from the previous lesson for the class to guess, eg, *hug*. Repeat five or six times with different students and verbs.

- 1 Ask students to look at the table and answer the questions. Discuss as a class. Check understanding by asking whether *for* or *since* is used with *his birthday*, *a lifetime*, *he was a child* and *too long*.
- 2 Tell students to read the text about Ian and complete it with *for* and *since* as appropriate. Check as a class.

#### Key

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

- 3 Ask students to write questions from the prompts with *How long* and the present perfect form of the verbs. Check as a class.

#### Key

- 1 How long have you learned English?
- 2 How long has your teacher worked here?
- 3 How long have you known your best friend?
- 4 How long have you been at this school?
- 5 How long has your best friend lived in this town?
- 6 How long have you had your mobile phone?

#### + EXTRA extension

Ask fast finishers to write prompts for two more questions for a partner to write out fully.

- 4 **Your voice** Ask students to write answers to the questions in exercise 3. Compare answers as a class. Alternatively, put students in pairs and tell them to take turns asking and answering the questions in exercise 3. Tell them to use full sentences for their answers.

### *just*, *yet* and *already*

- 5 Tell students to look at the example sentences and translate them into their language. Students then complete the four sentences with *just*, *yet* or *already*. Check as a class.

#### Key

1 yet 2 yet 3 already, just 4 just

- 6 Ask students to write sentences from the prompts, using the present perfect form of the verbs and the words in brackets. Check as a class.

#### Key

- 1 The class hasn't finished yet.
- 2 The teacher has already given us our homework.
- 3 The bell has just rung.
- 4 We haven't left the classroom yet.
- 5 The lunch break has already begun.
- 6 Have you seen the last Harry Potter film yet?

### Present perfect and past simple

- 7 Ask students to read the example sentences and match them to the rules. Elicit answers.

#### Key

1 b 2 a

- 8 Tell students to complete the sentences using the past simple and present perfect in each one. With weaker groups, identify the past time phrase in each sentence as a class before they complete the sentences.

#### Key

- |                        |                      |
|------------------------|----------------------|
| 1 've learned, started | 4 met, 've known     |
| 2 've lived, moved     | 5 saw, haven't read  |
| 3 went, hasn't visited | 6 has taught, worked |

### Speaking

- 9 Ask students to write some questions about their experiences, referring to the example to help. Put students in pairs to take turns asking and answering their questions. Encourage them to give as much detail in their answers as possible, and to continue the conversation with more questions where possible.

Homework → Workbook p27

#### + EXTRA follow-up

Ask students to write their partner's answers from exercise 9.



**Aim** To introduce and practise British and American English words. To listen to a phone conversation in British and American English.

## Vocabulary 2

### British and American English

#### + EXTRA warmer

Write sentences on pieces of paper, using the language met in the unit so far, eg, *That statue has just winked at me!* Give the sentences to individual students to mime for the class to guess. Allow volunteers to make up similar sentences to mime.

- 1 Ask students to match the British and American words, and then decide which are shown in the pictures. Check as a class.

#### Key

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

- 2 23 Play the recording for students to listen and repeat, paying attention to the American accent. Ask if they can hear (and produce!) the difference.

- 3 Tell students to read about the Skyride and complete the text with the words in the box. Check as a class.

#### Key

1 awesome	4 cabs
2 elevator	5 movie
3 downtown	6 vacation

#### + EXTRA extension

Ask students to close their books and, with a partner, write as much as they can remember about the Skyride. Students then look at the text to check.

## Listening

### A phone call

- 4 Ask students to read the email and tell you where Brad lives. Elicit the answer.

#### Key

New York (the Big Apple)

- 5 24 Play the recording for students to listen and tell you which three people they hear.

#### Key

Brad, John, John's mum

- 6 Play the recording again for students to listen and choose the correct answers. Check as a class.

#### Key

- 1 Empire State Building
- 2 *King Kong*
- 3 Yankees
- 4 soccer
- 5 the mall

#### + EXTRA follow-up

Ask students how much of the conversation they remember. Brainstorm and write it on the board. Put students in groups of three to practise the conversation, taking turns to be each character.

Homework → Workbook p28



**Aim** To read and answer questions about a British culture test. To discuss Citizenship tests.



## Culture today

### Could You Become a British Citizen?



#### EXTRA warmer

Ask students to remember as many verbs as possible related to body language. Then put students in pairs to take turns miming and guessing the verbs.

- 1 25 Tell students to cover the text, look at the pictures and tell you what the body language is expressing in each picture. Play the recording and ask students to listen and tell you the questions in the test. Then ask students to read the text and check. Find out if they know the answers to any of the questions.

#### Key

- England = St George's Day – 23rd April
- Scotland = St Andrew's Day – 30th November
- Wales = St David's Day – 1st March
- Age 16
- Yes, they do.
- London
- National Health Service

- 2 Tell students to read the text again and find words to match the definitions. Check as a class.

#### Key

- 1 citizen
- 2 customs
- 3 delighted
- 4 disappointed
- 5 refugee camp

- 3 Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

#### Key

- 1 F – It contains 24 questions.
- 2 T – It contains questions about subjects like history, politics, customs and geography.
- 3 T – He had studied really hard.
- 4 F – He's studied it since he was at school.
- 5 T – She hadn't used one much before.
- 6 F – She's only been in Britain since November.



#### EXTRA extension

Ask fast finishers to write two more *true/false* sentences about the text for classmates to solve.



- 4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. For question 3, ask students to write at least five questions, working either individually or in pairs. Then put students in pairs or small groups to discuss the questions. Compare answers as a class.

Alternatively, use the students' questions for question 3 to make a Big Culture Quiz about your country. Compile the questions and put students in small teams of three or four. Give each team a copy of the quiz and see how many questions each team can answer.



#### the BIG DEBATE: Should national borders exist?

If you want to develop the topic of immigration further and have a class debate, then go to Workbook p127, with worksheets in the Teacher's Resource File.



#### EXTRA follow-up / homework

Ask students to write a final version of their answers to questions 1 and 2 in exercise 4, under the heading *Citizenship tests*? Use the texts to make a wall display.



**Aim** To introduce and practise the past perfect, and review the pronunciation of the initial [h].  
To review the grammar in unit 3, working with a text about *Daisy Miller* by Henry James.

## Grammar 2

### Past perfect



#### EXTRA warmer

Draw these lines on the board: \_ \_ / \_ \_ / \_ \_  
\_ \_ \_ \_ / \_ \_ / \_ \_ \_ \_ \_ \_ / \_ \_ / ? / \_ \_ \_ \_ .  
Play hangman until students guess the phrase  
(*He had worked in England for ? years*). Ask  
students to find who 'He' is on the page and tell  
you the missing number (Dariusz, three).

- 1 Ask students to look at the table and answer the questions. Check as a class. Check understanding by drawing a line on the board and asking students to mark on the line which action happened first and which second in the sentence *Dariusz had bought a book before he did the test*.

bought book	did test	
		now

Practise by drawing two more lines and eliciting sentences, eg:

he fell asleep	I got home	
		now

*He had fallen asleep before I got home.*

#### Key

- 1 past participle
- 2 past simple

- 2 Tell students to read the sentences and choose the correct words. Check as a class.

#### Key

- 1 hadn't learnt
- 2 had prepared
- 3 hadn't ended
- 4 didn't have

- 3 Ask students to complete the sentences with the correct form of the verbs in brackets.

With weaker groups, point out that they need to look for the *before* in each sentence to choose the correct tense.

Check as a class.

#### Key

- 1 came
- 2 had ... used
- 3 had ... met
- 4 moved

### Pronunciation: [h]

- a 26 Play the recording for students to listen and repeat the words. Point out that if you put a hand in front of your mouth, you can hardly feel the air when you aspirate [h] correctly.
- b 27 Play the recording for students to listen and practise saying the sentence.

**Homework** → Workbook p29 and Workbook Grammar bank p103

### Unit grammar check

- 1 Ask students to read the text quickly. Elicit who or what it's about. Then ask them to choose the correct answers to complete the text.

#### Key

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



#### EXTRA extension

Ask fast finishers to look for words in the text that are similar to words in their own language and then find out if the meaning is similar or different, using dictionaries if necessary.

- 2 28 Play the recording for students to listen and check their answers to exercise 1.

**Homework** → Workbook p30

#### Book corner

Henry James was born in New York City in 1843, but he lived in England for a large part of his life. As a result of this, he often wrote about Americans coming into contact with life in Europe, as is the case in *Daisy Miller*. James chose the names of his characters carefully: Daisy is a wild flower in full bloom and in the spring of her life; Winterbourne is colder and, of course, flowers die in winter.



#### EXTRA follow-up

Ask students to find out two more facts about either *Daisy Miller* or Henry James to share with their classmates in the next lesson.





**Aim** To write about a language learning experience, after reading a model and practising time expressions with different tenses.

## Writing dossier

### A language learning experience

#### + EXTRA warmer

Put students in pairs or small groups with a sheet of paper. Ask them to write down, randomly, all the words and phrases they can that they've learned so far this academic year. Set a time limit of six minutes. Tell pairs/groups to exchange sheets of paper and put all the words in categories (students choose the categories themselves). Then tell them to hand the paper back for the first pair/group to check.

- 1 Tell students to read the text and complete it with the words in the box. Check as a class. Ask students if they think the writer enjoys learning a language.

#### Key

- 1 was
- 2 had
- 3 went
- 4 learnt
- 5 studying
- 6 like

#### 2 Language focus: tenses and time expressions

Tell students to read the sentences in the Language focus box and translate the bold time expressions into their language. Then ask students to match the sentences to the tenses. Check as a class.

#### Key

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

- 3 Ask students to copy the sentences into their notebooks and underline the time expressions. Then tell students to complete the sentences with the correct form of the verbs in brackets, and to name the tenses. Compare answers as a class.

#### Key

- 1 since – has worked (present perfect)
- 2 hardly ever – speak (present simple)
- 3 at the moment – 're using (present continuous)
- 4 three years ago – went (past simple)
- 5 before – hadn't travelled (past perfect)

## Writing plan

- 1 Tell students to look at the questions and find the answers in the model text in exercise 1. Elicit answers. Then tell students they're going to prepare notes to write about their experiences of learning English. Ask them to write their own answers to the questions. Compare answers as a class.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their text, organizing their ideas into three paragraphs as shown. Tell them to refer to the model as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their text and use the checklist to make it even better.
- 4 Finally, ask students to write a final copy of their text for you to read, and to keep in their Dossier.

Homework → Workbook p32





**Aim** To listen to a recording of Vera taking an English speaking test, then practise a similar dialogue with a partner.

## Dialogue builder

### An English speaking test



#### EXTRA warmer

Use part of the text on page 38 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 38 to correct their work.

- 1 Tell students to cover the dialogue builder (exercise 2) and to read the instructions for an English speaking test. Then ask them to write as many questions as possible that they think will be asked in part one, using the words in the box. Check as a class.
- 2 29 Ask students to keep the dialogue builder covered and to read the question. Play the recording for them to listen and find out which places in England Vera has visited and to see if they hear any of their questions from exercise 1. Play twice if necessary. Then ask them to read the dialogue builder to check.  
  
**Key**  
Brighton and Liverpool
- 3 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation at the end of the questions. Then divide the class in two, with one group as the teacher, and one as Vera. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the conversation. Encourage them to be theatrical!

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they're doing a speaking test at a language school in Britain. Tell them to think about their own answers to the questions in the dialogue builder, and to add two more questions from exercise 1 (and answer them). Monitor and help as needed.
- 5 Put students in pairs to practise their dialogues, taking turns to be the teacher asking the questions, and the student answering. Remind them to pay attention to the intonation at the end of the questions. Ask pairs to perform for the class.
- 6 30 Tell students to read the cards, and check meaning. Then play the recording for students to choose the card that Vera had. Play twice if necessary. Check as a class.

**Key**  
card A

- 7 Play the recording again for students to take notes and answer the questions on Vera's card.

**Key**

- to keep the dog she found in the street
- about a year ago
- really happy

- 8 **Your voice** Tell students to imagine they are doing part two of the test. Ask them to prepare full answers to the questions on the other card. Then put students in pairs to take turns asking and answering the questions.

**Homework** → Workbook p33



**Aim** To review the language in unit 3 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 3, eg, the text about *Daisy Miller* on page 39. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg: *Have you ... of a novel called Daisy Miller? It's ... a girl called Daisy ... travels to Europe ... the 1890s*, etc. Tell students to write the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 42–43 for help if you wish.

## Body language

- 1 Tell students to complete the sentences with the words in the box. Check as a class.

### Key

1 gesticulate 2 nod 3 wink 4 kiss  
5 shake your head 6 shake hands 7 frown  
8 laugh

## British and American English

- 2 Ask students to match the British words with their American equivalents. Check as a class.

### Key

film – movie football – soccer taxi – cab  
lift – elevator chips – fries holiday – vacation  
underground – subway

## Present perfect with *for* and *since*

- 3 Ask students to copy and complete the sentences with *for* or *since* as appropriate. Check as a class.

### Key

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

## *just, yet and already*

- 4 Ask students to put the words in order to make sentences. Check as a class.

### Key

1 I've just started this exercise.  
2 We've already studied this grammar.  
3 The teacher hasn't arrived yet.  
4 The test has just started.  
5 I haven't finished this exercise yet.  
6 We've already had lunch.

## Present perfect and past simple

- 5 Tell students to complete the questions using the present perfect or past simple of the verbs in brackets. Check as a class.

### Key

1 have you lived 4 did you go  
2 did you start 5 have you known  
3 Have you ever visited 6 did you meet

- 6 Ask students to write their answers to the questions in exercise 5. Tell students to compare answers in pairs, and then compare as a class.

## Past perfect

- 7 Ask students to complete the text with the past simple or past perfect form of the verbs in brackets. Remind them to decide which action took place first, to help choose the tense.

With weaker groups, do the first one together on the board.

Check as a class.

### Key

1 hadn't been 4 had  
2 hadn't spent 5 'd never eaten  
3 went

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 8 Ask students to read the text and choose the correct words. Check as a class. Then ask students to close their books and work in pairs to retell what the text says about Russia's English camp. When they've finished, tell them to open their books again and check.

### Key

1 Did you know 5 for  
2 where 6 's having  
3 go 7 hadn't  
4 already 8 've

**Homework** → Workbook pp34–35

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

# Revision 1

## Unit objectives

In this unit, we review language presented and practised in the first four units (Starter–3): present simple and present continuous, past simple and past continuous, present perfect, past perfect and relative pronouns. The theme of this revision unit is Ireland. Students read and listen to information about James Joyce, Bram Stoker and Saint Patrick's Day, and speak about Ireland and literature. They will also listen to and act out a sketch.



**Aim** To play a vocabulary game to review and practise vocabulary from the Starter unit and units 1–3.

## Vocabulary



### EXTRA warmer

Ask students to look through their notebooks to find five or six words they've learned so far that they like. Then ask a student to come to the board and draw one of their words for classmates to guess. When someone guesses correctly, ask another student to come and draw one of their words for the class to guess. Continue as a class with several more words, or put students into smaller groups with paper to continue playing.

### Key

- |               |               |
|---------------|---------------|
| 1 wool        | 9 eyebrows    |
| 2 handbag     | 10 wink       |
| 3 American    | 11 eyelashes  |
| 4 T-shirt     | 12 arms       |
| 5 ice cream   | 13 romance    |
| 6 sunglasses  | 14 Internet   |
| 7 shake hands | 15 newspapers |
| 8 hug         | 16 glasses    |



### EXTRA extension

With stronger groups, put students in pairs to make a similar puzzle for classmates to solve. Ask them to think of a simple question (eg, *Where is Paris?*) and to draw clues to words beginning with each letter of the question. Ask students to exchange puzzles with another pair to solve.

Explain that students have to find a word for each picture in the game. Ask them to cover the vocabulary box below the game. Then ask students to look at the picture clues in each circle and write the words as a list in their notebooks. If they don't know a word, they should leave a blank space in the list. When they've finished, tell them to look at the vocabulary box and use the words to complete any spaces in their list. Finally, ask them to take the first letter of each word and make a question (*What is she wearing?*). They can answer the question by looking at the picture in the middle of the page. Elicit and check all answers as a class.

Alternatively, if you wish, play this as a vocabulary race and put students in pairs or teams to try to compile their lists and find the question first.



**Aim** To review language introduced in units 1–3. To read about James Joyce then answer questions, and also listen to a tour guide talking about Bram Stoker. To talk about literature and Ireland. To do a project about Ireland.

## Reading

### + EXTRA warmer

Ask students to write down ten countries in Europe, their capitals and a famous writer from each one. Award points for each correct answer (maximum 30).

- 1 Ask students to read the text quickly and find three reasons why 16th June is significant in Dublin. Elicit answers from the class. Find out how many students have heard of Joyce or the novel *Ulysses*.

#### Key

It's Bloomsday, the annual celebration of the life of James Joyce.  
The novel *Ulysses* describes Bloom's life on the 16th June 1904.  
It was also the day Joyce met his wife.

- 2 Ask students to read the questions, and check meaning. Tell them to read the text again and answer the questions with complete sentences or short answers. Check and compare answers as a class.

#### Key

- 1 Poems, short stories and autobiographical novels.
- 2 It's named after the main character in *Ulysses*, Leopold Bloom.
- 3 The woman who became Joyce's wife.
- 4 No, he didn't.
- 5 He was living in Paris.
- 6 Yes, it has inspired writers.

### + EXTRA extension

Ask fast finishers to write one or two more questions about the text for a partner to answer.

## Listening

- 3 31 Ask students if they have heard of Bram Stoker and if so, what they know about him. Tell them to read the questions. See if they know any of the answers. Play the recording for students to listen and choose the correct answers. Play twice if necessary. Check as a class. Find out if anyone has read *Dracula* or seen the film. If so, ask them to tell the story.

#### Key

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

## Speaking

- 4 Ask students to read the questions, and check meaning. Set a time limit of four minutes for students to write answers. Put students in pairs to ask and answer the questions. Ask them to report back about their partner to the class.

## Project

Tell students they're going to make a poster about Ireland. Ask them to find out about two places (eg, Dublin, County Mayo), two historical figures (eg, Robert Boyle, Oscar Wilde, Jonathan Swift) and two present-day Irish people (eg, Bono, Seamus Heaney, Pierce Brosnan). Ask them to write one or two paragraphs about each item and check their work using the Language guides on pages 18–19, 30–31 and 42–43. Then tell them to write a final version of the information, copy it onto the poster and illustrate it with pictures. Use the posters to make a wall display. Alternatively, students can make a booklet or website page to display their information.



**Aim** To review and practise the present simple and continuous, the past simple and continuous, the present perfect, the past perfect and relative pronouns by completing information about Ireland.

## Grammar



### EXTRA warmer

Set a time limit of two minutes and ask students to find as many place names in Ireland as possible on page 47. Put students in pairs to compare and then find out who has the most (there are five: Dublin, Killarney, Dingle Peninsular, Cork, Brandon Bay).

## Present simple and present continuous

- 1 Tell students to read and complete the text with the present simple or present continuous form of the verbs in brackets. Check as a class.

### Key

- |                   |                 |
|-------------------|-----------------|
| 1 have            | 6 rains         |
| 2 go              | 7 isn't raining |
| 3 wear            | 8 is shining    |
| 4 are wearing     | 9 is having     |
| 5 are celebrating |                 |

## Past simple and past continuous

- 2 Ask students to read the sentences and choose the correct words. Check as a class.

### Key

- |                 |                |
|-----------------|----------------|
| 1 was visiting  | 4 met          |
| 2 met           | 5 were talking |
| 3 were chatting |                |

## Past simple and present perfect

- 3 Ask students to read the postcard quickly. Elicit where Fiona is (Killarney). Then tell students to complete the postcard with the past simple or present perfect form of the verbs in brackets. Check as a class.

### Key

- 1 arrived
- 2 spent
- 3 drove
- 4 've visited
- 5 haven't climbed
- 6 have just returned

## Past perfect

- 4 Ask students to complete the sentences with the past perfect form of the verbs in the box. Check as a class.

### Key

- |                    |                |
|--------------------|----------------|
| 1 hadn't travelled | 4 hadn't eaten |
| 2 had read         | 5 had told     |
| 3 had learnt       |                |

## Relative pronouns

- 5 Tell students that the sentences all contain facts about Ireland and Irish people. Ask students to complete the sentences with the correct relative pronouns. Check as a class.

### Key

- |         |         |
|---------|---------|
| 1 which | 4 where |
| 2 which | 5 who   |
| 3 who   |         |

## Error correction

- 6 Tell students to find and correct the error in each sentence then write the corrected sentences in their notebooks. Allow them to refer to the Language guides on pages 18–19, 30–31 and 42–43 if necessary. Check as a class.

### Key

- 1 My dad hardly ever ~~is wearing~~ jeans. *wears*
- 2 I've had these trousers since ages. *for*
- 3 I ~~wear~~ a tie-dyed T-shirt today. *'m wearing*
- 4 My best friend is a person ~~which~~ is always laughing. *who*
- 5 He's ~~been~~ to Ireland three years ago. *went*
- 6 I ~~haven't~~ read an autobiography before I read this one. *hadn't*
- 7 They ~~was~~ smiling when I took the photo. *were*
- 8 He's just ~~wink~~ at me! *winked*



### EXTRA follow-up

Give students about ten minutes to read all the information on page 47 again. Then ask them to close their books and, working with a partner, write down everything they can remember about Ireland and Irish culture. Discuss as a class.






**Aim** To read and listen to a sketch, then act it out, using it to practise language from the term.


## English sketches


- 1 Put students in groups of four or five. Aim to have at least two boys and one girl in each group.

**Note:** The alien voice can be played by Mrs Bird. When students are working in groups of four, Mr Bird and Nick can be played by the same student.

- 2 Give each group a copy of the character profiles (turn to page 182 of this Teacher's Book). Then ask students to open their Student's Books at page 48. The text in bold in the script shows words that students should stress.
- 3  32 Ask students to listen to the sketch and read the script and then, as a group, decide which of the pictures illustrate the five characters. They write the names of the characters below the pictures.

**Note:** There are eight pictures to choose from for the five characters; three pictures will not be used. (A picture is not needed for the alien voice.) Students can decide for themselves whether Special Agents Brown and Green are male or female.

- 4  32 Ask students to decide which character they want to be. They listen to the sketch and read the script again. They should complete the profile for their character (Character 1) with their own ideas about their character's personality. Once they have done this, they complete profiles for the other characters in the sketch (Characters 2–5), in any order.
- 5 Students discuss and justify their ideas within their groups, referring to their completed profiles.

- 6  32 Sitting in a circle, students read through the entire script in their groups. They should focus on pronunciation and being their chosen character. Play the audio clip again, if necessary.
- 7 Students repeat step 6, but standing up. Then they do it again, this time placing their hand on the shoulder of the character they are speaking to. As they repeat the sketch, they will memorize at least part of it.
- 8 Allocate each group an area of the classroom to rehearse their sketches, using props and moving around, until they are ready to perform.

## Optional activities

This sketch can be recorded as a radio play and uploaded onto a class website as a podcast. Alternatively, it can be videoed for students to watch.

**Stronger groups** can write an ending to the sketch. Ask students to discuss what they are going to talk about and brainstorm ideas. Write them on the board. If students need help with ideas, suggest that they write about a second visit by Special Agents Green and Brown to the Bird's house a week later. Ask students to imagine that Mr and Mrs Bird have seen more strange things happening and to think about how the scene ends. Students then write their ending, practise it and perform it to their classmates.

**Weaker groups** can write a continuation of the story, saying what happened next. The weaker groups then practise and perform the final section of the sketch to their classmates.



# 4

## What Next?

### Unit objectives

In this unit, we talk about job prospects to review *will*, *be going to* and present continuous for future, as well as gerunds and infinitives. We also look at the vocabulary of job sectors and personal qualities. In skills work, students read about options for British students at 16+, listen to an interview for a part-time job, write a formal letter and practise making arrangements on the phone.



**Aim** To introduce the language and topic area for the unit (job prospects).



### EXTRA warmer

Set a time limit of five minutes. Tell students to write down a profession beginning with each letter of the alphabet. When they've finished, ask them to choose the five professions they would most like to follow and compare with a partner. Compare ideas as a class.

### Lead-in

Ask students to look at the picture and tell you what they see. Ask what the unit might be about and elicit ideas. Then tell students to look through the unit and check their ideas.

### Quiz ...

Ask students to read the questions in the quiz, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class.

Ask if students know what the acronyms in question 1 stand for (see Cultural note).

#### Key

- 1 b
- 2 b
- 3 students' own answers
- 4 students' own answers

### Cultural notes

1 SATS = Standard Assessment Tests. These are national evaluation tests in English, maths and science taken in England by students aged 7 and 11.

GCSE = General Certificate of Secondary Education. These exams are taken in England, Wales and Northern Ireland when students are between 13 and 16, although 15–16 is the normal age. Most students take English, maths and science and many students take several more subjects (up to 12 or 13).

A-Level = Advanced Level. Students aged 16–18 in England, Wales and Northern Ireland take between one and four subjects; access to university is based on the results.



### EXTRA follow-up

Ask students to find out if there any equivalent exams in Russia. Discuss answers as a class.



**Aim** To introduce and practise vocabulary related to different job sectors. To talk about the job sectors students prefer and the options available to people of 16+ in their country.

## Vocabulary 1

### Job sectors

#### + EXTRA warmer

Put students in pairs. Tell them to look at the words in the Recycle box and take turns to mime the professions for their partner to guess.

**Recycle** See the suggestion in the Extra warmer. Then check the meaning of the jobs as a class. Set a time limit of two minutes. Ask students to write as many more jobs as they can.

- 1 33 Play the recording for students to listen and repeat. Tell students to find out the meaning of the job sectors in the box and then identify which ones are shown in the pictures.

#### Key

- 1 catering
- 2 engineering
- 3 retail
- 4 construction
- 5 health and social care
- 6 agriculture

- 2 Students complete the sentences with words from exercise 1. Check as a class.

#### Key

- 1 business
- 2 tourism
- 3 the media
- 4 catering
- 5 the performing arts
- 6 education

## Speaking

- 3 Ask students to read the reasons and write down at least six questions about the job sectors. Then ask them to think about their own opinions of each sector (especially which they like most and which least) in terms of the reasons given. Put them in pairs to take turns asking and answering.

#### + EXTRA extension

Ask students to write down their partner's answers in detail.

**Homework** → Workbook p36 and Workbook Vocabulary plus p119



**Aim** To read and answer questions about options for people of 16+.

## Reading

### 16+ Your Future ... Your Choice!

- 4 34 Ask students to look at the text on page 51 for five seconds and tell you what it's about. Tell them to cover the text and listen to the choices on the recording. Elicit which choice they would prefer and find out the most popular. Then ask students to read the text.

- 5 Ask students to read the text in more detail and find the correct names. Check as a class.

Alternatively, for extra listening practice, ask students to cover the text again. Then play the recording for students to listen and complete the sentences. Compare as a class then check by reading.

#### Key

- 1 Alison
- 2 Gary
- 3 Sam
- 4 Alison
- 5 Gary
- 6 Sam

#### Look!

Draw students' attention to the box. Ask if there are any similar words in their language and if so, whether they join them with a hyphen.

- 6 **WORDS IN CONTEXT** Ask students to read the text again and find the compound adjectives. Check as a class.

#### Key

- 1 hard-working
- 2 part-time
- 3 well-paid
- 4 full-time

- 7 Ask students to try to answer the questions from memory. Then tell them to read the text again to find or check their answers. Check as a class.

#### Key

- 1 They take three or four.
- 2 Yes, you can.
- 3 No, they study part-time.
- 4 They earn at least £80 a week.
- 5 It's £3.40 an hour.
- 6 It's a training programme with work experience.

- 8 **Your voice** Tell students to read the questions and think about their answers for a moment. Then put students in pairs to take turns asking and answering the questions. Ask students to report back to the class about their partner's answers. Alternatively, ask students to write down their answers before putting them in pairs to ask and answer.



#### Across the curriculum: Geography

If you want to develop this topic further, then go to Student's Book p136, with worksheets in the Teacher's resource file.

**Homework** → Workbook p41



**Aim** To review, contrast and practise the future tenses (*will*, *be going to* and present continuous), and practise understanding fast speech.

## Grammar 1

### *will, be going to* and present continuous for future

#### + EXTRA warmer

Put students in pairs to play hangman using the job sectors and other work-related words they've learned so far, eg: *apprenticeship*, *work experience*, *full-time*, etc.

- 1 Ask students to look at the table and complete the sentences with *will*, *be going to* or present continuous. Discuss as a class. Check understanding by asking which of the following is probably a prediction and which is a plan or intention: the football results next weekend and the clothes to wear to a party tonight.

#### Key

1 *be going to* 2 *will* 3 present continuous

- 2 Ask students to complete the dialogue with the correct form of *will* and the verbs in brackets. Check as a class.

#### Key

1 *will* (you) have 2 *won't* work 3 *'ll* get  
4 *'ll* get 5 *'ll* have 6 *'ll* become  
7 *won't* work

- 3 Ask students to write predictions about their own future using *I (don't) think I'll* and the ideas given. With weaker groups, do the first one together. Compare predictions as a class.

#### + EXTRA extension

Ask fast finishers to write ideas for two more predictions for a partner to write about.

### Pronunciation: understanding fast speech

- a 35 Play the recording for students to listen to the different pronunciation of *going to* when it's said quickly. Then play the recording again for students to listen and repeat.
- b 36 Play the recording for students to listen to the four sentences. Elicit if the sentences are normal or fast.

#### Key

1 fast 2 normal 3 fast 4 normal

- 4 Ask students to read Alison's New Year's resolutions and write sentences about them with *be going to*. Check as a class.

#### Key

She's going to study harder.  
She's going to find out about apprenticeships.  
She's going to make an appointment with the careers adviser.  
She's going to save up to buy a car.  
She's going to go to the gym.  
She isn't going to eat chocolate.

- 5 Ask students to look at Alison's resolutions again, and to decide if their resolutions would be the same. Tell them to write a sentence with *I'm (not) going to* for each resolution. Then ask students to think of and write three new resolutions of their own. Tell them to compare answers with a partner, then compare as a class.
- 6 Ask students to write questions from the prompts, using the present continuous form of the verbs. With weaker groups, do the first one together on the board. Check as a class.

#### Key

1 What time are you going home today?  
2 What are you doing this evening?  
3 Where are you going next weekend?  
4 Who is cooking your dinner this evening?  
5 When are you going on holiday?

- 7 **Your voice** Put students in pairs to take turns asking and answering the questions in exercise 6. Encourage them to give as much detail as possible and to continue the conversation with more questions where possible. With weaker groups, ask students to read the questions and write their answers, before speaking with a partner.

Homework → Workbook p37

#### + EXTRA follow-up / homework

Ask students to write their partner's answers from exercise 7.



**Aim** To introduce and practise words and expressions related to personal qualities. To listen to a job interview.

## Vocabulary 2

### Personal qualities



#### EXTRA warmer

Ask students to write down three adjectives to describe themselves (two positive and one negative). Then put students in pairs to take turns miming their adjectives for their partner to guess.

- 1 Ask students to check the meaning of the words and expressions in bold then match them with the descriptions a–j.

#### Key

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

- 2 37 Play the recording for students to listen and repeat.

- 3 Ask students to look at the job vacancies. Elicit the three jobs. Brainstorm which of the qualities in exercise 1 each job would require.

#### Key

1 games tester  
2 TV presenter  
3 waiter/waitress

- 4 Tell students to look at the three people and their speech bubbles. Then ask them to read the job vacancies again and decide which person suits each job. Tell them to write their reasons, using words and expressions from exercise 1. Tell them to compare with a partner, then compare as a class.

## Listening

### A job interview

- 5 38 Play the recording. Elicit which of the three jobs the interview is for.

#### Key

waiter/waitress

- 6 38 Play the recording again for students to listen and complete the application form.

#### Key

1 Louise  
2 CB6 7KL  
3 675432  
4 16  
5 ten  
6 Thursday  
7 Saturdays  
8 waitress

- 7 Ask students to try to answer the questions from memory. Then play the recording again for students to find or check their answers. Check as a class.

#### Key

1 She's going to stay on at school and do her A-Levels.  
2 Yes, she thinks she will.  
3 For about six months.  
4 She's just moved house and it's a bit far now.  
5 She likes working as part of a team.



#### EXTRA follow-up

Ask students to copy and complete the application form with their own details. Put the application forms on the wall for the class to read and choose the best three candidates. Discuss as a class.

Homework → Workbook p38



**Aim** To read and do a quiz about personality types and attitudes to work. To discuss the advantages and disadvantages of work experience.




## Culture today

### Which Way Next?



#### EXTRA warmer

Ask students to try and write all ten words and expressions for describing personality introduced in the previous lesson. See who can remember the most. Then ask students to choose seven of the words/expressions, write them randomly on paper and illustrate them. Use their pictures as a wall display.

- 1  39 Tell students they're going to read and listen to a text about doing work experience and then do a quiz to find out what kind of work experience they would be suited to. Play the recording for students to listen and read the text and quiz.

Ask students to read through the quiz quickly again, and check meaning. Then allow students about ten minutes to read the questions again carefully and choose their answers. When they've finished, ask them to read the paragraph at the bottom of the quiz that corresponds to their answers and decide if they agree with it.

- 2 Put students in pairs to compare their results in the quiz. Find out if anyone is surprised by their partner's answers. Discuss as a class.  
Alternatively, put students in pairs to take turns asking and answering the questions. Students report back to the class about their partner.

3

#### Your voice

Tell students to think about the question and make a list of advantages and disadvantages of work experience. Set a time limit of four minutes for this. Then put students in pairs to compare and add to their lists. Put pairs together to form groups of four. Ask them to compare and expand on their lists. Discuss ideas as a class and find out which group has the most ideas.



#### the BIG DEBATE: Should everyone take a gap year before starting university?

If you want to develop the topic of taking a gap year further and have a class debate, then go to Workbook p128, with worksheets in the Teacher's resource file.



#### EXTRA follow-up / homework

Ask students to make a poster using their lists of advantages or disadvantages from exercise 3, and to give it the title *We're for work experience* or *No to work experience*, accordingly. Use the posters to make a wall display.



#### EXTRA follow-up

Ask students to write an essay of 80 words, giving their opinion of work experience. Tell them to use their lists of advantages and disadvantages as notes to help.





**Aim** To introduce, review and practise gerunds and infinitives. To review the grammar in unit 4, working with a dialogue about *Pride and Prejudice* by Jane Austen.

## Grammar 2

### Gerunds and infinitives



#### EXTRA warmer

Draw these lines on the board: \_ \_ \_ \_ / \_ \_ /  
\_ \_ \_ / \_ \_ / \_ \_ \_ / \_ \_ \_ / \_ \_ \_ ?  
Play hangman until students guess the question  
(*What's it easy to do when you're famous?*) Ask  
them to find the answer to the question on the  
page (*get rich*).

- 1 Ask students to translate examples 1–6. Elicit if the red words are gerunds or infinitives in their language.
- 2 Ask students to complete the sentences with the gerund or infinitive of the verbs in brackets, referring to the rules in exercise 1 to help. Check as a class.

#### Key

- 1 to do
- 2 working
- 3 to find
- 4 answering
- 5 working
- 6 to get



#### EXTRA follow-up

Put students in pairs. Ask them to close one of their books and to take turns testing each other, reading out the rules in exercise 1 and saying whether to use a gerund or infinitive.

- 3 **Your voice** Students complete the sentences with gerunds or infinitives so that they are true for them. With weaker groups, do the first sentence together on the board.

Put students in pairs to compare sentences, and then compare as a class.

**Homework** → Workbook p39 and Workbook Grammar bank p105

## Unit grammar check

- 1 Ask students to read the dialogue quickly. Elicit who or what Ann and Kath are talking about. Then ask them to choose the correct answers to complete the dialogue.

#### Key

- |                    |           |
|--------------------|-----------|
| 1 are you studying | 6 marry   |
| 2 reading          | 7 to be   |
| 3 to understand    | 8 to find |
| 4 to watch         | 9 to find |
| 5 'll help         | 10 won't  |

- 2 40 Play the recording for students to listen and check their answers to exercise 1. Check as a class.

**Homework** → Workbook p40

#### Book corner

Jane Austen published *Pride and Prejudice* in 1813. It was immediately popular and has remained so ever since. In 2003, it was voted Britain's second favourite book, after *The Lord of the Rings*. It also provided inspiration for some of the characters in *Bridget Jones's Diary*, as the BBC TV series was on while Helen Fielding created *Bridget*. Colin Firth played the characters called Darcy in both.



#### EXTRA follow-up / homework

Ask students to find out two more facts about either *Pride and Prejudice* or Jane Austen to share with their classmates in the next lesson.



**Aim** To write a formal job application, after reading a model and practising how to lay out formal letters.

## Writing dossier

### A formal letter

#### + EXTRA warmer

Put students in pairs or small groups with two sheets of paper, each folded into 16 equal squares. Tell them to write a word/phrase they've learned this academic year on each square (32 words/phrases in total). Then tell them to cut the pieces of paper to make 32 word cards. Use these to play *Define it*. Students take turns to take a word card and define the word for their partner(s) to guess. The student who gets most right wins.

- 1 Tell students to read the job advert and letter, and to answer the questions. Elicit answers.

#### Key

Because he hopes to do a degree in Tourism.  
Because he has experience as a tour guide; he speaks French and German; he is hard-working and reliable; he enjoys working with people.

#### 2 Language focus: organization of formal letters

Ask students to look at the Language focus box and answer the questions. Check as a class.

#### Key

- 1 To the left of the page.
- 2 Dear Sir/Madam
- 3 Yours sincerely, then sign the letter and write your full name.

- 3 Ask students to match the parts of the formal letter phrases. Check as a class. Then elicit how to say the phrases in their language.

#### Key

1 c 2 e 3 a 4 b 5 d

#### + EXTRA extension

Elicit alternative continuations (suitable for formal letters) for the first parts of the phrases and write them on the board. Discuss as a class. Examples: *I hope to be able to study Chinese at university. I enjoy working outdoors.*

### Writing plan

- 1 Ask students to read the questions and find the answers in the model text. Elicit answers. Then tell students they are going to prepare a letter to apply for a job at Music Mania. Ask them to write their own answers to the questions, referring to the advert. Compare answers as a class.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their letter, organizing their ideas into three paragraphs as shown. Tell them to refer to the model as a guide.
- 3 Tell students to read the items in the checklist, and check meaning. Then tell them to read through their letter and use the checklist to make it even better.
- 4 Finally, ask students to write the final version of their letter for you to read, and to keep in their Dossier.

Homework → Workbook p42

#### + EXTRA follow-up / homework

Ask students to make up a job advert for people of their own age. Put the adverts on the wall for the class to read and choose one. Students then write a second letter of application for the job they've chosen.



**Aim** To listen to a recording of someone calling Liam to invite him for an interview, then practise a similar dialogue with a partner.

## Dialogue builder

### Arranging an interview




#### EXTRA warmer

Use part of the text on page 51 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 51 to correct their work.

- 1 Ask students to look at the part of Liam's CV and answer the question. Elicit the answer.

#### Key

Yes, he can.

- 2  41 Ask students to cover the dialogue builder and read the question. Play the recording for them to listen and find out when the interview is. Play twice if necessary. Then ask them to read the dialogue builder and check their answer.

#### Key

It's at nine thirty on Saturday morning.

- 3 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation at the end of the questions. Then divide the class in two, with one group as Sam, and one as Liam. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the conversation. Encourage them to be theatrical!

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they are offered an interview for the job at Music Mania (page 56).



#### EXTRA extension


Ask fast finishers to translate the Useful expressions into their language.

- 5 Put students in pairs to practise their dialogues, taking turns to be the caller and themselves. Remind them to pay attention to the intonation at the end of the questions. Ask pairs to perform for the class.



#### EXTRA follow-up

Ask students to change partners two or three times, so that each student 'calls' three or four people. When they've finished, ask them to choose the best person for the job.

- 6  42 Tell students they're going to listen to another telephone conversation. Play the recording for students to listen and answer the questions. Check as a class.

#### Key

- 1 No, he doesn't.
- 2 To change the time of the interview.
- 3 It's on Monday afternoon.
- 4 It's at the information centre.

Homework → Workbook p43



**Aim** To review the language in unit 4 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 4, eg, the paragraphs giving the quiz results on page 54. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg: *You're ... for the bright lights! How ... a ... in the media or ... arts? etc.* Tell students to write the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 58–59 for help if you wish.

## Job sectors

- 1 Tell students to complete the words then use them to complete the sentences. Check as a class.

### Key

- |                |                |
|----------------|----------------|
| 1 agriculture  | a the media    |
| 2 the media    | b agriculture  |
| 3 retail       | c catering     |
| 4 construction | d retail       |
| 5 catering     | e construction |
| 6 tourism      | f tourism      |

## Personal qualities

- 2 Ask students to complete the sentences with the words in the box. Check as a class.

### Key

- |            |               |
|------------|---------------|
| 1 reliable | 4 Ambitious   |
| 2 fit      | 5 punctual    |
| 3 Outgoing | 6 experienced |

## Future tenses

- 3 Ask students to look at the information and write predictions about William using *will* or *won't*, as appropriate. Check sentences as a class.

### Key

- |                       |                     |
|-----------------------|---------------------|
| He'll get married.    | He'll be happy.     |
| He won't have kids.   | He'll buy a house.  |
| He won't live abroad. | He won't be famous. |
| He won't get rich.    |                     |

- 4 Ask students to write questions from the prompts, using the correct form of *be going to*. Check as a class. Then tell them to write true short answers to the questions. Compare as a class.

### Key

- 1 Are you going to do your homework tonight?
- 2 Are your parents going to move house next year?
- 3 Are you going to cook dinner this evening?
- 4 Is it going to rain this afternoon?
- 5 Are you going to walk to school tomorrow?
- 6 Is your teacher going to correct this test?

- 5 Tell students to read and complete the dialogue using the correct form of the present continuous for future. Check as a class.

### Key

- |                 |                   |
|-----------------|-------------------|
| 1 are you doing | 5 Is Sarah coming |
| 2 'm meeting    | 6 're celebrating |
| 3 're having    | 7 Are they having |
| 4 're going     | 8 're having      |

## Gerunds and infinitives

- 6 Students complete the text with the gerund or infinitive form of the verbs in brackets. Check as a class.

### Key

- |           |          |           |
|-----------|----------|-----------|
| 1 to be   | 3 making | 5 to open |
| 2 cooking | 4 baking | 6 to be   |

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 7 Ask students to read the text and choose the correct answers. Check as a class. Then ask students to close their books and work in pairs to retell what the text says about Chris Skaife's job. When they've finished, tell them to open their books again and check.

### Key

- |           |             |
|-----------|-------------|
| 1 looks   | 6 to stay   |
| 2 's      | 7 'm        |
| 3 since   | 8 be        |
| 4 loves   | 9 There are |
| 5 getting | 10 says     |

Homework → Workbook pp44–45

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

# 5

## Our Changing World

### Unit objectives

In this unit, we talk about world issues to review the first, second and third conditionals, and practise intonation in conditional sentences. We also look at vocabulary related to 21st century issues and the environment. In skills work, students read about a potential disaster in London, listen to a presentation about oil, write a *for* and *against* essay and practise apologizing.



**Aim** To introduce the language and topic area for the unit (world issues).



### EXTRA warmer

Set a time limit of five minutes. Ask students to make as many words as possible using the letters in the title of the unit (*Our Changing World*). Compare words as a class, and find out who has made the most, the longest, etc. Write all the words on the board and allow students time to copy any new words in their notebooks.

### Lead-in

Ask students to look at the pictures and tell you what they see. Elicit how the pictures might be related to the title of the unit. Then tell students to look through the unit and find any topics which are related to 'our changing world'. Compare ideas as a class.

### Quiz ...

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class.

Ask if students know a) how CO<sub>2</sub> causes the earth's temperature to increase b) who invented the term robot and what it means c) where and why Dolly was cloned. Put students in small groups to discuss the answers and look them up.

Alternatively, divide the class into three teams. Give each team one of the questions above. Tell them to find out the true answer, write it down and make up two false answers. Teams then read their three answers to the class, or write them on an illustrated poster, for classmates to guess the true answer.

### Key

1 b 2 b 3 c 4 b

### Cultural notes

**2** CO<sub>2</sub> is a greenhouse gas which stays in the earth's atmosphere, trapping the heat from the earth's surface. This heat is then reflected back down to the surface.

**3** Czech writer Karel Čapek introduced the term *robot* (and *robotnik*) in 1921 in a play about a factory that makes artificial people. The word comes from the word for 'work', 'labour' in Slav languages, and Karel's brother Josef had suggested it.

**4** Dolly was cloned in Edinburgh, Scotland, in 1996 and lived for six years. She was the first animal to be cloned from adult animal cells, and her success story gives hope for the preservation of endangered species, although the process is still not perfect.





**Aim** To introduce and practise vocabulary related to 21st century issues.

## Vocabulary 1

### 21st century issues

#### + EXTRA warmer

Put students in pairs to brainstorm words related to weather. Set a time limit of three minutes. When they've finished, ask them to exchange lists with another pair and categorize the words under the headings *Normal weather*, *Extreme weather*, *Good weather*, *Bad weather*. Tell them that words can go in more than one category. Compare lists as a class.

**Recycle** Ask students to look at the world problems. Tell them to imagine they are President of the UN and to put them in order of priority. Compare as a class. Then ask students to find the two noun suffixes. Elicit answers.

**Key**  
-ism, -tion

- 1 43 Tell students to check the meaning of the words in the box then match them with the pictures. Check as a class. Play the recording for students to listen and repeat the words.

**Key**  
1 oil  
2 global warming  
3 solar power  
4 cloning  
5 GM food  
6 flood  
7 gas  
8 wind power

- 2 Ask students to match words from exercise 1 with the definitions. Check as a class.

**Key**  
1 oil  
2 cloning  
3 gas  
4 global warming

#### + EXTRA extension

Ask students to write definitions for the remaining words for a partner to match.

- 3 Ask students to copy and complete the table with the words from exercise 1. Check as a class.

Key	
fossil fuels	renewable energy
oil, gas	solar power, wind power
genetic engineering	climate change
cloning, GM food	flood, global warming

- 4 **Your voice** Tell students to read the questions, think about their answers and write them down. Put students in pairs to take turns asking and answering the questions. Ask students to report back to the class about their partner's answers.

**Homework** → Workbook p46 and Workbook Vocabulary plus p120





**Aim** To read and answer questions about the fact and fiction of floods in London.


## Reading

### Flood! Fiction or Prediction?

- 5** Ask students to look at the pictures on page 63 and guess which one is real. Elicit what they can see in the other picture (London under water after a tidal wave).

#### Key

Picture 1 is real.

- 6**  Ask students to read the words in the box and predict which gap each word goes in. Then play the recording for them to listen and check their guesses. Finally, ask them to read the text, check their answers and complete any remaining gaps. Check as a class.

#### Key

- 1 global warming
- 2 tidal wave
- 3 landmarks
- 4 floods
- 5 homeless

- 7 WORDS IN CONTEXT** Ask students to read the text again and match the parts of the sentences. Elicit answers then tell students to translate the expressions into their language. Compare as a class.

#### Key

- 1 b 2 c 3 a

- 8** Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

#### Key

- 1 F – Rob ... has just returned from his holiday.
- 2 T – a hurricane ... caused a giant tidal wave.
- 3 F – The Thames Barrier protects London.
- 4 T – Many places along the British coast will be in real danger ...
- 5 F – While ... were making Flood, Hurricane Katrina destroyed ...
- 6 T – Floods devastated many parts of the country in 2007.



#### EXTRA extension

Ask students to correct the false sentences, working from memory. Then check how many students got them correct.



- 9 Your voice** Tell students to read the questions and think about their answers for a moment. Then put students in pairs to take turns asking and answering.

With weaker groups, ask students to read the questions and write their answers, before speaking with a partner.

Ask students to report back to the class about their partner's answers.



#### Across the curriculum: Science

If you want to develop this topic further, then go to Student's Book p138, with worksheets in the Teacher's resource file.

Homework → Workbook p51



#### EXTRA follow-up / homework

Ask students to write their partner's answers to the questions in exercise 9 in detail, and to compare or contrast them with their own.



**Aim** To review, contrast and practise first and second conditionals. To practise intonation in conditional sentences.

## Grammar 1

### First and second conditionals

#### + EXTRA warmer

Write the following anagrams on the board and ask students to solve them: ODOLFS GDRUOTH DILTA VAEW SSEAIDE. Elicit which is the odd-one-out and why. (The anagrams are: *floods, drought, tidal wave, disease*. *Disease* is the odd-one-out as it isn't directly related to water or the climate.)

- 1 Ask students to look at the table and answer the question. Elicit the answer. Check understanding by asking which of these situations is most likely to be expressed in the first conditional: a) become a famous explorer b) win Mr Universe c) go to a party at the weekend d) have a Harley-Davidson (Answer: c).

**Key**  
a

- 2 Students complete the sentences with the correct form of the verbs in brackets, referring to the information in a) in the table in exercise 1. Check as a class.

**Key**  
1 will suffer                      4 will die  
2 continues                      5 won't survive  
3 don't do

- 3 Students complete the sentences with the correct form of the verbs in the box, referring to the information in b) in the table in exercise 1. Check as a class.

**Key**  
1 gave                      4 had  
2 built                      5 would live  
3 would be

#### + EXTRA extension

Ask students to write two gapped sentences with verbs in brackets for a partner to complete with the second conditional. Remind them to think of hypothetical situations.

- 4 Ask students to read the sentences and choose the correct words. Check as a class.

**Key**  
1 found                      4 will get  
2 didn't                      5 would  
3 'll need

- 5 Tell students to complete the questions with the correct conditional form.

With weaker groups, do the first one together on the board.

Check as a class.

**Key**  
1 would you go                      4 would your parents say  
2 will you buy                      5 doesn't give  
3 won

- 6 **Your voice** Put students in pairs to take turns asking and answering the questions in exercise 5. Encourage them to give as much detail as possible.

With weaker groups, ask students to write their answers to the questions before speaking with a partner.

Ask students to report back to the class about their partner.

### Pronunciation: intonation

- a 45 Play the recording for students to listen and tell you if the intonation goes up at the end of the *if* clause or the consequence clause. Elicit the answer.

**Key**  
It goes up in the *if* clause.

- b Play the recording again for students to listen and repeat. For extra practice, put students in pairs to take turns reading the sentences in exercises 4 and 5 to each other and listening to check that the intonation is correct.

Homework → Workbook p47

#### + EXTRA follow-up / homework

Ask students to write their partner's answers from exercise 6.



**Aim** To introduce and practise verbs and nouns related to the environment. To listen to a presentation about oil.

## Vocabulary 2

### The environment: verbs and nouns

#### + EXTRA warmer

Play charades. Write sentences on pieces of paper, using the first or second conditional, eg: *If the phone rings, I won't answer it. If I had more money, I'd buy new trainers*, etc. Give sentences to individual students to mime for classmates to guess. Then put students in pairs to take turns thinking of and miming more sentences.

- 1 Ask students to find the verbs in paragraphs 1–4, and then translate them into their language. Then play the recording for students to listen and check.
- 2 46 Ask students to match the verbs from exercise 1 with the nouns, and copy and complete the table. Then play the recording for students to listen and check.

Key verb	noun
pollute	pollution
recycle	recycling
waste	waste
damage	damage
destroy	destruction
improve	improvement
survive	survival
demonstrate	demonstration
develop	development
protect	protection

#### Look!

Ask students to read the information about noun suffixes before they do exercise 3.

- 3 Tell students to look at the nouns in exercise 2 and answer the question. Elicit the answer.

**Key**  
seven: demonstration, destruction, pollution, protection, improvement, recycling, development

#### + EXTRA extension

Put students in pairs to brainstorm more nouns with the three suffixes. Set a time limit of four minutes then see which pair has the longest list.

## Speaking

- 4 Ask students to read the questions and write their answers. Then put students in pairs to take turns asking and answering the questions. Ask individual students to report back to the class about their partner's answers.

#### + EXTRA extension

Students write their partner's answers to the questions in detail.

Homework → Workbook p48

## Listening

### A presentation about oil

- 5 47 Tell students they're going to listen to a presentation about oil. Ask them to read the topics, and check meaning. Then play the recording for students to put the topics in order. Check as a class.

#### Key

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

- 6 47 Ask students to try to guess the correct answers from memory. Then play the recording again for them to check.

#### Key

- 1 a 2 b 3 c 4 a



**Aim** To read and listen to a text about vegetarianism and food issues. To talk about food-related issues.



## Culture today

### 'You Are What You Eat!'



#### EXTRA warmer

Set a time limit of three minutes. Ask students to list as many things as possible that a vegetarian can eat or drink. When they've finished, ask them to decide which of the things on their list a vegan wouldn't eat. Tell students to read the information box about vegetarians in Britain and check their lists. Compare lists as a class.

- 1 48 Ask students to read the three paragraphs quickly and match them with three of the headings. Set a time limit of one minute if you wish. Elicit answers then play the recording for students to listen and check.

#### Key

1 b 2 d 3 a

- 2 Ask students to read the text again and find words to match the definitions. Check as a class.

#### Key

- 1 cattle
- 2 the sell-by date
- 3 a landfill site
- 4 crops

- 3 Ask students to read the sentences and try to remember if they are true or false. Tell them to compare with a partner and then read the text again to check and find evidence for their answers. Check as a class.

#### Key

- 1 F – Because eating burgers contributes to global warming.
- 2 T – ... *they're destroying rainforests to use the space for cattle.*
- 3 T – *We do this for environmental reasons.*
- 4 T – Some of the crops are easier to grow in areas where there are droughts.



- 4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering the questions. Discuss answers as a class.



#### the BIG DEBATE: Should supermarkets give away the food they don't sell?

If you want to develop the topic of freeganism further and have a class debate, then go to Workbook p129, with worksheets in the Teacher's Resource File.



#### EXTRA follow-up / homework

Ask students to write their partner's answers to the questions in exercise 4 in detail.



#### EXTRA follow-up / homework

Ask students to write a summary of the class discussion from exercise 4 and give their opinion at the end.



#### EXTRA follow-up / homework

Ask students to research vegetarian diets, freeganism and GM food, then write down as many advantages and disadvantages of each as possible. Choose one of questions 1–3 in exercise 4, and use it as the basis for a class debate.



**Aim** To introduce and practise the third conditional. To review the grammar in unit 5, working with a text about *I, Robot* by Isaac Asimov.

## Grammar 2

### Third conditional



#### EXTRA warmer

Draw these lines on the board: \_ \_ \_ / \_ \_ \_ /  
\_ \_ / / \_ \_ \_ \_ \_ \_ \_ / \_ \_ / \_ \_ \_ \_ \_  
\_ \_ \_ \_ \_ . Play hangman until students guess the sentence (*The book is a collection of short stories*). Ask them to find the sentence on the page and tell you what word is missing (*nine*).

- 1 Tell students to read the information and translate the examples. Ask if the tenses used are the same in their language. Discuss as a class. Check meaning by eliciting imaginary alternative outcomes of the following situation: *The goalkeeper had a car crash. He changed profession and became a millionaire singer. (If he hadn't had a car crash ...)*
- 2 Ask students to find the sentences in the text on page 66 and complete them with the missing verbs. Elicit who the three people are (1 Ellie 2 Jane 3 Lenny).

#### Key

- 1 hadn't read
- 2 would have become
- 3 hadn't taken

- 3 Tell students to refer to the examples in exercise 1 to help them complete the sentences with the correct form of the verbs.  
With weaker groups, do the first sentence together on the board.  
Ask students to compare sentences with a partner, and then check as a class.

#### Key

- 1 'd known
- 2 would have helped
- 3 hadn't polluted
- 4 hadn't read
- 5 wouldn't have survived
- 6 would they have used

- 4 **Your voice** Tell students to complete the sentences with their own ideas. Then put students in small groups of three or four to read out their sentences and choose the best, the funniest, the most imaginative, etc. Compare sentences as a class.

**Homework** → Workbook p49 and Workbook Grammar bank p107

### Unit grammar check

- 1 Ask students to read the text quickly. Elicit who or what it's about. Then ask them to complete the text with the correct conditional form (first, second or third) of the verbs in brackets.

#### Key

- |                |               |
|----------------|---------------|
| 1 hadn't seen  | 5 saw         |
| 2 will like    | 6 will happen |
| 3 spends       | 7 read        |
| 4 would forget |               |

- 2 49 Play the recording for students to listen and check their answers to exercise 1. Check as a class.

**Homework** → Workbook p50

#### Book corner

Isaac Asimov published the collection *I, Robot* in 1950, after publishing each story in a magazine between 1940 and 1950. His famous 'Three Laws of Robotics' changed the sci-fi genre forever and appeared for the first time (as did the word *robotics*) in this work. The Laws are:

- 1 A robot may not injure a human being or allow a human being to come to harm.
- 2 A robot must obey orders given by human beings, except if such orders conflict with the First Law.
- 3 A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.



#### EXTRA follow-up / homework

Ask students to find out two more facts about either *I, Robot* or Isaac Asimov to share with their classmates in the next lesson.





**Aim** To write a *for* and *against* essay, after reading a model and practising linkers of contrast and addition.

## Writing dossier

### A *for* and *against* essay

#### + EXTRA warmer

Tell students to write down 30 words or phrases related to 21st century issues. The first student to finish should call out *Gold*, and the rest of the class stop. Compare words as a class. Write all the words on the board and allow students time to copy any new words in their notebooks.

- 1 Tell students to read the essay and identify which paragraph gives the *for* argument and which gives the *against*. Elicit answers. Then ask students to cover the essay and tell you what the arguments are.

#### Key

for = paragraph 2  
against = paragraph 3

#### 2 Language focus: linkers of contrast and addition

Ask students to study the examples in the Language focus box and answer the first question. Elicit answers then ask them to translate the linkers in bold into their language.

#### Key

contrast – However, on the other hand  
addition – also, Moreover

- 3 Ask students to read the sentences and choose the correct words. Check as a class.

#### Key

- 1 on the other hand
- 2 However
- 3 also
- 4 Moreover

#### + EXTRA extension

Ask students to write sentences using the words they rejected in exercise 3 and following this model:

- 1 *Scientists have never made a human clone.*  
*They (have) also (never) ...*
- 2 *Human cloning is illegal. Moreover, ...*
- 3 *Identical twins have got the same DNA.*  
*However, ...*
- 4 *The cloning of animals can prevent disease.*  
*However, ...*

## Writing plan

- 1 Tell students they're going to prepare a *for* and *against* essay about GM food. Ask them to read the ideas and decide if they are *for* or *against*. Tell them to copy and complete the table. Check as a class.
- 2 Ask students to use their answers to step 1 to help them write a first version of their essay, organizing their ideas into four paragraphs as shown. Tell them to refer to the model essay as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their essay and use the checklist to make it even better.
- 4 Finally, ask students to write a final version of their essay for you to read, and to keep in their Dossier.

Homework → Workbook p52

#### + EXTRA follow-up / homework

Ask students to write another *for* and *against* essay based on question 2 or 3 in exercise 4 on page 66. Tell them to use the list of advantages and disadvantages (from the Extra follow-up / homework in the last lesson) to help, if appropriate, and to follow the four steps described in this lesson.





**Aim** To listen to a recording of Ruth apologizing to Liam, then practise a similar dialogue with a partner.


## Dialogue builder

### Apologizing



#### EXTRA warmer

Use part of the text on page 63 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 63 to correct their work.

- 1 Ask students to look at the calendar and use it to make questions with the words in the box. Put students in pairs to take turns asking and answering their questions. If you wish to play a memory game, tell students to close their books and answer the questions.
- 2  Ask students to cover the dialogue builder and read the question. Play the recording for them to listen and find out if Liam goes with Ruth and Vera. Play twice if necessary. Then ask them to read the dialogue builder and check their answer. Ask them if Liam really doesn't mind or if he's just being polite (the intonation is a clue).

#### Key

No, he doesn't.

- 3 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation. Then divide the class in two, with one group as Liam, and one as Ruth. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the dialogue. Encourage them to be theatrical!

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they're in the situation described. Monitor and help as needed.



#### EXTRA extension


Ask fast finishers to translate the Useful expressions into their language.

- 5 Put students in pairs to practise their dialogues, taking turns to be the person apologizing and the sister. Remind them to pay attention to the intonation. Ask pairs to perform for the class.



#### EXTRA follow-up

Ask students to perform their dialogue twice: firstly, imagining that the sister doesn't mind; secondly, imagining that she's angry but being polite. Tell them to experiment with intonation.

- 6  Tell students to read the sentences, and check meaning. Then play the recording and ask students to decide if the sentences are true or false. Play twice if necessary. Check as a class.

#### Key

1 F 2 T 3 F 4 T

Homework → Workbook p53



**Aim** To review the language in unit 5 and earlier by completing simple language exercises.

## Progress check



### EXTRA warmer

Choose a short text from unit 5, eg, part of the model essay on page 68. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg: *Some people ... that if we ... animals, they ... get diseases like 'mad cow disease', etc.* Tell students to write the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 70–71 for help if you wish.

## 21st century issues

- 1 Tell students to complete the words with vowels and then match them to the correct definitions. Check as a class.

### Key

- |               |             |
|---------------|-------------|
| 1 solar power | 3 gas       |
| 2 cloning     | 4 flood     |
| 1 b           | 2 c 3 d 4 a |

## The environment: verbs and nouns

- 2 Ask students to complete the table with verbs or nouns as appropriate. Check as a class.

### Key

- |               |               |
|---------------|---------------|
| 1 survive     | 4 protection  |
| 2 destruction | 5 waste       |
| 3 recycle     | 6 development |

## First and second conditionals

- 3 Ask students to choose the correct words. Check answers as a class.

### Key

- |             |          |
|-------------|----------|
| 1 Would     | 4 would  |
| 2 don't     | 5 turned |
| 3 continues | 6 find   |

- 4 Tell students to complete the sentences with the correct form of the verbs. Check as a class.

### Key

- |                   |               |
|-------------------|---------------|
| 1 would come      | 4 didn't have |
| 2 Would you visit | 5 will be     |
| 3 'll call        | 6 don't pass  |

## Third conditional

- 5 Tell students to match the beginnings of the sentences with their endings. Check as a class.

### Key

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

- 6 Ask students to complete the third conditional sentences with the correct form of the verbs. Check as a class.

### Key

- 1 'd known
- 2 would have recycled
- 3 hadn't polluted
- 4 would have grown
- 5 wouldn't have become

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 7 Ask students to read the text and choose the correct words. Check answers as a class. Then ask students to close their books, and, working in pairs, tell each other about the Man versus Horse Marathon. When they've finished, tell them to open their books again and check.

### Key

- 1 isn't
- 2 would
- 3 had been
- 4 holds
- 5 where
- 6 since
- 7 has
- 8 were allowed
- 9 to go
- 10 'll

Homework → Workbook pp54–55



### EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

# 6

## Express Yourself

### Unit objectives

In this unit, we talk about the visual arts to review the present, past and future passive forms. We look at vocabulary related to visual arts and nouns used as adjectives to describe materials. In skills work, students read about an unusual graffiti project, listen to a radio announcement for a festival, write a description of a work of art and practise giving an opinion.



**Aim** To introduce the language and topic area for the unit (visual arts).



### EXTRA warmer

Set a time limit of three minutes. Tell students to write down as many ways as possible of expressing oneself. Compare ideas as a class. Tell students to look through the unit and tell you how many of the ways they've mentioned are in the unit.

### Lead-in

Ask students to tell you what the people are doing in the pictures. Brainstorm words to describe the expressions on their faces. Find out how many students are interested in art and what type of art they like best.

### Quiz ...

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class.

Ask if students know any paintings by van Gogh, Chagall, Kandinsky, Malevich, Dalí and if so, which they prefer and why. Then find out which painting schools they are familiar with and prefer. If possible, take some images of paintings from each school to discuss.

#### Key

1 b 2 c 3 b 4 c

### Cultural notes

- 1 For nearly a century, the *Sunflowers* has been among the paintings most loved by the public. It is the painting that is most often reproduced on cards, posters, mugs and stationery. It was also the picture that Vincent van Gogh was most proud of. The *Sunflowers* was intended to impress Paul Gauguin, van Gogh's friend and avant-garde painter, and was a gesture of friendship.
- 2 Romanesque art (approx. 1,000 AD to 13th century) is before Gothic (mid-12th century – late 15th century). Renaissance (14th–17th century) is after that.
- 3 Kazimir Malevich's Suprematic *Black Square* is the most recognizable symbol of the Russian avant-garde art school. The artist himself created several variants of the *Black Square*. All four *Squares* painted by Malevich from 1915 to the early 1930s developed the same idea. However he always created a new version rather than copied the previous one.
- 4 Famous Cubist artists include Braque, Picasso and Juan Gris. Famous Impressionists include Monet, Manet, Renoir and Cezanne. Famous Surrealists include Max Ernst, Salvador Dalí and Joan Miró.



**Aim** To introduce and practise vocabulary related to the visual arts.

## Vocabulary 1

### Visual arts

#### + EXTRA warmer

Ask students to look at all the pictures in the unit and tell you how many types of art they can see.

#### + EXTRA warmer

Ask students to keep their books closed. Describe the picture at the bottom left of the text on page 75 using three sentences. Students draw what you have described. Then tell students to ask three questions to get more details. After the third question, describe the picture further then tell students to ask three more questions. Continue like this until they've finished the picture. Find out who has drawn the best picture.

**Recycle** Ask students to look at the adjectives and decide if they are positive or negative in the context of describing a work of art. Compare ideas as a class. Then ask students which adjectives they'd use for describing the artwork on the page.

#### Key

positive: amazing, nice  
negative: shocking, awful, silly, old-fashioned  
depending on context: unusual, strange

- 1 52 Tell students to check the meaning of the words in the box. Then play the recording for students to listen and repeat. Ask them which of the types of art they can see in the pictures and which are not shown. Check as a class.

#### Key

1 print	5 still life
2 portrait	6 graffiti
3 landscape	7 pottery
4 installation	8 craft

- 2 Tell students to complete the sentences with the words in the box. Check as a class.

#### Key

1 potter	4 designer
2 sculptor	5 printmaker
3 painter	

#### + EXTRA extension

Ask students to write definitions for the types of art not shown in the pictures and to give these to a partner to match with the words from exercise 1.

### Speaking

- 3 Ask students to write at least five questions to ask a partner about the types of art in exercise 1, referring to the example. Then put students in pairs to take turns asking and answering their questions. Students report back to the class about their partner's answers.

**Homework** → Workbook p56 and Workbook Vocabulary plus p121

#### + EXTRA follow-up / homework

Ask students to find out and write about one of the artists mentioned in the sentences in exercise 2.



**Aim** To read and answer questions about an unusual graffiti project.

## Reading

### Scotland's Graffiti Castle

- 4 53 Play the recording for students to listen and answer the question. Then ask students to read the text and check the answer.

#### Key

No – it will be removed when repair work begins on the castle walls.

- 5 Set a time limit of one minute. Tell students to read the text quickly and match the paragraphs with four of the headings. Compare ideas as a class.

#### Key

1 c                      3 e  
2 a                      4 b

- 6 Ask students to read the text again and write questions for the answers. Check as a class.

#### Key

1 Where does Lord Glasgow live?  
2 Where are Nina, Nunca and Os Gemeos from?  
3 Where is Kelburn Castle?  
4 When is the castle open to the public?  
5 Did Lord Glasgow change his mind?/Did Lord Glasgow like the graffiti?

- 7 **WORDS IN CONTEXT** Ask students to find the idioms in the text and match them with the definitions. Check as a class.

#### Key

1 e                      4 a  
2 c                      5 b  
3 d

- 8 Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

#### Key

1 T – ... *his son and daughter were planning to cover the castle with graffiti.*  
2 F – ... *are all well-known in Brazil.*  
3 F – *The whole project was completed in four weeks.*  
4 F – *The back part of the castle is covered in graffiti.*  
5 T – *1,500 cans of spray paint were used.*  
6 F – *It's open to the public every day ...*



#### EXTRA extension

Ask students to correct the false sentences, working from memory. Then check how many students got them correct.



#### EXTRA extension

Ask fast finishers to write two or three more *true/false* sentences for a partner to solve.



- 9 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering.



#### Across the curriculum: Art

If you want to develop this topic further, then go to Student's Book p140, with worksheets in the Teacher's resource file.

Homework → Workbook p61



#### EXTRA follow-up / homework

Tell students to make a poster presentation based on question 4 in exercise 9. Ask them to think of a building or buildings in their town that they would decorate. Ask them to explain why and what they would paint on the building. Tell students to write their ideas on a poster and illustrate it with graffiti designs, photos of the chosen building, etc. Use their work to make a wall display.



**Aim** To introduce, review and practise the affirmative and negative forms of the passive.

## Grammar 1

### The passive: affirmative and negative

#### + EXTRA warmer

Write the following anagrams on the board and ask students to solve them: CULSPROT MOPSCORE FFTIIRGA TISRAT IAPTNRE. Elicit which is the odd-one-out and why. (The anagrams are: *sculptor*, *composer*, *graffiti artist*, *painter*. *Composer* is the odd-one-out because this person doesn't work with visual arts.)

- 1 Ask students to read the examples then choose the correct words in the rules. Check as a class.

#### Key

- 1 be
- 2 the recipient
- 3 by

- 2 Tell students to decide whether the sentences are active or passive by checking if the subject is the person doing the action or not. Students then choose the correct form of the verbs. Check as a class.

#### Key

- |               |                |
|---------------|----------------|
| 1 prepare     | 4 cover        |
| 2 is bought   | 5 was recorded |
| 3 are painted | 6 liked        |

- 3 Ask students to complete the text with the past simple passive form of the verbs. Check as a class.

#### Key

- |                |                 |
|----------------|-----------------|
| 1 were invited | 4 were chosen   |
| 2 were asked   | 5 were inspired |
| 3 was judged   | 6 were sculpted |

- 4 Tell students to identify a passive in the heading of the notice about the competition. Then ask them to complete the competition rules with the future passive form of the verbs. Check as a class.

#### Key

- 1 will be considered
- 2 won't be accepted
- 3 will be contacted
- 4 won't be returned
- 5 will be invited
- 6 will be published

#### + EXTRA follow-up

Ask students to make a poster for a painting or poetry competition and write the rules in the future passive form.

- 5 Tell students to read the sentences and rewrite them in the passive form, starting with the bold words.

With weaker groups, do the first one together on the board.

Check as a class.

#### Key

- 1 **The Last Day of Pompeii** was finished in 1833.
- 2 The painting was admired by Sir Walter Scott.
- 3 It's exhibited in the Russian State Museum.
- 4 The painting is seen by thousands of people every year.
- 5 It will be studied by a lot of art students this year.

#### + EXTRA extension

Ask fast finishers to write two more active sentences with subject and object for a partner to rewrite in the passive form.

Homework → Workbook p57





**Aim** To listen to a radio announcement about a festival. To introduce and practise nouns as adjectives describing materials.

## Listening

### A radio announcement

#### + EXTRA warmer

Play charades. Write sentences in the passive form on pieces of paper, eg: *This school was built a long time ago. Tickets for the concert will be sold at the door.* Give sentences to individual students to mime for classmates to guess. Then put students in pairs to take turns thinking of and miming more sentences.

- 1 Ask students to look at the picture and the information, and answer the questions. Check as a class.

#### Key

They're made of sand.  
Big Ben – London  
The Little Mermaid – Copenhagen  
Sagrada Família by Antoni Gaudí – Barcelona  
St Peter's Basilica – Rome

- 2 54 Tell students they're going to listen to a radio announcement giving more information about the festival. Play the recording for students to listen and complete the information. Check as a class.

#### Key

1 12th	4 3
2 31st	5 1.50
3 Seven	

- 3 54 Ask students to try to answer the questions from memory. Then play the recording again for them to find or check their answers. Check as a class.

#### Key

1 No – they're protected with a special varnish.  
2 An iceberg.  
3 Safari animals including elephants and lions.  
4 There are 14.  
5 It will take one week.  
6 Over 30,000.  
7 Yes – there are sand sculpture workshops.

#### + EXTRA follow-up

Ask students to find out if there are any similar festivals in Russia and to prepare to tell classmates about them (eg: St Petersburg, Khabarovsk).

## Vocabulary 2

### Nouns as adjectives: materials

**Look!**

Ask students to read the information in the box before they do exercise 4. Put them in pairs to brainstorm as many materials as possible. Tell them to use dictionaries to find out if the adjective is the same as the noun.

- 4 55 Students look at the pictures and complete the descriptions with the adjectives in the box. Then play the recording for students to listen and check.

#### Key

1 stone	5 silver
2 ice	6 woolly
3 sand	7 gold
4 wooden	8 bronze

- 5 Ask students to find nouns on the page to match the definitions. Check as a class.

#### Key

1 wool	5 stone
2 gold	6 sand
3 wood	7 bronze
4 ice	8 silver

#### + EXTRA extension

Put students in pairs to brainstorm things that can be made of each of the materials in exercise 5. Compare ideas as a class.

Homework → Workbook p58



**Aim** To read about the Turner Prize and three of the winners. To discuss opinions of works of art.



## Culture today

### Is It Art?


#### + EXTRA warmer

Set a time limit of four minutes. Ask students to write a word related to visual arts and materials beginning with each letter of the alphabet. Compare words as a class. Find out who has thought of the most.

- 1 Ask students to look at the picture and the title. Elicit what kind of competition they think it is. Then ask them to read the information about the Turner Prize and decide if the sentences are true or false. Check as a class.

#### Key

1 F 2 F 3 T

- 2  56 Play the recording for students to read and listen to the text and then answer the questions for each work of art. Check as a class.

#### Key

1 <i>The Lights Going On and Off</i>	<i>Shedboatshed</i>	<i>Mother and Child Divided</i>
2 an empty room and a light	a wooden shed	a real cow and calf in glass tanks
3 Martin Creed	Simon Starling	Damien Hirst

- 3 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering the questions. Discuss as a class.



#### the BIG DEBATE: Is graffiti street art or vandalism?

If you want to develop the topic of graffiti further and have a class debate, then go to Workbook p130, with worksheets in the Teacher's Resource File.



#### EXTRA follow-up / homework

Ask students to write a summary of the discussion from exercise 3 and give their opinion at the end.



#### EXTRA follow-up / homework

Ask students to research other winners of the Turner Prize and either write about them or prepare to tell classmates about them. Encourage students to find pictures of winning works to illustrate their information.



**Aim** To introduce and practise the passive form in questions, and practise pronunciation of weak forms. To review the grammar in unit 6, working with a text about *The Picture of Dorian Gray*.

## Grammar 2

### The passive: questions



#### EXTRA warmer

Draw these lines on the board: \_ \_ \_ / \_ \_ \_ / \_ \_ \_  
\_ \_ \_ / \_ \_ \_ / \_ \_ \_ \_ \_ \_ \_ / \_ \_ \_ ? Play hangman  
until students guess the question (*Who was  
Dorian Gray written by?*). Ask them to find the  
answer on the page (Oscar Wilde).

- 1 Ask students to look at the table and translate the questions into their language. Then tell them to find the answers to the questions on page 78. Check as a class.

#### Key

£25,000

Because he poured black ink into the tank containing the dead sheep.  
In December.

- 2 Ask students to write the words in the correct order to make passive questions. Check as a class.

#### Key

- 1 What is the installation called?
- 2 Who was it made by?
- 3 When was it created?
- 4 What was it made of?
- 5 When was it nominated for the Turner Prize?
- 6 Was the artist awarded the Turner Prize?
- 7 Who was it bought by?

- 3 Tell students to read the information and answer the questions in exercise 2. Check as a class.

#### Key

- 1 My Bed.
- 2 Tracey Emin.
- 3 In 1998.
- 4 It was made of the artist's real bed and possessions.
- 5 In 1999.
- 6 No, she wasn't.
- 7 Charles Saatchi.

### Pronunciation: weak forms

*was* [wəz] and *were* [wə]

- a (57) Play the recording for students to listen and answer the question. Check as a class.

#### Key

No.

- b Play the recording again for students to listen and repeat.

**Homework** → Workbook p59 and Workbook Grammar bank p109

### Unit grammar check

- 1 Ask students to read the text quickly. Elicit who or what it's about. Then ask them to read the text again and choose the correct active or passive alternative.

#### Key

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

- 2 (58) Play the recording for students to listen and check their answers to exercise 1. Check as a class.

**Homework** → Workbook p60

#### Book corner

*The Picture of Dorian Gray* has been a popular Gothic story since it was published and many film, TV and theatre versions have been made. The 1945 film version was awarded an Oscar for Best Cinematography despite being banned! The 2009 version stars Colin Firth as Henry Wotton, Ben Barnes (*Prince Caspian*) as Dorian and Rebecca Hall (*Vicky Cristina Barcelona*) as Emily Wotton. In Russia *The Picture of Dorian Gray* was adapted for the cinema twice: in 1915 (a notable silent film by Vsevolod Meyerhold) and in 1968 (with Valery Babyatinsky as Dorian Gray).



#### EXTRA follow-up / homework

Ask students to find out two more facts about either *The Picture of Dorian Gray* or Oscar Wilde to share with their classmates in the next lesson.



**Aim** To write a description of a work of art, after reading a model and practising word choice to make writing more interesting.

## Writing dossier

### A description of a work of art

#### + EXTRA warmer

Ask students to write 30 words or phrases that they have learned this term. The first student to finish should call out *STOP*, and the rest of the class stop. Compare words as a class and check that students know the meaning of the words. Then ask students to exchange lists and categorize the words, using categories of their choice. Compare as a class.

- 1 Ask students what they think of the work of art in the picture. Discuss as a class. Then tell students to read the text and replace the words in bold with the words in the box. Check as a class.

#### Key

- |            |           |
|------------|-----------|
| 1 designed | 4 copies  |
| 2 sculptor | 5 unusual |
| 3 iron     | 6 statues |

#### 2 Language focus: word choice

Tell students to study the Language focus box and then add words to the lists of nouns, verbs and adjectives. Compare as a class.

- 3 Ask students to rewrite the sentences, substituting the bold words with the words in the box. Check as a class.

#### Key

- 1 Some statues are made of bronze.
- 2 They are often installed in public squares.
- 3 Antony Gormley's work is fascinating.
- 4 He has made a huge sculpture called *Angel of the North*.
- 5 You can see it when you drive to Gateshead.
- 6 Tourists see it when they visit the city.

#### + EXTRA extension

Ask students to write sentences using words from the Language focus box and give them to a partner to rewrite, substituting those words.

### Writing plan

- 1 Ask students to read the questions and find the answers in the model description. Elicit answers. Then tell students they're going to prepare their own description of a work of art. Ask them to answer the questions, referring to their favourite work of art (allow them to research the answers if necessary) or the Bronze Horseman. Compare ideas as a class.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their description, organizing their ideas into three paragraphs as shown. Tell them to refer to the model as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their description and use the checklist to make it even better.
- 4 Finally, ask students to write a final version of their description for you to read, and to keep in their Dossier.

Homework → Workbook p62



**Aim** To listen to a recording of Ruth and Vera discussing a work of art, then practise a similar dialogue with a partner.

## Dialogue builder

### Asking for and giving opinions



#### EXTRA warmer

Use part of the text on page 75 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 75 to correct their work.

- 1 Ask students to look at the information and answer the questions. Elicit answers.

#### Key

- 1 No, it isn't.
- 2 books, postcards, posters, gifts, jewellery
- 3 It's free.

- 2 59 Ask students to cover the dialogue builder and read the question. Play the recording for them to listen and find out which works of art Vera prefers. Play twice if necessary. Then ask them to read the dialogue builder and check their answer. Elicit how many works of art the girls talk about (two).

#### Key

the big abstract paintings

- 3 59 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation. Then divide the class in two, with one group as Ruth, and one as Vera. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the conversation. Encourage them to be theatrical!

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they're visiting the special exhibition at the Modern Art Gallery. Tell them to include some of the Useful expressions and to use different adjectives. Monitor and help as needed.



#### EXTRA extension

Ask fast finishers to translate the Useful expressions into their language.

- 5 Put students in pairs to practise their dialogues, taking turns in each role. Remind them to pay attention to the intonation. Ask pairs to perform for the class.
- 6 60 Tell students to read the sentences, and check meaning. Then play the recording and ask students to choose the correct answers. Play twice if necessary. Check as a class.

#### Key

- 1 poster
- 2 friend
- 3 £3.99
- 4 postcards

Homework → Workbook p63



**Aim** To review the language in unit 6 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 6, eg, part of the text on page 78. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg: *Martin Creed's ... was an empty room, with ... light ... on and off automatically. It ... criticized in the ...*, etc. Tell students to write the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 82–83 for help if you wish.

## Visual arts

- 1 Tell students to read the words written phonetically, then write them using letters of the alphabet, and then match the words to the correct definition. Check as a class.

### Key

- |                         |                  |
|-------------------------|------------------|
| 1 landscape             | 4 portrait       |
| 2 graffiti              | 5 fashion design |
| 3 sculpture             | 6 graphic design |
| 1 b 2 a 3 f 4 d 5 c 6 e |                  |

## Nouns as adjectives: materials

- 2 Ask students to write the letters in the correct order to make materials and then match them to the pictures. Check as a class.

### Key

- |                         |         |
|-------------------------|---------|
| 1 ice                   | 4 stone |
| 2 bronze                | 5 sand  |
| 3 silver                | 6 gold  |
| 1 f 2 e 3 d 4 a 5 b 6 c |         |

## The passive: affirmative and negative

- 3 Ask students to complete the sentences with the correct form of the verbs in brackets. Check as a class.

### Key

- |                |                     |
|----------------|---------------------|
| 1 is painted   | 4 was built         |
| 2 are covered  | 5 will be corrected |
| 3 were written | 6 will be given     |

- 4 Ask students to rewrite the sentences in exercise 3 in the negative form. Check as a class.

### Key

- 1 This room isn't painted green.
- 2 The walls aren't covered in graffiti.
- 3 Those books weren't written in Russia.
- 4 Our school wasn't built last year.
- 5 Our tests won't be corrected tomorrow.
- 6 The marks won't be given out next week.

- 5 Tell students to rewrite the sentences in the passive form. Remind them that they only need to include *by* when it's important to mention who did the action. Check as a class.

### Key

- 1 *Guernica* was painted by Picasso.
- 2 The museum is visited by millions of people every year.
- 3 Craft products are sold at this gallery.
- 4 The gallery will be closed at Christmas.
- 5 The competition was won by one of my friends.
- 6 Her photo will be published in the magazine.

## The passive: questions

- 6 Ask students to complete the questions with the correct passive form of the verbs in brackets. Check as a class.

### Key

- |                     |                     |
|---------------------|---------------------|
| 1 is ... made       | 4 were ... designed |
| 2 was ... created   | 5 are ... sold      |
| 3 will ... be shown |                     |

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 7 Ask students to read the text and choose the correct words. Check as a class. Then ask students to close their books and work in pairs to retell the story in the text. When they've finished, tell them to open their books again and check.

### Key

- |        |           |          |       |       |
|--------|-----------|----------|-------|-------|
| 1 was  | 2 kissing | 3 by     | 4 was | 5 had |
| 6 felt | 7 to kiss | 8 appear |       |       |

Homework → Workbook pp64–65

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.



# Revision 2

## Unit objectives

In this unit, we review language presented and practised in units 4–6: future tenses, gerunds and infinitives, conditional forms, and the passive. The theme of this revision unit is Australia. Students read and listen to information about Aboriginal art, travelling in Australia and the Sydney Opera House, and speak about art. They will also listen to and act out a sketch.



**Aim** To play a vocabulary game to review and practise vocabulary from units 4–6.

## Vocabulary



### EXTRA warmer

Ask students to look through their notebooks to find five or six words they have learned in units 4–6 that they like. Then ask a student to come to the board and draw one of their words for classmates to guess. When someone guesses correctly, ask another student to come and draw one of their words for the class to guess. Continue as a class with several more words, or put students into smaller groups with paper to continue playing.

Tell students they're going to race against each other to find the 20 words on the page. Ask students to look at the clues and questions, and to write down the 20 words. The first student to finish should raise a hand and call out STOP. Start the race by saying *Ready, steady, go!* Check all answers as a class.

### Key

Which job sectors can you see in the pictures?

- 1 catering
- 2 the performing arts
- 3 agriculture
- 4 health and social care
- 5 law

### Key

Find words for these definitions.

solar power  
global warming  
flood  
cloning  
fossil fuels

### Key

Find five types of art in the picture.

- 1 pottery
- 2 portrait
- 3 sculpture
- 4 landscape
- 5 graffiti

### Key

What are the nouns for these verbs?

survival  
improvement  
destruction  
development  
demonstration



### EXTRA extension

Put students in pairs or groups of three and ask them to make a similar puzzle for classmates to solve, using a different set of 20 words from the three units. Ask them to exchange puzzles with another pair to solve.



**Aim** To review language introduced in units 4–6. To read about an indigenous Australian artist, Biggibilla, then answer questions, and also listen to two people talking about their travel plans. To talk about art. To do a project about Australia.

## Reading

### + EXTRA warmer

Ask students to write down at least ten things they associate with Australia. Award points for each correct item (maximum 30).

- 1 Ask students to look at the picture then read the text as quickly as they can to find out who Biggibilla is. Elicit the answer.

#### Key

He's an indigenous artist from Australia.

- 2 Ask students to read the questions, and check meaning. Then students read the text again and answer the questions. Check and compare answers as a class.

#### Key

- 1 He created an installation consisting of a painted BMW sports motorbike, four wooden totems, a large painting and a series of songs.
- 2 It was shown at the Museum of Contemporary Arts in Sydney and the Sydney Motor Show.
- 3 It's about the creation of the boomerang.
- 4 Because they are needed for hunting.
- 5 It's an Australian bird.
- 6 It is involved in numerous renewable energy projects for the future.

### + EXTRA extension

Ask fast finishers to write two more questions about the text for a partner to answer.

## Listening

- 3 61 Tell students to read the sentences, and check meaning. Play the recording for students to listen and choose the correct answers. Play twice, if necessary. Check as a class. Find out if anyone has been to Australia, or would like to go. Ask what they imagine it would be like.

#### Key

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

## Speaking

- 4 Ask students to read the questions, and check meaning. Set a time limit of six or seven minutes for students to write answers. Put students in pairs to ask and answer the questions. Students report back about their partner to the class.

## Project

Tell students they're going to make a poster about Australia. Ask them to find out about two places (eg, Darwin, Tasmania, Alice Springs), two animals (eg, koala, platypus, possum) and two present-day Australians (eg, Hugh Jackman, Kylie Minogue). Ask them to write one or two paragraphs about each and check their work using the Language guides on pages 58–59, 70–71, 82–83. Then tell them to write a final version of the information, copy it onto the poster and illustrate it with pictures. Display the posters on the wall. Alternatively, students can make a booklet or website page to display their information.

## Revision 2



**Aim** To review and practise the future tenses, gerunds and infinitives, the conditionals and the passive form by completing exercises about Australia.

### Grammar

#### + EXTRA warmer

Set a time limit of two minutes. Ask students to find as many proper nouns as possible on page 87. Find out who can find the most (there are 15).

### Future tenses

- 1 Ask students to rewrite the sentences in the negative form. Check as a class. Elicit which sentences are plans or intentions and which are predictions.

#### Key

- 1 I'm not going to the cinema on Saturday.
- 2 It isn't going to rain this evening.
- 3 Australia won't win the next World Cup.
- 4 My relatives aren't going to visit Sydney.
- 5 Kangaroos won't become extinct.
- 6 We aren't doing an exam tomorrow.

### Gerunds and infinitives

- 2 Ask students to read the text and complete it with the gerund or infinitive form of the verbs in brackets. Check as a class.

#### Key

- |            |               |
|------------|---------------|
| 1 painting | 5 to buy      |
| 2 visiting | 6 to take     |
| 3 to go    | 7 looking     |
| 4 to see   | 8 to remember |

#### + EXTRA follow-up

*Finish that sentence!* Tell students to close their books. Read out the text in exercise 2 bit by bit, stopping for students to tell you what comes next, eg, *My Aunt Edith isn't very good at ...* (elicit the continuation) *but she enjoys ...* (elicit the continuation), etc. Award a point to the first student to get the continuation correct, plus a point for each correct word.

### First, second and third conditionals

- 3 Ask students to complete the sentences with the correct form of the verbs. Check as a class.

#### Key

- |                      |                  |
|----------------------|------------------|
| 1 continues          | 4 'll see        |
| 2 won                | 5 hadn't arrived |
| 3 would have visited | 6 would you go   |

### The passive

- 4 Ask students to read and complete the text with the present passive or past passive form of the verbs in brackets. Check as a class.

#### Key

- |                |                 |
|----------------|-----------------|
| 1 is situated  | 5 was completed |
| 2 's used      | 6 was opened    |
| 3 was designed | 7 is made       |
| 4 was started  | 8 's covered    |

- 5 Tell students to rewrite the sentences in the correct passive form, using *by* + subject only if necessary. With weaker groups, do the first one together. Check as a class.

#### Key

- 1 The 2000 Olympics were held in Sydney.
- 2 The Olympic Park was built for the games.
- 3 The Park is still used for sports activities.
- 4 Music festivals are held there too.
- 5 The 2014 Olympics will be hosted by Sochi.
- 6 A new Olympic Village will be constructed.

### Error correction

- 6 Tell students to find and correct the error in each sentence then write the corrected sentences in their notebooks. Allow them to refer to the Language guides on pages 58–59, 70–71 and 82–83 if necessary. Check as a class.

#### Key

- 1 Are you going ~~study~~ more next year? *to study*
- 2 In future, people will ~~to use~~ more solar power. *use*
- 3 If we used wind power, ~~will~~ electricity be cheaper? *would*
- 4 My brother wants ~~being~~ a lawyer. *to be*
- 5 The Sydney Harbour Bridge ~~were~~ built in 1932. *was*
- 6 Australian wine ~~sold~~ around the world. *is sold*
- 7 I'll send you a postcard if I ~~go~~ to Melbourne. *go*
- 8 If they hadn't won the lottery, they wouldn't go to Australia. *have gone*



**Aim** To read and listen to a sketch, then act it out, using it to practise language from the term.

## English sketches

- 1 Put students in groups of five. Aim to have at least one girl and two boys in each group.
- 2 Give each group a copy of the character profiles (turn to page 182 of this Teacher's Book). Then ask students to open their Student's Books at page 88. The text in bold in the script shows words that students should stress.
- 3 62 Ask students to listen to the sketch and read the script and then, as a group, decide which of the pictures illustrate the five characters. They write the names of the characters below the pictures.

**Note:** There are eight pictures to choose from for the five characters; three pictures will not be used. Students can decide for themselves whether Chris and Sam are male or female.

- 4 62 Ask students to decide which character they want to be. They listen to the sketch and read the script again. They should complete the profile for their character (Character 1) with their own ideas about their character's personality. Once they have done this, they complete profiles for the other characters in the sketch (Characters 2–5), in any order.
- 5 Students discuss and justify their ideas within their groups, referring to their completed profiles.
- 6 62 Sitting in a circle, students read through the entire script in their groups. They should focus on pronunciation and being their chosen character. Play the audio clip again, if necessary.

- 7 Students repeat step 6, but standing up. Then they do it again, this time placing their hand on the shoulder of the character they are speaking to. As they repeat the sketch, they will memorize at least part of it.
- 8 Allocate each group an area of the classroom to rehearse their sketches, using props and moving around, until they are ready to perform.

## Optional activities

This sketch can be recorded as a radio play and uploaded onto a class website as a podcast. Alternatively, it can be videoed for students to watch.

**Stronger groups** can write the play that the characters perform at the exhibition. Ask students to discuss what subjects the play should be about, and brainstorm ideas. Write them on the board. If students need help with ideas, suggest that they write about a family going to the river and their children finding rubbish there. Ask them to think about how the play could end, and to give it a title. Students then write their play, practise it and perform it to their classmates.

**Weaker groups** can write the next scene, as the five characters prepare for their play and exhibition. The weaker groups then practise and perform the final section of the sketch to their classmates.

# 7

## Against the Odds

### Unit objectives

In this unit, we talk about people who achieved 'the impossible' to introduce and review modal verbs of obligation, prohibition, ability, possibility and deduction. We also look at vocabulary related to fears, phobias and the five senses. In skills work, students read about the 'Human Spider', listen to an athlete, write a biography and practise asking for permission.



**Aim** To introduce the language and topic area for the unit (achieving the impossible).



### EXTRA warmer

Before students open their books, play hangman with the unit title (*Against the Odds*). Then ask students to look at the pictures and quiz, and guess what the title means (when you achieve something despite many difficulties or obstacles, you do it 'against the odds').

### Lead-in

Ask students to look at the pictures and tell you what is happening in each one. Elicit how the pictures are related to the title of the unit.

### Quiz ...

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class.

Find out if anyone has heard of Irek Zaripov, and what they know about him. Ask if they think he should compete in the Olympic Games, rather than the Paralympics.

Ask if students are afraid of anything (tell them about something you are afraid of first) or know someone who is scared of something in particular. Talk about the kind of things people are often afraid of (mice, flying, dentists, etc.). Then ask students to look through the unit to see how many of these things are shown.

Find out if students have any unusual characteristics or can do anything unusual.

### Key

1 a 2 a 3 c 4 c

### Cultural notes

**1** Irek Zaripov was born in Sterlitamak in Bashkortostan in 1983. He started skiing competitively in 2005, when his parents persuaded him to take up sport. He had lost both legs when he was involved in a motorcycle accident when he was just 17. At the Vancouver 2010 Paralympic Winter Games, Zaripov wowed the crowds with two gold and one silver medals in cross country skiing, and two gold medals in biathlon. In 2014 Sochi Paralympics he won silver in cross-country skiing. He also got married and has two children.

**3** Before Braille, a blind student and talented musician, invented his system, books for the blind were expensive and weighed 40–50 kg as the letters were made using copper wire. In 1821, a soldier visited Braille's school and showed the students a new system based on 12 dots and dashes, but the reader had to move their finger to read each letter. Braille simplified this and finished his system in 1824, publishing the first book in 1829.



### EXTRA homework

Ask students to find out about Irek Zaripov or Braille and prepare to tell the class about them.





**Aim** To introduce and practise vocabulary related to fears and phobias.

## Vocabulary 1

### Fears and phobias

#### + EXTRA warmer

Write the word FRIGHTENED on the board. Set a time limit of three minutes for students to think of something that a lot of people are scared of, beginning with each letter. Compare ideas as a class.

**Recycle** Ask students to look at the collocations and decide which three are synonyms. Check as a class.

**Key**  
frightened of, scared of, afraid of

#### + EXTRA extension

Ask students to write down four things they think their partner is good at and four things they think they are capable of. Tell students to show their partner, who says how many are correct but not which. Students then guess which and explain their choices.

1 63 Tell students to check the meaning of the words in the box. Then play the recording for students to listen and repeat. Ask students which things they can see in the picture.

**Key**  
1 spiders  
2 germs  
3 flying  
4 public speaking  
5 snakes  
6 confined spaces

2 Tell students to match the phobias with words from exercise 1 and write sentences. Check as a class.

#### Key

People who suffer from xenophobia are afraid of foreigners.

People who suffer from arachnophobia are afraid of spiders.

People who suffer from vertigo are afraid of heights.

People who suffer from claustrophobia are afraid of confined spaces.

People who suffer from agoraphobia are afraid of open spaces.

3 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering the questions. Ask students to report back to the class about their partner.

#### + EXTRA extension

Ask students to write their partner's answers to the questions in exercise 3.

**Homework** → Workbook p66 and Workbook Vocabulary plus p122

### Pronunciation: letter s

a 64 Play the recording for students to listen and repeat.

b 65 Play the recording for students to listen and repeat the sentence. Tell them to practise saying the sentence. Then ask students to say the sentence for the class and vote for the most successful attempt.





**Aim** To read and answer questions about an urban climber.

## Reading

### The 'Human Spider' returns to London

- 4** Ask students to cover the text. Tell them to listen to the recording to find out why Alain Robert started climbing. Play the recording twice if necessary. Then ask students to read the text and check. Check as a class.

#### Key

Because he wanted to overcome his fear of heights.

- 5** Set a time limit of four minutes. Tell students to read the text quickly and then choose the correct words in the summary. Check as a class.

#### Key

- |                 |         |
|-----------------|---------|
| 1 France        | 4 12    |
| 2 heights       | 5 1990s |
| 3 rock-climbing |         |

- 6** Students read the text again and write questions for the answers. Check as a class.

#### Key

- 1 How many skyscrapers has Alain climbed?
- 2 How did Alain get into his house when he forgot his house keys?
- 3 How many times has Alain fallen?
- 4 How many days did Alain spend in prison in China?
- 5 When was the sport of urban climbing born? / When did Alain climb his first skyscraper? / When did Alain climb Chicago's highest skyscraper?

- 7 WORDS IN CONTEXT** Ask students to find words in the text to match the definitions. Elicit answers.

#### Key

- 1 daring
- 2 stunt
- 3 storeys
- 4 skyscraper
- 5 wrist

- 8** Ask students to try to answer the questions from memory. Then tell them to read the text again to find or check their answers. Check as a class.

#### Key

- 1 He was arrested.
- 2 He had to spend five days in prison.
- 3 Because 'urban climbing' is generally illegal.
- 4 He climbed a 95-metre tower in London.
- 5 By his mid-twenties.
- 6 A filmmaker.
- 7 In Chicago.
- 8 His wrists, elbows, pelvis, nose and skull.



#### EXTRA extension

Ask fast finishers to write two or three more questions, or make up five *true/false* sentences, for a partner to solve.



- 9 Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering the questions. Discuss as a class.



#### EXTRA extension

Ask students to write a story based on question 4. Tell them the story can be true or made up. To help them with ideas, suggest they pretend to be a character in a book or film or look for photographs in magazines of ski-boarding, off-piste skiers, etc. and retell their story.



#### Across the curriculum: Social science

If you want to develop this topic further, then go to Student's Book p142, with worksheets in the Teacher's resource file.

**Homework** → Workbook p71



**Aim** To introduce, review and practise modals of obligation, prohibition and ability.

## Grammar 1

### Modals of obligation, prohibition and ability

#### + EXTRA warmer

Ask students to write six sentences about themselves using *good at*, *capable of*, *scared of*, *frightened of* and *afraid of*. Some of their sentences should be true and some untrue. When they've finished, put them in groups of four to read out their sentences. The students listening should note down which sentences they think are untrue. When everyone has read out their sentences, find out which member of the group spotted the greatest number of untrue sentences.

- 1 Ask students to read the examples then complete the sentences with the correct modal. Check as a class.

#### Key

- 1 must / have to
- 2 can
- 3 don't have to

- 2 Tell students to choose the correct words in the sentences. Check as a class.

#### Key

- 1 must
- 2 can't
- 3 can
- 4 have to
- 5 don't have to
- 6 mustn't

- 3 **Your voice** Ask students to complete the sentences with their own ideas. Tell them to compare with a partner, before checking as a class.

#### + EXTRA extension

Ask students to imagine they own a tarantula or a scorpion and that they are going on holiday. Tell them to write a note to the friend who is going to look after their 'pet', explaining what they have to do, what they mustn't do, what their pet can and can't do, etc. Put the notes on the wall for the class to read and choose the best, the clearest, the funniest, etc.

- 4 Ask students to look at the table and translate the examples into their language. Check as a class.
- 5 Tell students to read the text and complete it with the words in the box. Check as a class.

#### Key

- 1 could
- 2 couldn't
- 3 had to
- 4 didn't have to

- 6 **Your voice** Ask students to read the sentences then copy and complete them with the modal verbs, so that they are true for them. Tell them to compare with a partner and then compare as a class.

Homework → Workbook p67

#### + EXTRA follow-up / homework

Ask students to imagine they had a one-day urban climbing class with Alain Robert. They are now writing an email to tell a friend about it – what they had to do, couldn't do, could do, etc.



**Aim** To listen to an interview with a teenage athlete. To introduce and practise nouns and verbs related to the senses.

## Listening

### A dialogue with an athlete

#### + EXTRA warmer

Put students in groups of four. Tell them to imagine they're elderly people. The first student chooses a past modal from the previous lesson and uses it with a verb beginning with *a*, eg, *When I was young, we had to ask permission to speak.* They continue until they reach the end of the alphabet. Ask them to write as much of the chain as they can remember.

- 1 67 Play the recording for students to listen and answer the question. Elicit the answer.

#### Key

She wants to win a gold medal at the Paralympics.

- 2 Tell students to listen again and write the sentences in the correct order. Check as a class.

#### Key

b – a – e – d – c

- 3 67 Ask students to try to choose the correct answers. Then play the recording again for them to find or check their answers.

#### Key

1 b 2 c 3 c 4 a

#### + EXTRA follow-up

Ask students to find out about an athlete from their country with a disability and prepare to tell their classmates about him/her.

## Vocabulary 2

### The five senses

- 5 Ask students to look at the pictures and match them with the five senses. Check as a class.

#### Key

- 1 sight  
2 hearing  
3 taste  
4 touch  
5 smell

- 6 Tell students to match the questions and answers. Check as a class.

#### Key

1 d 2 c 3 e 4 b 5 a

- 7 Ask students to copy and complete the table with verbs from exercise 6. Check as a class.

#### Key

- 1 looks  
2 taste  
3 sounds  
4 feels  
5 smell

- 8 68 Play the recording for students to listen and check.

- 9 **Your voice** Ask students to complete the sentences with their own ideas so that they are true. Tell them to compare with a partner.

Homework → Workbook p68

## Speaking

- 4 Have a class discussion about what your school does to help people with disabilities or other difficulties. Then ask students to imagine they are in the four situations listed. Allow time for them to write down their ideas. Put students in pairs to take turns talking about the four situations. Compare ideas as a class.



**Aim** To read and listen to information about dyslexia. To discuss the problems certain people might face at school.



## Culture today

### The Gift of Dyslexia?




#### EXTRA warmer

Ask students to close their eyes and imagine they're in a large market. Tell them to make a note of what they can hear, smell and see. Then ask them to imagine they taste some of the fruit on a stall, and to note how it feels and what it tastes like. Tell them to compare with a partner, then discuss as a class.

- 1 Ask students what they know about dyslexia. Then tell them to read the information box about dyslexia and answer the two questions. Elicit answers.

#### Key

It is a condition that gives people problems with reading, writing or spelling. About one in ten young people have some form of dyslexia.

- 2  69 Ask students to read the article and match three of the headings to the paragraphs. Then play the recording for students to listen and check.

#### Key

1 a 2 d 3 c

- 3 Tell students to cover the text and try to answer the questions from memory. Ask them to compare with a partner and then read the text again to find or check their answers. Check as a class.

#### Key

- 1 Because the right side of their brain is often bigger.
- 2 The left side controls mathematics and logic and the right side controls creative and artistic skills.
- 3 They might take a long time to read and understand books, and the words might sometimes look blurred.
- 4 You might take notes slowly, or reverse letters or numbers; you might find mental arithmetic difficult and have problems with left and right.
- 5 A calculator, a computer spell-check facility and a dictation machine.
- 6 Yes.



#### EXTRA extension

Ask fast finishers to write one or two more questions about the text to test a partner.



- 4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to discuss their answers. Discuss as a class.



#### the BIG DEBATE: Should all cinemas provide facilities for blind and deaf people?

If you want to develop the topic of disability further and have a class debate, then go to Workbook p131, with worksheets in the Teacher's resource file.



#### EXTRA follow-up

Ask students to make a poster suggesting things their school could do to make life easier for people with dyslexia. Make a wall display with the posters.



#### EXTRA follow-up / homework

Ask students to write a summary of the discussion from exercise 4 and give their opinion at the end.



**Aim** To introduce and practise modals of deduction and possibility. To review the grammar in unit 7, working with a text about *The Secret Garden* by F. H. Burnett.

## Grammar 2

### Modals of deduction and possibility



#### EXTRA warmer

Draw these lines on the board: \_ \_ / \_ \_ \_ \_ \_ /  
\_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ / \_ \_ \_ \_ \_ .  
Play hangman until students guess the sentence  
(*Mr Craven hears something in the garden*). Ask  
them to look on the page and find out what the  
'something' was (laughter).

- 1 Ask students to look at the table and match sentences 1–3 with a–c. Check as a class.

#### Key

1 b 2 a 3 c

- 2 Ask students to read the sentences and choose the correct words. Check as a class.

#### Key

1 can't	4 must
2 must	5 might
3 might	6 can't

- 3 Ask students to complete the sentences with the correct modal verb. Check as a class.

#### Key

1 must  
2 might  
3 can't  
4 must  
5 might



#### EXTRA extension

Ask students to complete the sentences below so that they are true for them. Then put students in pairs to compare ideas. Discuss as a class.

*I think it must be difficult to be ... because ...*  
*My favourite smell is ..., which might be because ...*  
*It can't be easy to ... when you're old, because ...*

Homework → Workbook p69 and Workbook Grammar bank p111

## Unit grammar check

- 1 Tell students to read the text quickly. Elicit who or what it's about. Then ask them to choose the correct answers to complete the text.

#### Key

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

- 2 70 Play the recording for students to listen and check answers. Check as a class.

Homework → Workbook p70

#### Book corner

*The Secret Garden* was published in 1911. Its central themes are the healing power of living things (in this case, the garden as both Mary and Colin are cured) and the power of positive thinking.

Hodgson Burnett wrote several popular children's books, including *A Little Princess* and *Little Lord Fauntleroy*.



#### EXTRA follow-up / homework

Ask students to find out two more facts about either *The Secret Garden* or Frances Hodgson Burnett to share with their classmates in the next lesson.



**Aim** To write a biography, after reading a model and practising expressions of time and sequence.

## Writing dossier

### A biography

#### + EXTRA warmer

Set a time limit of four minutes. Ask students to write a word related to fears and phobias, and a word related to the senses (including adjectives, eg: *delicious, aromatic, smooth*, etc.) beginning with each letter of the alphabet. Find out who has thought of the most words and award a point for each correct word. Compare as a class.

- 1 Ask students what they know about Valeri Kharlamov. Brainstorm information and write it on the board. Tell students to read the biography and see if any of their information is mentioned. Then ask them to find out what happened in the years mentioned in the question. Check as a class.

#### Key

1948 — Valeri Kharlamov was born.  
1969 — He was awarded Merited Master of Sport.  
1975 — He married his wife.  
1980 — He played in the Lake Placid Winter Olympics.

### 2 Language focus: expressions of time and sequence

Tell students to look at the Language focus box and find the expressions in the biography. Elicit how they say the expressions in their language.

- 3 Ask students to read the text and choose the correct expressions. Check as a class.

#### Key

1 When	4 During
2 At the age of	5 Today
3 A year after	

#### + EXTRA follow-up

Ask students to find out and write two more facts about Wayne Gretzky, using the expressions in the Language focus box. Ask volunteers to read out their facts and build up a longer class biography of Gretzky on the board.

### Writing plan

- 1 Tell students they're going to prepare a biography about Daniel Powter. Ask them to look at the questions and find the answers in the information about Daniel Powter. Elicit answers.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their biography, organizing their ideas into three paragraphs as shown. Tell them to refer to the model as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their biography and use the checklist to make it even better.
- 4 Finally, ask students to write the final version of their biography for you to read, and to keep in their Dossier.

Homework → Workbook p72

#### + EXTRA follow-up / homework

Ask students to write another biography about a famous person following steps 2–4.





**Aim** To listen to a recording of Ruth asking her mother for permission to go out, then practise a similar dialogue with a partner.

## Dialogue builder

### Asking for permission



#### EXTRA warmer

Use part of the text on page 92 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 92 to correct their work.

- 1 71 Play the recording for students to listen to the recorded message and complete the cinema information. Check as a class.

#### Key

1 20:00	4 12A
2 17:15	5 £5.50
3 20:30	6 £9.00

- 2 72 Ask students to cover the dialogue builder and read the question. Play the recording for them to listen and find out what time Ruth has to be home. Play twice if necessary. Then ask them to read the dialogue builder and check their answer. Ask if they have similar conversations with their parents.

#### Key

Half past ten.

- 3 72 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation. Then divide the class in two, with one group as Ruth, and one as Mum. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the dialogue.

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they want to go to see one of the films in exercise 1. Tell them to include some of the Useful expressions. Monitor and help as needed.



#### EXTRA extension

Ask fast finishers to translate the Useful expressions into their language.

- 5 Put students in pairs to practise their dialogues, taking turns in each role. Remind them to pay attention to the intonation, particularly in questions. Ask pairs to perform for the class.
- 6 73 Tell students to read the sentences, and check meaning. Then play the recording and ask students to choose the correct answers.

#### Key

1 a 2 b 3 c 4 a

Homework → Workbook p73



**Aim** To review the language in unit 7 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 7, eg, part of the text on page 94. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg: *Does it take you a long ... to ... and understand books? When you ... reading, do the words sometimes ... blurred?* etc. Tell students to write the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 98—99 for help if you wish.

## Fears and phobias

- 1 Tell students to complete the sentences with the words in the box. Check as a class.

### Key

- |              |             |
|--------------|-------------|
| 1 heights    | 4 strangers |
| 2 foreigners | 5 flying    |
| 3 the dark   | 6 germs     |

## The five senses

- 2 Ask students to choose the correct word. Check as a class.

### Key

- |          |          |
|----------|----------|
| 1 looks  | 4 smells |
| 2 hear   | 5 sounds |
| 3 tastes |          |

## Modals of obligation, prohibition and ability

- 3 Ask students to read the sentences and choose the correct answer. Check as a class.

### Key

- |     |     |
|-----|-----|
| 1 b | 4 c |
| 2 b | 5 b |
| 3 c |     |

- 4 Ask students to write the sentences in the past form. Check as a class.

### Key

- 1 I couldn't find my bag.
- 2 We could hear loud music.
- 3 He had to finish his homework.
- 4 I didn't have to get up early.
- 5 We had to catch the last bus home.

- 5 Tell students to read about books for the blind and choose the correct words. Check as a class.

### Key

- |            |                 |
|------------|-----------------|
| 1 couldn't | 4 don't have to |
| 2 had to   | 5 have to       |
| 3 can      | 6 can't         |

## Modals of deduction and possibility

- 6 Ask students to complete the sentences with *must*, *might* or *can't*. Check as a class.

### Key

- |         |         |
|---------|---------|
| 1 can't | 4 must  |
| 2 must  | 5 might |
| 3 might | 6 can't |

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 7 Ask students to read the text and choose the correct answers. Check as a class. Then ask students to close their books and work in pairs to retell what the text says about Hannah and her phobia. When they've finished, tell them to open their books again and check.

### Key

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

Homework → Workbook pp74–75

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

# 8

## Let's Get Together

### Unit objectives

In this unit, we talk about relationships and romance to introduce, review and practise reported speech and reported questions with *if*. We also look at relationship verbs and reporting verbs. In skills work, students read about a couple that have split up, listen to a radio programme about relationship advice, write an email and practise asking someone out.



**Aim** To introduce the language and topic area for the unit (relationships and romance).



### EXTRA warmer

Ask students to look at their neighbour and 'conjecture' about them, ie, without speaking, write five sentences about them using modals of deduction (*must, might, can't*). When they've finished, ask them to exchange sentences, indicate how many are correct but not which. They then discuss which they think are correct and why.

### Lead-in

Ask students to look at the picture and the quiz and tell you what they think the unit is about. Discuss as a class. Ask if anyone knows the names of the actors in the picture (Claire Danes and Leonardo DiCaprio) and the name of the film (*Romeo and Juliet*).

### Quiz ...

Ask students to read the questions, and check meaning. Then put them in pairs to guess the answers. Check and discuss the answers as a class.

Ask if anyone knows who the other gods were (Zeus and Apollo). Find out if they know who the goddess of love was.

Find out if anyone has read or seen the play or film of *Romeo and Juliet* (or *Westside Story*) and if so, what they know about the story and what they thought about it.

#### Key

1 b 2 a 3 b 4 b

### Cultural note

**1** Zeus was the King of the Olympian gods, and the god of the sky and thunder. He was the brother of Hades, god of the Underworld, and Poseidon, god of the sea and earthquakes. He had many children, including Apollo, Artemis, Aphrodite, and the Muses.

Eros (lust and love – the word *erotic* is derived from his name) was the son of Aphrodite (love and beauty) and Ares (war). The Romans called him Cupid.

Apollo was the god of light, the sun, truth, prophecy, archery, music, poetry, medicine, the arts.

**3** For *Romeo and Juliet*, see the Book corner on page 107.



### EXTRA homework

Ask students to find out who Aphrodite (Venus) was, and prepare to tell the class about her.



**Aim** To introduce and practise verbs related to relationships.

## Vocabulary 1

### Relationship verbs

#### + EXTRA warmer

Set a time limit of four minutes. Ask students to make as many words as possible from the letters in the title of the unit (*Let's Get Together*). Compare words as a class, and find out who has made the most. Write all the words on the board and allow students time to copy any new words in their notebooks.


**Recycle** Ask students to check the meaning of the adjectives and decide which ones are for describing appearance and which are for character. Check as a class.

#### Key

appearance – goodlooking, pretty, fit, slim  
character – loyal, romantic, kind, caring

#### + EXTRA extension

Ask students to write down the name of a friend or relative for each adjective and give a reason why, eg, *My cousin Gil is caring because he always phones to see how I am and gives advice.*

1  74 Tell students to check the meaning of the expressions in the box. Then play the recording for students to listen and repeat. Elicit how to say the expressions in their language.

Ask students to decide which expressions are positive and which are negative. Compare as a class. Then elicit which expressions they can see in the pictures.

#### Key

positive: ask someone out, go out with someone, get on with someone, fall in love with someone, fancy someone  
negative: finish with someone, cheat on someone, miss someone, have an argument with someone  
positive/negative: flirt with someone

1 fall in love ... 2 miss ... 3 cheat ...  
4 go out ... 5 have an argument 6 finish ...

2 Ask students to read the story and complete it with the words in the box. Check as a class.


#### Key

1 with  
2 out  
3 got  
4 in  
5 on  
6 had

3 Ask students to read and match the beginnings of the sentences with their endings. Check as a class. Elicit what structure is used in the sentences and why (the second conditional – hypothetical situations).

#### Key

1 e 2 c 3 a 4 b 5 d

4  **Your voice** Ask students to look at the example questions and write four more to ask a partner, using phrases from exercise 1. Then put students in pairs to take turns asking and answering the questions. Tell students to report back to the class about their partner.

#### + EXTRA extension

Ask students to write their partner's answers in detail.


**Homework** → Workbook p76 and Workbook Vocabulary plus p123



**Aim** To read and answer questions about a couple who have split up.

## Reading

### The EX Factor ... There are two sides to every story!

- 5  75 Ask students to look at the picture on page 103. Elicit what they think the text is about. Then tell them to read the title and the first sentence to see if they were right. Ask students to cover the text. Tell them to listen to the recording to find out who finished the relationship. Play the recording twice if necessary. Then ask students to read the text and check. Check as a class.

**Key**  
Kelly

- 6 Set a time limit of four minutes. Ask students to read the text quickly and complete the sentences with *Jack* or *Kelly*. Check as a class.

**Key**  
1 Jack 2 Kelly 3 Jack 4 Kelly

- 7 **WORDS IN CONTEXT** Students complete the sentences with *said* or *told* then check their answers in the text. Check as a class.

**Key**  
1 said 2 told 3 said 4 told

- 8 Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

**Key**  
1 F – They live in Birmingham.  
2 F – They met at the youth club.  
3 T – *She was always going out with her friends!*  
4 F – Jack texts Kelly but she never replies.  
5 T – *But then he started to get really jealous ...*  
6 T – (according to Kelly) ... *we had a big argument and I finished with him.*

#### + EXTRA extension

Ask students to correct the false sentences.

#### + EXTRA extension

Ask fast finishers to write two or three more true/false sentences or make up three comprehension questions for a partner to solve.

- 9 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering. Discuss as a class.



#### Across the curriculum: Literature

If you want to develop this topic further, then go to Student's Book p144, with worksheets in the Teacher's resource file.

**Homework** → Workbook p81

#### + EXTRA follow-up / homework

Ask students to make an advice poster based on their answers to question 3 in exercise 9. They can either use the title *Things you should never do ...* or *If you want your boyfriend/girlfriend to leave you, ...*. Use the posters to practise either the imperative form or *should/shouldn't/mustn't*, etc. Encourage students to illustrate and decorate their posters, then vote for the best one. Use the posters to make a wall display.



**Aim** To introduce, review and practise reported speech.

## Grammar 1

### Reported speech

#### + EXTRA warmer

Play charades. Ask volunteers to mime the verbs from the previous lesson for classmates to guess. Either do this as a class activity, miming approximately seven verbs, or put students in groups of three to take turns miming and guessing.

- 1 Ask students to look at the table and complete 1–3 with the correct form. Check as a class.

#### Key

- 1 past continuous  
2 past perfect  
3 would

- 2 Tell students to choose the correct words, referring to the table in exercise 1. Check as a class.

#### Key

- 1 was going                      3 wouldn't  
2 had                              4 missed

#### Look!

Tell students to read the information about time expressions in reported speech before they do exercise 3. Find out if the same is true of time expressions in reported speech in their language. Ask them to change some example direct statements to reported speech, and then translate them to help if necessary, e.g.

*I haven't seen Alfie today.* ⇒ *She said ...*  
*She'll be at school tomorrow.* ⇒ *He said ...*, etc.

- 3 Ask students to read the sentences and choose the correct time expressions. Check as a class.

#### Key

- 1 before    2 that day    3 following    4 following

- 4 Tell students to read the email then complete the sentences in reported speech. Ask them to compare with a partner before checking as a class. Find out if they know anyone who has sent a similar email or SMS.

#### Key

- 1 couldn't  
2 thought  
3 had ... felt  
4 was going to  
5 would send  
6 loved

#### + EXTRA extension

Ask students to imagine they have just fallen in love with someone. Tell them to write an exaggerated romantic email of about 25 words. Ask them to exchange emails with a partner, who rewrites the email in reported speech. Then that student passes the reported speech version to another partner to rewrite in direct speech. Students then compare this version with the original. Discuss the outcome as a class.

**Homework** → Workbook p77

#### + EXTRA follow-up / homework

Ask students to find famous quotes and make a reported speech quiz, eg, *Who famously said that ...*





**Aim** To listen to a radio programme about relationship advice. To introduce and practise reporting verbs, and practise linking words in connected speech.

## Listening

### A radio programme



#### EXTRA warmer

Use students' quiz questions from the Extra follow-up / homework in the previous lesson as a 'Big Quiz', or prepare ten of your own.

- 1 76 Ask students to read the speech bubbles. Elicit what they think the radio programme is about. Then play the recording and ask students which three situations are discussed.

**Key**  
4, 1, 3

- 2 76 Play the recording again for students to choose the correct answers. Check as a class.

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

- 3 Ask students to read the sentences and try to remember if they are true or false. Then play the recording again if necessary to check.

**Key**  
1 F 2 F 3 T 4 F 5 T

### Pronunciation: linking

- a 77 Play the recording for students to listen and repeat, noting where the words link.
- b 78 Play the recording for students to listen and tell you which words are linked. Ask them to practise saying the sentences.

**Key**  
1 got, on  
2 fell, in

## Vocabulary 2

### Reporting verbs

- 4 Ask students to read the sentences and translate the bold words into their language. Then elicit which two sentences they can see in the pictures.

**Key**  
a 1 b 8

- 5 Ask students to copy and complete the table with verbs from exercise 4. Check as a class.

#### Key

verb + that	verb + infinitive	verb + object + infinitive
explain that	promise to	invite someone
complain that	agree to	to warn someone
admit that	refuse to	to tell someone to

- 6 79 Play the recording for students to listen and repeat.

- 7 Students choose the correct words. Check as a class.

**Key**  
1 admitted  
2 offered  
3 asked  
4 announced  
5 told  
6 agreed

- 8 **Your voice** Ask students to complete the sentences with their own ideas then compare with a partner.

**Homework** → Workbook p78



**Aim** To read about a party that went wrong. To talk about the problems social networking sites can cause and react to the story.




## Culture today

### Party Boy Says Sorry

#### + EXTRA warmer

Write sentences on pieces of paper, using reporting verbs, eg: *He announced that he was going to live in the Antarctic. She warned them not to eat the poisoned cake*, etc. Give the sentences to individual students to mime for the class to guess. This can be done as a class activity or in smaller groups of four or five students.

- 1  Ask students to read the information box about social networking. Find out if they have a page on a social networking site, and what the possible dangers with these sites are. Discuss as a class. Then play the recording for students to read and listen and then match the paragraphs with the names. Check as a class.

#### Key

- |                   |               |
|-------------------|---------------|
| 1 Mr and Mrs Hill | 3 Jenny Platt |
| 2 Richard Hill    | 4 PC Norton   |

- 2 Ask students to read the text again and write the events in the correct order. Check as a class.

#### Key

3 – 5 – 1 – 6 – 2 – 4

- 3 Tell students to cover the text and try to complete the sentences from memory. Ask them to compare with a partner then read the text again to check. Check as a class.

#### Key

- |               |             |
|---------------|-------------|
| 1 his parents | 4 Richard   |
| 2 PC Norton   | 5 PC Norton |
| 3 Jenny       |             |

- 4 **Your voice** Tell students to read the questions and think about their answers for a moment, writing them down if necessary. Then put students in pairs or threes to discuss their answers. Discuss as a class.

#### the BIG DEBATE: Should you try to keep your friends for life?

If you want to develop the topic of friendship further and have a class debate, then go to Workbook p132, with worksheets in the Teacher's resource file.

#### + EXTRA follow-up / homework

Ask students to make a poster suggesting the dangers of social networking sites, and giving advice on how to avoid these pitfalls, eg, *Never announce a party as an event – send individual messages to your friends*. Make a wall display with the posters.

#### + EXTRA follow-up / homework

Ask students to write a summary of the discussion from exercise 4 and give their opinion at the end.



**Aim** To introduce and practise reported questions with *if*. To review the grammar in unit 8, working with a text about *Romeo and Juliet* by William Shakespeare.

## Grammar 2

### Reported questions with *if*



#### EXTRA warmer

Draw these lines on the board: \_ \_ \_ / \_ \_ \_ /  
\_ \_ \_ \_ / \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ / ? / \_ \_ /  
\_ \_ \_ \_ \_ . Play hangman until students guess  
the sentence (*The play about the Capulets and ?  
is awesome*). Ask them to find the missing family  
name on the page (Montagues) and the name of  
the play (*Romeo and Juliet*).

- 1 Ask students to read the examples and answer the questions. Check as a class.

#### Key

- 1 No, we don't (because we're not actually asking the question when we report it).
- 2 affirmative

- 2 Ask students to read the direct questions then choose the correct answers in the reported questions. Check as a class.

#### Key

- 1 a 2 b 3 b 4 a

## Speaking

- 3 Tell students to think about their answers to the questions in exercise 2 for a moment, writing them down if necessary. Then put students in pairs to take turns asking and answering the questions, taking notes while they listen. If you feel the questions might be sensitive, ask students to imagine they are a famous person or character (eg: Fergie, Elena Isinbaeva, Joker, etc.) when answering.
- 4 Ask volunteers to report their conversation to the class, referring to the example to help. After three or four students have reported, put students with a different partner to tell them about their partner's answers.

**Homework** → Workbook p79 and Workbook Grammar bank p113

## Unit grammar check

- 1 Ask students what they know about *Romeo and Juliet* and what they think of romantic/ tragic literature. Then tell them to read the text and complete it with the correct words.

#### Key

- 1 not to
- 2 would
- 3 loved
- 4 to marry
- 5 to marry
- 6 to leave
- 7 had found
- 8 if he would
- 9 to take
- 10 would

- 2 81 Play the recording for students to listen and check their answers. Check as a class.

**Homework** → Workbook p80

#### Book corner

*Romeo and Juliet* was one of Shakespeare's first plays and one of his most popular, particularly during his own lifetime. Nowadays, along with *Hamlet*, it is the most frequently performed. In 1996, Baz Luhrmann's successful film *Romeo and Juliet* brought the play to a new, music- and video-orientated generation.



#### EXTRA follow-up / homework

Ask students to find out two more facts about either *Romeo and Juliet* (the play or a film version) or Shakespeare to share with their classmates in the next lesson.



**Aim** To write an informal email, after reading a model and practising contractions.

## Writing dossier

### An email

#### + EXTRA warmer

Write the word **RELATIONSHIPS** on the board. Set a time limit of four minutes. Ask students to write as many words as possible related to relationships (*love, family, friends, etc.*). When they've finished, elicit their words and create a mind map on the board. Allow students time to copy any new words in their notebooks.

- 1 Ask students what topics or issues they ask their friends for advice about. Tell them to read the email and find out if Alice is asking about any of these topics/issues.

#### Key

She met a boy at the ice rink. He wants to see her again but she can't decide what to do as he doesn't live in the same town.

#### 2 Language focus: contractions

Tell students to read the Language focus and then find six contractions in the email. Check as a class.

#### Key

I've, he'd, can't, we've, doesn't, I'm

- 3 Ask students to rewrite the sentences using contractions. Check as a class. Encourage students to practise pronouncing the contracted forms as they read out their answers.

#### Key

- 1 He said that he'd been to London before.
- 2 I couldn't wait to meet him.
- 3 He said he'd like to see me.
- 4 He told me that he wasn't going to be late.
- 5 I've decided that it isn't a good idea.
- 6 If she'd known he was 25, she wouldn't have met him.

### Writing plan

- 1 Tell students that they're going to imagine they are Charlie and prepare a reply to Alice's email. Ask them to look at the questions and, working individually or in pairs, make up Charlie's answers. Compare ideas as a class.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first version of their email, organizing their ideas into four paragraphs and a PS as shown. Tell them to refer to the model email as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their email and use the checklist to make it even better.
- 4 Finally, ask students to write a final version of their email for you to read, and to keep in their Dossier.

**Homework** → Workbook p82

#### + EXTRA follow-up / homework

Ask students to think of a problem and write an email to a friend asking for advice. Tell them to use Alice's email as a model and write an introduction sentence, then explain the situation and ask for advice.



**Aim** To listen to a recording of Liam asking Vera out, then practise a similar dialogue with a partner.

## Dialogue builder

### Asking someone out



#### EXTRA warmer

Set a time limit of three minutes. Ask students to copy and complete the following sentence with as many original ideas as possible: *If I asked someone out on a first date, we'd go ...*. Put students in groups of four or five to compare ideas and choose the best three. Then ask each group to read out their best three ideas, and vote for the best ideas in the class.

- 1 Ask students to look at the information and answer the questions. Discuss answers as a class.
- 2 82 Ask students to cover the dialogue builder and read the question. Play the recording for them to listen and find out why Vera can't go to the party. Play twice if necessary. Then ask them to read the dialogue builder and check their answer.

#### Key

She's going to the cinema.

- 3 82 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation. Then divide the class in two, with one group as Liam, and one as Vera. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the conversation. Encourage them to be theatrical!

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they're asking their partner out either to the places listed or one of the places they thought of in the Extra warmer. Tell them to include the Useful expressions. Monitor and help as needed.



#### EXTRA extension

Ask fast finishers to translate the Useful expressions into their language.

- 5 Put students in pairs to practise their dialogues, taking turns in each role. Remind them to pay attention to the intonation, particularly in questions. Ask pairs to perform for the class.
- 6 83 Play the recording for students to listen to Liam's conversation with Sarah and to choose the correct words. Check as a class. Find out what they think of Liam.

#### Key

- 1 a party
- 2 eight
- 3 at Liam's house
- 4 mobile number

**Homework** → Workbook p83



**Aim** To review the language in unit 8 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Choose a short text from unit 8, eg, part of the email on page 108. Dictate the text to students but include gaps, which you indicate by whistling or making a noise, eg, *We ... for ages and I ... him my mobile ... and he said ... me*, etc. Tell students to write the text then complete the gaps individually or in pairs. Check as a class.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 110–111 for help if you wish.

## Relationship verbs

- 1 Tell students to match the beginnings of the sentences with their endings. Check as a class.

### Key

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

## Reported statements

- 2 Ask students to complete the sentences with *said*, *told* or *asked*. Check as a class.

### Key

- 1 said
- 2 asked
- 3 told
- 4 said
- 5 told
- 6 asked

- 3 Ask students to rewrite the sentences in reported speech. Check as a class.

### Key

- 1 He told me that he was doing his homework.
- 2 She said that she had seen Tania in town.
- 3 He said that he hadn't seen the new film.
- 4 She said that she would call later.
- 5 She told me that we could go to the cinema.

## Reported questions with *if*

- 4 Tell students to look at the direct questions to complete the reported questions. Check as a class.

### Key

- 1 spoke English
- 2 was from Russia
- 3 'd been to London
- 4 was nice
- 5 was going to walk to school

- 5 Ask students to rewrite the reported questions as direct questions. Check as a class.

### Key

- 1 Do you speak Spanish?
- 2 Will you help?
- 3 Did you go out last night?
- 4 Is your friend with you?
- 5 Are you going to go for a drink?

## Reporting verbs

- 6 Ask students to read the sentences and choose the correct words. Check as a class.

### Key

- 1 promised
- 2 agreed
- 3 warned
- 4 invited
- 5 refused
- 6 offered

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 7 Ask students to read the text and choose the correct words. Check as a class. Then ask students to close their books and work in pairs to retell what the text says about Daniel Frederick, Susan and Glynn. When they've finished, tell them to open their books again and check.

### Key

- |           |        |
|-----------|--------|
| 1 longest | 5 must |
| 2 would   | 6 was  |
| 3 wanted  | 7 had  |
| 4 for     | 8 had  |

Homework → Workbook pp84–85

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.



# 9

## Wonderful World

### Unit objectives

In this unit, we talk about travel and places to introduce and review *used to*, subject and object questions, and to review the tenses in general. We also look at vocabulary for describing places (focusing on adjective suffixes) and collocations related to holiday activities. In skills work, students read about the New Seven Wonders of the World, listen to people talking about childhood holidays, write about their holidays and practise making requests.



**Aim** To introduce the language and topic area for the unit (travel and places).



### EXTRA warmer

*Place race* Tell students to think of a place in the world beginning with each letter in the title of the unit (ie, two places with *W*, two with *O*, etc.) The first student to finish should call out *Wonderful World!* Compare places as a class and award points for correct names.



### EXTRA homework

Ask students to find out about Mark Beaumont or the Vatican City and prepare to tell the class about them in the next lesson.

### Lead-in

Ask students to tell you what they can see in the picture. Find out if anyone has done anything like this and if so, where and what was it like. Then ask students to look through the unit and choose the two places they'd most like to visit. Compare ideas as class.

### Quiz ...

Ask students to read the questions, and check meaning. Then put students in pairs to guess the answers. Check and discuss the answers as a class.

Ask students to think of how they would travel around the world, if they could, without using a plane. Ask them to name twelve countries, in order, that they would visit on the way.

Find out if students know the currencies of the other countries in question 4 (a – Canadian dollar, peso, baht; c – euro, euro, Australian dollar).

#### Key

1 b 2 a 3 c 4 b



**Aim** To introduce and practise adjectives for describing places, focusing on adjective suffixes, and to practise word stress.

## Vocabulary 1

### Describing places

#### + EXTRA warmer

Before students open their books, write *The Seven Wonders of the World* on the board. Put students in pairs to brainstorm the 'Ancient Seven' and the 'New Seven'. Elicit answers and find out how many they got correct (Ancient: Great Pyramid, Lighthouse of Alexandria, Colossus of Rhodes, Mausoleum of Maussolios, Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia; New: Colosseum, Taj Mahal, Great Wall of China, Petra, Machu Picchu, Christ Redeemer, Chichén-Itzá).

**Recycle** Ask students to look at the places in the box. Elicit which places are in their town.

- 1 **84** Play the recording for students to listen and repeat the adjectives. Then ask them which adjectives they'd use to describe each of the places (they may use adjectives more than once). Compare ideas as a class.

**Look!**

Ask students to read the information about suffixes before they do exercise 2.

- 2 **88** Ask students to copy and complete the table with the adjectives from exercise 1. Check as a class.

#### Key

-ful	-ing
beautiful wonderful peaceful	amazing relaxing exciting
-ous	-ible/-able
mysterious dangerous famous	incredible enjoyable comfortable

- 3 Tell students to use adjectives from exercise 1 to describe each place or situation. Encourage them to close their eyes and visualize the places to help think of adjectives. Compare as a class.

### Pronunciation: word stress

- a **85** Play the recording for students to listen and repeat. Elicit how many syllables the words have.

#### Key

four syllables

- b **86** Ask students to write the words in the correct box. Then play the recording for students to listen and check.

#### Key

• • •	• • •
wonderful dangerous beautiful	amazing exciting relaxing

- 4 **Your voice** Tell students to complete the sentences with their own ideas. Ask them to compare with a partner before comparing as a class.

#### + EXTRA extension

Ask students to write their partner's answers in detail.

**Homework** → Workbook p86 and Workbook Vocabulary plus p124



To read and answer questions about the New Seven Wonders of the World.

## Reading

### The Seven Wonders of the World

- 5 Ask students to look at the pictures of the New Seven Wonders and match them to the countries in the box. Then ask them to order the Wonders from the one they'd most like to visit to the least. Compare as a class.

#### Key

Colosseum – Italy  
Taj Mahal – India  
Great Wall – China  
Machu Picchu – Peru  
Petra – Jordan  
Chichén Itzá – Mexico  
Christ Redeemer – Brazil

- 6 87 Play the recording and ask students to read and listen to the text, and decide if the sentences are true or false. Tell them to correct the false sentences. Check as a class.

#### Key

1 F – *The winners were voted by phone and on the Internet.*  
2 F – *Stonehenge ... didn't make the top seven.*  
3 T  
4 T  
5 T  
6 F – *But today only the Great Pyramid remains.*

- 7 **WORDS IN CONTEXT** Ask students to find the antonyms in the text. Check as a class.

#### Key

unpopular – popular  
ordinary – incredible  
pleased – disappointed  
natural – man-made  
ugly – beautiful

- 8 Ask students to try to choose the correct answers from memory. Then tell them to read the text again to find or check their answers. Check as a class.

#### Key

1 b 2 a 3 a 4 b



#### EXTRA extension

Ask fast finishers to make up five *true/false* sentences for a partner to solve.

- 9 **Your voice** Ask students to start by making their own list of the Seven Wonders of their country. Then put students in groups. Tell students to share their list of Wonders, giving reasons for their choices, and to make a definitive list of seven for the group. Discuss as a class and write all the ideas on the board.

- 10 In pairs or small groups, students decide on one of the places on the board to become the Eighth New Wonder. Discuss as a class.



#### Across the curriculum: Geography

If you want to develop this topic further, then go to Student's Book p146, with worksheets in the Teacher's resource file.

Homework → Workbook p91



#### EXTRA follow-up / homework

Tell students to write up the discussion in exercise 9, explaining the reasons for some of the nominations as well as the place finally chosen in exercise 10. Ask them to add a paragraph giving their own personal opinion.



**Aim** To introduce, review and practise *used to*, and subject and object questions.

## Grammar 1

### *used to*



#### EXTRA warmer

Write *-ing, -ous, -ful, -ible, -able* on the board. Tell students they're going to play a memory game. Demonstrate with volunteers. Ask a student to complete the following sentence with an adjective ending in one of the suffixes on the board: *I went to the Himalayas and it was* (eg, *amazing*). Ask a second student to repeat the sentence and add another adjective, eg, *I went to the Himalayas and it was* (eg, *amazing and unforgettable*). Then ask a third student to do the same. Put students into groups of four or five to continue playing. Find out which group can make the longest chain without forgetting words.

- 1 Ask students to read the examples then translate them into their language. Elicit how they say *used to*.
- 2 Tell students to match the beginnings of the sentences with their endings. Elicit why the *but* is important in these sentences (because *used to* always expresses a situation which is no longer true). Check as a class.

#### Key

1 c 2 e 3 a 4 b 5 d

- 3 Ask students to complete the sentences using *used to* or *didn't use to* and the verbs in the box. Tell them to compare with a partner, then check as a class.

#### Key

- 1 used to live
- 2 didn't use to play
- 3 used to be
- 4 didn't use to act
- 5 used to sing

- 4 **Your voice** Ask students to write questions with *used to* and the prompts. Check as a class. Then put students in pairs to take turns asking and answering their questions. Ask students to report back to the class about their partner.

## Subject and object questions

- 5 Tell students to read the text and answer the question. Elicit the answer.

#### Key

Mark Antony

- 6 Ask students to read the two questions and translate them. Explain that in subject questions, a question word replaces the subject because the subject is unknown; and in object questions, a question word replaces the object because the object is unknown. Point out the absence of the auxiliary in the subject question (the auxiliary isn't used if the question word is the subject of the question). Discuss how the questions are different in their language.
- 7 Ask students to answer the questions using the information from the text in exercise 5. Check as a class. Then elicit which is the object question.

#### Key

- 1 Cleopatra and Mark Antony.
  - 2 A great empire.
  - 3 The Romans.
  - 4 Egypt became part of the Roman Empire.
- Question 2 is an object question.

- 8 Ask students to look at the bold words in the answers and decide which questions will be about the subject of the sentence, and which about the object. Then tell them to write subject and object questions as appropriate. Remind them not to use the auxiliary if the question word is the subject of the question. Check as a class.

#### Key

- 1 Who built the Colosseum?
- 2 What did the Romans build?
- 3 Who married Lyudmila?
- 4 Who did Ruslan marry?
- 5 Who wrote *Antony and Cleopatra*?
- 6 What did Shakespeare write?

Homework → Workbook p87



**Aim** To introduce and practise collocations related to holiday activities. To listen to a conversation between three friends about childhood holidays.

## Vocabulary 2

### Collocations: holiday activities



#### EXTRA warmer

Play a memory game. Ask a volunteer to complete the sentence *I used to ..., but that was long ago* using a verb beginning with a, eg, *I used to act on TV, but that was long ago*. Continue up to z. Ask students to write the complete chain.

- 1 Ask students to study the collocations in the box and match six of them with the pictures. Check as a class.

#### Key

- 1 get a suntan
- 2 go on safari
- 3 see the sights
- 4 hire a bike
- 5 go snorkelling
- 6 eat an ice cream

- 2 88 Play the recording for students to listen and repeat the expressions.
- 3 Ask students to complete the text with the past simple form of the verbs in the box.

#### Key

- |        |         |
|--------|---------|
| 1 went | 5 hired |
| 2 got  | 6 saw   |
| 3 made | 7 sent  |
| 4 took |         |



#### EXTRA extension

Ask fast finishers to write four questions about the text for a partner to answer.

## Speaking

- 4 Tell students to read the questions and think about their answers for a moment. Then put students in pairs to take turns asking and answering the questions.

## Listening

### Childhood holiday memories

- 5 89 Play the recording for students to listen and answer the question. Check as a class.

#### Key

Jane

- 6 Play the recording again for students to choose the correct answers. Check as a class.

#### Key

1 b 2 c 3 a 4 a

- 7 Ask students to try to answer as many questions as possible from memory. Then play the recording again to check answers.

#### Key

- 1 They used to stay in a static caravan in Skegness.
- 2 They used to build sandcastles, eat ice cream, ride the donkeys and jump about in the waves.
- 3 He used to go with his mum and dad.
- 4 He visited Paris, Brussels and Amsterdam.
- 5 It used to rain.
- 6 She used to make new friends.

- 8 **Your voice** Ask students to think about their answer to the question. Then put students in pairs to discuss the question.

Homework → Workbook p88



**Aim** To read about taking a gap year and do a quiz.



## Culture today

### Around the World ...

#### + EXTRA warmer

Write sentences on pieces of paper, using a variety of structures and vocabulary studied this year. Give the sentences to individual students to draw picture clues for the class to guess.

Tell students to read the information box about taking a gap year. Then put students in pairs to brainstorm things that young people could do during a gap year. Compare ideas as a class and write the ideas on the board. Ask students to work individually and write at least five questions, using the ideas on the board and following the model: *During a gap year, would you rather ... or ...? Why?* Then put students in pairs again to take turns asking and answering the questions. Ask students to report back to the class about their partner.

#### + EXTRA extension

Ask students to write about their partner's answers to the questions, using reported questions and reported speech.

- 1 90 Play the recording for students to read and listen to the text. Then tell students to imagine they're travelling around the world on a gap year and to choose the correct answers in the quiz, working individually or in pairs. If you wish, allow students to use the Internet to check answers. Discuss answers as a class. Note that question 5 is a 'trick' question (warn students to think carefully about this one). Cape Town and Pretoria should be selected as South Africa has three capitals: Bloemfontein is the capital of the judiciary, Cape Town is the legislative capital and Pretoria is the administrative capital. Johannesburg is the largest city. Find out which of the six places (in the quiz questions) students would prefer to visit.

#### Key

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

- 2 **Your voice** Ask students to read the quote and write down as many arguments as possible in favour and against. Tell them to imagine what different people might say about it, eg: their grandparents, a teacher, a neighbour, an Internet/ Second Life addict, an explorer, etc. Then put students in pairs to compare ideas and discuss their opinions.

Alternatively, ask students to brainstorm arguments in favour and against. Then put them in groups of six or eight and give them roles, so that half of the group has to argue against the quote (eg: a Second Life fan, an elderly person, someone with a phobia of flying) and half in favour (eg: an explorer, a language student, a travel agent). When each group has finished discussing the quote, ask them to report back to the class.



#### the BIG DEBATE: Should low-cost airlines be discouraged?

If you want to develop the topic of low-cost air travel further and have a class debate, then go to Workbook p133, with worksheets in the Teacher's resource file.

#### + EXTRA follow-up / homework

Ask students to write a summary of the discussion from exercise 2 and give their opinion at the end.





**Aim** To review tenses and time expressions. To review the grammar in unit 9, working with a text about *Around the World in 80 Days* by Jules Verne.

## Grammar 2

### Tense review



#### EXTRA warmer

Draw these lines on the board: \_ \_ \_ / \_ \_ \_ /  
\_ \_ \_ / \_ \_ \_ / \_ \_ \_ / \_ \_ \_ /  
. Play hangman until students guess the phrase  
(*and they all lived happily ever after*). Ask them  
to find it on the page and tell you when it's used  
(at the end of stories, especially fairy tales) and  
what the equivalent is in their language.

- 1 Ask students to match the questions with six of the tenses a–h, and tell you which two tenses are not used. Elicit an example of each of these two tenses and write them on the board.

#### Key

1 e 2 a 3 d 4 c 5 f 6 g  
tenses not used: past perfect, past continuous

- 2 Ask students to complete the sentences with the correct form of the verb in brackets and to name the tenses they've used. Check as a class.

#### Key

1 has just returned (present perfect)  
2 went (past simple)  
3 was staying (past continuous)  
4 travel (present simple)  
5 'll go (future)  
6 'm sitting (present continuous)

- 3 Tell students to copy and complete the table with the time expressions in the box and to add the bold expressions from exercise 2. Check as a class.

#### Key

present simple	present continuous	past simple
often hardly ever	now at the moment	last week a year ago
past continuous	present perfect	future
while	since just	tomorrow next year



#### EXTRA extension

Ask fast finishers to add at least five expressions to the table. Check as a class.



- 4 **Your voice** Ask students to complete the questions and answers with their own ideas, using the correct tenses. Tell them to compare sentences with a partner then compare as a class.

**Homework** → Workbook p89 and Workbook Grammar bank p115

### Unit grammar check

- 1 Ask students to read the text quickly and tell you who or what it's about. Then ask them to choose the correct answers to complete the text.

#### Key

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

- 2 91 Play the recording for students to listen and check their answers to exercise 1. Check as a class.
- 3 Tell students to read the text again and answer the questions. Check as a class.

#### Key

1 Jules Verne 3 Aouda  
2 Passepartout 4 Phileas Fogg

**Homework** → Workbook p90

#### Book corner

Jules Verne (1828–1905) was one of the pioneers of the science-fiction genre, and he wrote about air, underwater and space travel before any of these were actually regular forms of transport. Verne and H.G. Wells are referred to as the Fathers of Science Fiction, and Verne is the second most translated author in the world (Agatha Christie being the first).



#### EXTRA follow-up / homework

Ask students to find out two more facts about either *Around the World in 80 Days* or Jules Verne to share with their classmates in the next lesson.



**Aim** To write about their holidays, after reading a model and practising editing their work.

## Writing dossier

### Your holidays

#### + EXTRA warmer

Set a time limit of five minutes. Ask students to write as many words as possible that they've learned this academic year. Put them in pairs to compare and extend lists. Then tell pairs to exchange lists and put all the words in categories (students choose the categories themselves). Compare as a class.

- 1 Ask students what they can see in the picture. Then tell them to read the paragraphs and match them to 1–3.

#### Key

1 c 2 b 3 a

#### 2 Language focus: editing your work

Tell students to study the information in the Language focus box. Then put them in pairs to think of more things they should check when editing their work. Encourage them to look back at step 3 in the Writing plan in all the units in the book and note the recommendations. Compare as a class.

- 3 Ask students to correct the sentences and indicate what type of error they are, referring to the things to check in the Language focus box. Check as a class.

#### Key

- 1 My parents *like* going to the beach. (subject-verb agreement)
- 2 I've never been *abroad*. (spelling)
- 3 We stayed in a big hotel. (word order)
- 4 Did you go to *Scotland* last summer? (punctuation and capitals)
- 5 We *swam* in the sea last year. (irregular verbs)
- 6 We're *going* to Turkey this summer. (tenses)

### Writing plan

- 1 Tell students they're going to prepare to write about their holidays. Ask them to read the questions and write answers about their own holidays, or make the answers up if they prefer. They can either imagine dream holidays or pretend they're a famous person, eg: Jay-Z, Ivan Urgant, etc.
- 2 Ask students to use their answers to the questions in step 1 to help them write a first draft of their description, organizing their ideas into three paragraphs as shown. Tell them to refer to the model description as a guide.
- 3 Tell students to read the items on the checklist, and check meaning. Then tell them to read through their description and use the checklist to make it even better.
- 4 Finally, ask students to write a final version of their description for you to read, and to keep in their Dossier.

Homework → Workbook p92

#### + EXTRA follow-up / homework

Ask students to write about another holiday, imagining a famous person is answering the questions in step 1.



**Aim** To listen to a recording of Vera changing currency at the bank, then practise a similar dialogue with a partner.

## Dialogue builder

### Making requests: at the bank



#### EXTRA warmer

Use the completed text on page 117 (exercise 3) as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to page 117 to correct their work.

- 1 Ask students to look at the currency converter and work out how many Japanese yen they can get for £100. Check as a class.

**Key**  
14,200

- 2 92 Ask students to read the dialogue builder and use the currency converter to work out how many pounds Vera will get. Then play the recording for students to listen to the dialogue and check their answer. Ask if students have ever been to a bank to change currency, open a bank account, etc.

**Key**  
£90.90

- 3 92 Play the recording again, pausing after each person speaks, and ask students to repeat the dialogue. Tell them to pay particular attention to the intonation. Then divide the class in two, with one group as Vera, and one as the bank clerk. Play the recording again, pausing as before while students repeat their parts. Then put students in pairs to practise the dialogue. Encourage them to be theatrical!

- 4 Tell students to copy and adapt the dialogue in their notebooks, imagining that they're travelling to New York and need some dollars. Tell them to include some of the Useful expressions. Monitor and help as needed.



#### EXTRA extension

Ask fast finishers to translate the Useful expressions into their language.

- 5 Put students in pairs to practise their dialogues, taking turns in each role. Remind them to pay attention to the intonation, particularly in questions. Ask pairs to perform for the class.
- 6 93 Play the recording for students to listen to another dialogue and choose the correct answers. Check as a class.

**Key**  
1 c 2 a 3 c

Homework → Workbook p93



**Aim** To review the language in unit 9 and earlier by completing simple language exercises.

## Progress check

### + EXTRA warmer

Put students in pairs. Ask each student to choose a short text of about five lines maximum from the book to dictate to a partner. Students take turns to dictate and write down their texts, and then check their work by looking at the appropriate page.

This lesson can be done individually or in teams, and students can refer to the Language guide on pages 122–123 for help if you wish.

## Describing places

- 1 Tell students to match the beginnings of the words with their endings and then translate them into their language. Check as a class.

### Key

1 c 2 a 3 e 4 b 5 d

## Collocations: holiday activities

- 2 Ask students to complete the sentences with the words in the box. Check as a class.

### Key

1 safari	4 snorkelling
2 postcards	5 bike
3 souvenirs	6 suntan

## used to

- 3 Ask students to complete the sentences with *used to* or *didn't use to*, so that they are true. Tell students to compare sentences with a partner, then compare as a class.

## Subject and object questions

- 4 Ask students to choose the correct words and then try to answer the questions. Check as a class.

### Key

- 1 designed (Francesco Bartolomeo Rastrelli)
- 2 did he design (Catherine Palace in Tsarskoye Selo, Peterhof Palace near St Petersburg and Smolny Convent in St Petersburg, St Andrew's Church in Kiev, etc.)
- 3 wrote (Shakespeare)
- 4 did he write (*Macbeth*, *Hamlet*, *Troilus and Cressida*, etc.)
- 5 married (Jennifer Aniston)
- 6 did he fall (Angelina Jolie)

## Tense review

- 5 Tell students to complete the sentences with the correct form of the verbs in brackets. Check as a class.

### Key

1 'm doing	4 were visiting
2 'll be	5 bought
3 go	6 've had

- 6 Ask students to match the sentences in exercise 5 with the tenses. Check as a class.

### Key

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

- 7 Tell students to write the time expressions in the correct chronological order. Check as a class.

### Key

last year – a week ago – yesterday – now – tomorrow – next week

## Cumulative grammar 1 2 3 4 5 6 7 8 9

- 8 Ask students to read the text and choose the correct words. Check as a class. Then ask students to close their books and work in pairs to retell what the text says about Karl Bushby's journey. When they've finished, tell them to open their books again and check.

### Key

1 to walk	6 was
2 began	7 already
3 said	8 's
4 sleeps	9 's walking
5 has to	10 will take

**Homework** → Workbook pp94–95

### + EXTRA follow-up / homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

# Revision 3

## Unit objectives

In this unit, we review language presented and practised in units 7–9: modals, reported speech, *used to*, subject and object questions and tense review. The theme of this revision unit is Britain. Students read and listen to information about the White Horse of Uffington, Stonehenge, the British climate and tourism in Britain, and speak about tourism in their own country. They will also listen to and act out a sketch.



**Aim** To play a vocabulary game to review and practise vocabulary from units 7–9.

## Vocabulary



### EXTRA warmer

Ask students to look through their notebooks to find five or six words they've learned in units 7–9 that they like. Then ask a student to come to the board and draw one of their words for classmates to guess. When someone guesses correctly, ask another student to come and draw one of their words for the class to guess. Continue as a class with several more words, or put students into smaller groups with paper to continue playing. Alternatively, play hangman or charades using their words.

Ask students to read the clues and write the 26 words. With weaker groups, do the first clue together as a class. If you wish to add a competitive element to the game, set a time limit of four minutes for students to complete it. When students have finished the game, elicit and check answers as a class, awarding points for correct answers. Finally, ask students to add up their points and find out who the winner is.

### Key

a – agree	j – Taj Mahal	r – refuse
b – beautiful	k – kiss	s – snakes
c – complain	l – lighthouse	t – taste
d – dangerous	m – make	u – urban
e – explain	n – ancient	v – vertigo
f – fallen	wonders	w – wonderful
g – get	o – snorkelling	x – exciting
h – heights	p – peaceful	y – dyslexia
i – invite	q – queen	z – amazing



### EXTRA extension

Put students in pairs or groups of three to make a similar puzzle for classmates to solve, using a different set of 26 words from the last three units or from the whole book. Tell students to exchange puzzles with another pair to solve.



**Aim** To review language introduced in units 7–9. To read about the White Horse near Uffington in Britain then answer questions, and also listen to a news item about an event at Stonehenge. To talk about tourism. To do a project about Britain.

## Reading

### + EXTRA warmer

Ask students to write down at least ten things they associate with Britain. Award points for each correct item (maximum 30).

- 1 Ask students to look at the picture and tell you if they've ever seen anything similar, and why they think it's there. Discuss ideas as a class. Then ask students to read the text as quickly as they can to find out why the White Horse was made and to find three things which you can see near Uffington. Check as a class.

**Key**  
the White Horse, Dragon Hill, an Iron Age hill fort

- 2 Ask students to read the questions, and check meaning. Then students read the text again and answer the questions.

**Key**  
1 They're doing a school project about local history.  
2 It's about half an hour from Oxford.  
3 It was made during the Iron Age.  
4 They had an almost identical figure (as the White Horse) on them.  
5 They dug large holes in the grass and filled them with chalk.  
6 Saint George killed the dragon.

### + EXTRA extension

Ask fast finishers to write two more questions about the text for a partner to answer.

## Listening

- 3 94 Tell students to read the questions, and check meaning. Play the recording for students to listen and choose the correct answers. Check as a class. Find out if anyone celebrates the longest day or Saint John's (Midsummer) Night.

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

## Speaking

- 4 Ask students to read the questions, and check meaning. Set a time limit of six or seven minutes for students to write answers. Put students in pairs to ask and answer the questions. Ask students to report back to the class.

## Project

Tell students they're going to make a poster about Britain and to find out about two places (eg: Lake Windermere, Lindisfarne, Stirling, Lincoln), two historical Britons (eg: Charles Darwin, Alexander Fleming) and two present day Britons (eg: Tim Berners-Lee, Philip Pullman, Kate Winslet). Ask them to write one or two paragraphs about each and check their work using the Language guides on pages 98–99, 110–111 and 122–123. Then tell them to write a final version of the information, copy it onto the poster and illustrate it with pictures. Use the posters to make a wall display. Alternatively, students can make a booklet or website page to display their information.



## Revision 3



**Aim** To review and practise modals, reported speech, subject and object questions, and the tenses by completing exercises about Britain.

### Grammar



#### EXTRA warmer

Write the following anagrams on the board and ask students to solve them: EATTOP LELBUMAR LAKOA YGRUB. Ask students which is the odd-one-out and why. (The anagrams are *teapot*, *umbrella*, *koala*, *rugby*. *Koala* is the odd-one-out as it isn't associated with Britain.)

### Modals

- 1 Ask students to read the text and tell you if the weather sounds similar or different to their region. Then ask them to choose the correct words. Check as a class.

#### Key

- |            |                  |
|------------|------------------|
| 1 can      | 5 didn't have to |
| 2 have to  | 6 could          |
| 3 couldn't | 7 might          |
| 4 had to   | 8 can't          |



#### EXTRA extension

Ask students to add two sentences to the end of the story, to give it a 'happy ending'. Compare endings as a class and vote for the best, the funniest, the most original, etc.

### Reported speech

- 2 Ask students to read the sentences and rewrite them in reported speech. Check as a class.

#### Key

- 1 She said that she liked travelling.
- 2 They said that they were having a great time.
- 3 He said that he'd made a lot of friends.
- 4 He said that he would go to Scotland next time.
- 5 She told me that I had to be careful.
- 6 He told me that he'd sent me a postcard.

### Subject and object questions

- 3 Ask if the questions have unknown subjects (subject question) or known subjects (object question). Students then write the questions accordingly. Check as a class. Ask students if they know any of the answers.

#### Key

- 1 Who wrote *The Lord of the Rings*? (J.R.R. Tolkein)
- 2 Who did Prince Charles marry? (Diana Spencer, Camilla Parker-Bowles)
- 3 Who ruled Russia in 1571? (Ivan the Terrible)
- 4 What happened in England in 1066? (the Normans invaded, led by William the Conqueror)
- 5 Who won the UEFA cup last year? (depends on year)
- 6 What did England win in 1966? (the World Cup)

### used to

- 4 Ask students to complete the sentences with *used to* or *didn't use to* and the verbs in the box. Check as a class.

#### Key

- 1 used to live
- 2 used to go
- 3 used to be
- 4 used to have
- 5 used to smoke
- 6 didn't use to understand

### Tense review

- 5 Tell students to read the text about tourism and choose the correct form of the verbs. Check as a class. Discuss students' answers to the question posed at the end.

#### Key

- 1 visit
- 2 spent
- 3 were staying
- 4 means
- 5 has always been
- 6 are becoming
- 7 visited
- 8 would you go

### Error correction

- 6 Tell students to find and correct the error in each sentence then write the corrected sentences in their notebooks. Allow them to refer to the Language guides on pages 98—99, 110—111 and 122—123 if necessary. Check as a class.

#### Key

- 1 Can your grandmother ~~to speak~~ English? *speaks*
- 2 We didn't ~~used to~~ live in this house. *use*
- 3 Yet We haven't started our holiday. ... *our holiday yet.*
- 4 The teacher said us to study more. *told*
- 5 I asked her if she will help me. *would*
- 6 Do you ~~has to~~ wear a school uniform? *have*
- 7 Who did ~~write~~ *Hamlet*? *wrote*
- 8 I've just ~~finish~~ this exercise. *finished*




**Aim** To read and listen to a sketch, then act it out, using it to practise language from the term.


## English sketches


- 1 Put students in groups of four or five. Aim to have at least two girls and two boys in each group.

**Note:** In groups of four, Dad and Jo can be played by the same student.

- 2 Give each group a copy of the character profiles (turn to page 182 of this Teacher's Book). Then ask students to open their Student's Books at page 128.
- 3  95 Ask students to listen to the sketch and read the script and then, as a group, decide which of the pictures illustrate the five characters. They write the names of the characters below the pictures.

**Note:** There are eight pictures to choose from for the five characters; three pictures will not be used. Students can decide for themselves whether Jo is male or female.

- 4  95 Ask students to decide which character they want to be. They listen to the sketch and read the script again. They should complete the profile for their character (Character 1) with their own ideas about their character's personality. Once they have done this, they complete profiles for the other characters in the sketch (Characters 2–5), in any order.
- 5 Students discuss and justify their ideas within their groups, referring to their completed profiles.

- 6  95 Sitting in a circle, students read through the entire script in their groups. They should focus on pronunciation and being their chosen character. Play the audio clip again, if necessary.
- 7 Students repeat step 6, but standing up. Then they do it again, this time placing their hand on the shoulder of the character they are speaking to. As they repeat the sketch, they will memorize at least part of it.
- 8 Allocate each group an area of the classroom to rehearse their sketches, using props and moving around, until they are ready to perform.

## Optional activities

This sketch can be recorded as a radio play and uploaded onto a class website as a podcast. Alternatively, it can be videoed for students to watch.

**Stronger groups** can write an ending to the sketch. Ask students to discuss what might happen next at Katie's house. Brainstorm ideas and write them on the board. Ask the students to decide if the flowers were for Katie's mum or not, and to think about how the scene ends. Students then write their ending, practise it and perform it to their classmates.

**Weaker groups** can write a short scene in which Greg takes Katie to meet his parents. The weaker groups then practise and perform the final section of the sketch to their classmates.

# Workbook Answer Key

## Starter unit

- 1 1 can 2 are 3 have 4 is
- 2 1 How old is he?  
2 Who are you going with?  
3 Where are you going?  
4 What time does it arrive?  
5 Why are you running?
- 3 **verbs:** find, pass, come  
**nouns:** money, exam, friend  
**adjectives:** clever, serious, sad  
**adverbs:** usually, quickly, slowly  
**prepositions:** on, with, at
- 4 1 He never arrives at school on time.  
2 He misses the bus every morning.  
3 His teachers are often angry with him.  
4 He loses his keys every week.  
5 He sometimes forgets to put on his socks.  
6 He never does his homework.
- 5 1 are 4 is  
2 much 5 a lot of  
3 some 6 many
- 6 1 worst 5 shortest  
2 most intelligent 6 bigger  
3 better 7 best  
4 more difficult
- 7 Students' own answers.
- 8 2 going 5 visit  
3 listening 6 talking  
4 studying 7 to draw

## 1 Fashion Victims?

### Vocabulary 1

#### Recycle

- 1 1 jeans 4 trousers  
2 shirt 5 shorts  
3 skirt 6 socks
- 1 2 plain 5 tartan  
3 striped 6 flowery  
4 checked
- 2 2 c 5 f  
3 b 6 d  
4 a
- 3 1 I like your tartan wool hat.  
2 Look at those striped cotton socks.  
3 She has got a flowery silk dress.  
4 She's wearing a plain leather jacket.  
5 He's wearing a checked denim shirt.

- 4 2 tie-dyed 5 cotton  
3 flowery 6 silk  
4 plain
- 5 Students' own answers.

### Grammar 1

- 1 2 c 5 b  
3 d 6 e  
4 a
- 2 1 do ... listen 5 works  
2 are doing 6 is working  
3 wears 7 do  
4 aren't listening
- 3 5 need 8 know 9 think 11 want
- 4 1 know 4 need  
2 Do ... think 5 think ... like  
3 are buying 6 Do ... want
- 5 1 go 6 I'm wearing  
2 work 7 Do you like  
3 'm not working 8 know  
4 Do you always wear 9 think  
5 wear

### Vocabulary 2

- 1 2 g 6 h  
3 f 7 e  
4 a 8 c  
5 b
- 2 1 sunglasses 5 nail varnish  
2 stud 6 handbag  
3 hairstyle 7 shoelaces  
4 band

3

H	R	G	C	O	I	S	H	A	P	N	J
H	E	A	D	A	C	H	E	U	T	G	H
S	T	A	Z	T	A	K	P	B	O	R	E
A	F	Y	D	R	E	H	W	T	A	J	A
H	O	S	E	Q	Y	H	O	F	S	Q	D
E	X	D	U	I	U	E	L	T	Y	A	P
A	E	P	D	L	H	A	B	D	N	L	H
D	L	H	E	A	D	D	R	I	M	H	O
T	V	O	D	W	K	L	T	T	R	I	N
E	O	N	T	K	U	I	L	S	E	L	E
A	H	E	A	D	Q	N	J	O	O	R	S
C	M	S	F	T	E	E	I	Y	E	U	S
H	W	E	V	O	D	S	L	S	R	L	E
E	Y	H	E	A	D	L	I	G	H	T	S
R	E	N	V	N	F	A	M	D	E	A	R

- 4 2 headlines 5 headache  
3 headphones 6 headlights  
4 headquarters

## Grammar 2

- 1 1 who 4 where  
2 who 5 which  
3 which
- 2 2 c 3 a 4 d 5 b
- 3 1 Football is a sport which is very popular in the UK.  
2 Justin Bieber is a Canadian singer who lives in the USA.  
3 Igor Akinfeev is a Russian goalkeeper who plays for CSKA Moscow.  
4 Pizza is an Italian dish which is eaten all over the world.  
5 The Guggenheim is a museum where you can see the latest modern art.
- 4 2 who 5 where  
3 where 6 where  
4 who 7 which
- 5 Students' own answers.

## Grammar 1 and 2

- 1 **2**
- 1 He's wearing a striped T-shirt.  
2 She's selling cotton shirts.  
3 How do you usually dress?  
4 That's a nice handbag.  
5 They're working in a shoe shop.  
6 What are they doing at the moment?  
7 She isn't wearing sunglasses.  
8 He doesn't wear earrings.
- 2 1 Does he want to buy some shoes?  
2 We don't go to school by bus.  
3 She isn't wearing a skirt today.  
4 Is your sister watching TV?  
5 Does she wear a uniform every day?  
6 Rappers are people who add vocals to dance music.  
7 A disco is a place where you can dance.
- 3 Translations.
- 4 2 a 7 b  
3 a 8 a  
4 a 9 b  
5 a 10 b  
6 b 11 a

5 **3**

## Reading

- 1 1 corsets 6 jumpers  
3 shoes 7 miniskirts  
4 tops 9 raincoats
- 2 1 endured 4 footwear  
2 tiny 5 sub-zero  
3 fainting 6 trendy

3 **4**

- 1 In the 19th century.  
2 Fainting and deformity.  
3 They can cause bone deformity and falling over or injuries.  
4 Geri Halliwell and Kate Beckinsale.  
5 Because they think jumpers and layers aren't cool.  
6 They're for losers.

## Writing dossier

- 1 1 opinion 4 believe  
2 that 5 far  
3 seems 6 don't
- 2 1 F 4 F  
2 A 5 F  
3 A 6 A
- 3, 4 and 5 Students' own answers.

## Dialogue builder

- 1 1 There's 4 for  
2 with 5 I'd like  
3 receipt
- 2 **5**
- 3 1 f 4 a  
2 e 5 c  
3 d 6 b
- 4 **6**
- 5 example answers  
1 Yes, there's a problem with this cap.  
2 There's a stain on it.  
3 Yes, just a minute. Here it is.  
4 No, thanks. I'd like a refund please.  
5 No, I used cash.  
6 Thanks very much.

## Revision

- 1 **materials:** cotton, leather, denim, wool, silk, velvet  
**patterns:** flowery, tie-dyed, tartan, plain, striped, checked
- 2 1 e 4 b  
2 a 5 c  
3 d
- 3 1 Do you catch the bus to school?  
2 Are you having lunch at the moment?  
3 Where do you go at the weekend?  
4 What are you doing at the moment?  
5 How often do you read comics?  
6 Are you reading a comic now?
- 4 1 am writing 5 are visiting  
2 have 6 see  
3 do 7 sleeps  
4 go 8 is helping
- 5 1 Rosa is the girl who is wearing the black T-shirt.  
2 Is that the cinema where you saw the new Brad Pitt film?

- 3 This is the magazine which I read every week.
- 4 My MP3 player is the object which I can't live without.
- 5 Murmansk is the city where my best friend lives.
- 6 That's the model who I saw last week at the fashion show.

## Extra practice

### Cumulative grammar

- |   |   |   |    |   |
|---|---|---|----|---|
| 1 | 1 | b | 8  | a |
|   | 2 | b | 9  | c |
|   | 3 | b | 10 | a |
|   | 4 | c | 11 | a |
|   | 5 | a | 12 | c |
|   | 6 | b | 13 | b |
|   | 7 | a |    |   |

### Extra voices

#### 2 7

*This week is the last in our series about iconic figures from the fashion world. And today we are going to talk about the person who made the miniskirt popular. Yes! Our very own British designer, Mary Quant.*

*What does the name Mary Quant bring to mind?*

*We asked a few of our listeners and they said:*

*The sixties, pop art, geometric hairstyles, make up, originality and of course miniskirts.*

*So, who is Mary Quant and why is she so important in the world of fashion?*

*Let's start at the beginning. Mary was born in London in 1934. She opened her first clothes shop – Bazaar – in 1955, when she was only 21. Mary had lots of original ideas about what women wanted. She was an extremely fashionable woman herself and she had a talent for knowing what women would want to wear in the future. She loved clothes and make up, boots and other accessories. Mary lived and breathed fashion.*

*Some people say that Mary Quant invented the miniskirt but this isn't exactly true. Mary didn't invent the miniskirt, but she did make it popular and give it its name. This was the 1960s and skirts were getting shorter and shorter. Mary shocked her contemporaries with her version – the micro-miniskirt. The shortest skirt that we had ever seen!*

*Mary Quant and her company, Mary Quant Limited, continues to be successful today. Her make up is a best-seller in Japan where there are more than two hundred 'Mary Quant Colour' shops. She also has shops in London, Paris and New York. And her symbol – the famous Mary*

*Quant daisy – is instantly recognized by anyone who knows anything about the world of fashion. If you want to find out more about Mary Quant or if you want to find one of her shops near to where you live, visit the web page at [www.maryquant.co.uk](http://www.maryquant.co.uk).*

- 3
- 1 British
- 2 clothes
- 3 didn't invent
- 4 sixties
- 5 Mary Quant Limited
- 6 Japan
- 7 a daisy
- 8 [www.maryquant.co.uk](http://www.maryquant.co.uk)

## 2 Great Escapes

### Vocabulary 1

#### Recycle

Y	R	V	Q	D	C	Z	U	W	W
S	A	N	K	E	R	F	R	W	P
S	T	N	L	S	A	Z	I	J	S
R	Z	K	F	T	S	F	R	D	C
F	L	E	W	R	H	E	E	M	R
Z	U	T	H	O	E	L	S	H	E
N	I	F	Q	Y	D	L	C	D	A
H	C	H	J	E	O	U	U	U	M
N	C	K	K	D	E	O	E	Q	E
L	U	O	I	A	G	C	D	O	D

- 1 **say:** sorry, thank you, a prayer  
**tell:** a lie, a story, the truth  
**make:** excuses, a decision, a mistake  
**take:** a photo, a risk, care
- 2 1 make a decision 4 make a mistake  
2 tell the truth 5 take a photo  
3 say thank you
- 3 2 lie 7 thank you  
3 care 8 story  
4 risks 9 photo  
5 mistakes 10 the truth  
6 prayer

### Grammar 1

- |   |                               |                     |
|---|-------------------------------|---------------------|
| 1 | 1 hit                         | 4 were you standing |
|   | 2 evacuated                   | 5 Did you see       |
|   | 3 were flying                 |                     |
| 2 | 2 d                           | 6 f                 |
|   | 3 a                           | 7 e                 |
|   | 4 g                           | 8 c                 |
|   | 5 h                           |                     |
| 3 | 1 weren't looking ... escaped |                     |
|   | 2 were sitting ... saw        |                     |
|   | 3 were visiting ... watched   |                     |
|   | 4 were making ... arrived     |                     |

- 5 Were you watching ... appeared
- 4 2 were planning
- 3 attempted
- 4 failed
- 5 decided
- 6 knew
- 7 rescued
- 8 was carrying out
- 9 met
- 10 Did the revolutionaries catch

## Vocabulary 2

- |   |     |     |
|---|-----|-----|
| 1 | 2 a | 5 f |
|   | 3 d | 6 b |
|   | 4 e |     |
- 
- |   |                 |             |
|---|-----------------|-------------|
| 2 | 1 bestseller    | 4 legends   |
|   | 2 autobiography | 5 biography |
|   | 3 comic         |             |
- 
- |   |               |                   |
|---|---------------|-------------------|
| 3 | 1 news report | 3 science fiction |
|   | 2 role play   | 4 text book       |
- 
- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 4 | 2 b | 3 d | 4 e | 5 a |
|---|-----|-----|-----|-----|

## Grammar 2

- |   |          |           |
|---|----------|-----------|
| 1 | 1 spoken | 4 fallen  |
|   | 2 eaten  | 5 married |
|   | 3 told   | 6 arrived |
- 
- |   |               |               |
|---|---------------|---------------|
| 2 | 1 has married | 4 have spoken |
|   | 2 has arrived | 5 have eaten  |
|   | 3 has told    | 6 have fallen |
- 
- |   |  |
|---|--|
| 3 | 1 Has she ever eaten octopus?                      |
|   | 2 Have the prisoners escaped again?                |
|   | 3 Have you ever seen an escape artist?             |
|   | 4 Has she told you all of the answers?             |
|   | 5 Have the children watched <i>Chicken Run</i> ?   |
|   | 6 Have you read <i>The Count of Monte Cristo</i> ? |
- 
- |   |                |              |
|---|----------------|--------------|
| 4 | 1 she has      | 4 she hasn't |
|   | 2 they haven't | 5 they have  |
|   | 3 I haven't    | 6 I have     |
- 
- |   |               |                   |
|---|---------------|-------------------|
| 5 | 1 has become  | 6 has had to      |
|   | 2 hasn't been | 7 has survived    |
|   | 3 has endured | 8 hasn't had      |
|   | 4 has escaped | 9 has spent       |
|   | 5 has sailed  | 10 has celebrated |

## Grammar 1 and 2

- 1 **Q 8**
- 1 While we were walking to the park, a car crashed.
  - 2 I made a lot of mistakes in my homework.
  - 3 What were you doing at lunchtime yesterday?
  - 4 Were they listening? Yes, they were.
  - 5 I've had a great time.
  - 6 Have you ever played a role play video game?
  - 7 They haven't been to the cinema this month.
  - 8 Has he finished reading that book? No, he hasn't.

- |   |   |
|---|---|
| 2 | 1 While I was reading the newspaper the phone rang.           |
|   | 2 Where were you sitting when the accident happened?          |
|   | 3 I was not reading with the TV on.                           |
|   | 4 Has he ever been to a birthday party?                       |
|   | 5 They have visited a lot of schools.                         |
|   | 6 This sport has become very popular over the last few years. |
|   | 7 He has been a member of the club since 2003.                |

## 3 Translations.

- |   |     |      |
|---|-----|------|
| 4 | 2 a | 7 b  |
|   | 3 a | 8 a  |
|   | 4 b | 9 a  |
|   | 5 a | 10 a |
|   | 6 a | 11 a |

## 5 **Q 9**

## Reading

- |   |  |
|---|--|
| 1 | 1 Because he was lonely and wanted a mate.                         |
|   | 2 A worker from the aquarium took Sid to the sea and set him free. |
- 
- |   |             |          |
|---|-------------|----------|
| 2 | 1 tank      | 4 mate   |
|   | 2 getaway   | 5 bucket |
|   | 3 staircase | 6 lid    |
- 
- 3 **Q 10**
- 1 True.
  - 2 False. Ten years ago another octopus called Harry also tried to escape.
  - 3 True.
  - 4 False. They agreed it was time to set him free.
  - 5 True.

## Writing dossier

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 1 | 1 d | 2 b | 3 c | 4 a |
|---|-----|-----|-----|-----|
- 
- |   |   |
|---|---|
| 2 | 1 Because she loves books about travel adventures.                              |
|   | 2 It's about a group of boys who live on a deserted island after a plane crash. |
|   | 3 It's exciting and the writer describes the characters really well.            |

3, 4 and 5 Students' own answers.

## Dialogue builder

- |   |                  |                 |
|---|------------------|-----------------|
| 1 | 1 Neither did I. | 3 So do I.      |
|   | 2 So did I.      | 4 Neither do I. |
- 
- |   |              |                 |
|---|--------------|-----------------|
| 2 | <b>Q 11</b>  |                 |
| 3 | 1 watching   | 4 so do I       |
|   | 2 think      | 5 neither did I |
|   | 3 enjoyed it | 6 looks         |

## 4 **Q 12**

## 5 example answers

- 1 What kind of film shall we watch?
- 2 Neither do I.
- 3 Sorry. I saw that last month.
- 4 It was great. I enjoyed it.



- 5 So do I.  
6 So do I. Shall we watch it?

## Revision

- 1 1 c 4 b  
2 e 5 d  
3 a
- 2 1 news report 4 bestseller  
2 biography 5 film script  
3 comic 6 fantasy
- 3 1 They were digging a tunnel when the guard arrived.  
2 The tiger escaped while employees were cleaning its cage.  
3 What were you doing when you saw the incident?  
4 While Amy was sleeping her dog ran away.
- 4 1 went 8 put  
2 didn't commit 9 dug  
3 helped 10 escaped  
4 worked 11 took  
5 used 12 sent  
6 wrote 13 killed  
7 invented 14 escaped
- 5 1 I have finished my homework.  
2 She hasn't read anything by Shakespeare.  
3 Have you watched this DVD?  
4 He hasn't gone to the scene of the crime.  
5 Has Jackie bought the tickets for tomorrow?  
6 The students have survived the fire in the library.

## Extra practice

### Cumulative grammar

- 1 1 a 7 a  
2 c 8 a  
3 b 9 b  
4 a 10 a  
5 c 11 b  
6 a

### Extra voices

2  13

*The first time Napoleon was defeated, in 1814, he was forced to abdicate. The victors exiled him to Elba, an island in the Mediterranean, near the coast of Northern Italy. He arrived there on May 3rd 1814. He wasn't really a prisoner there. He became the Emperor of the island. While he was living there he acted as the island's government. He created an army and a navy, as well as developing mining and farming on the island. He lived on the island for 300 days, and although the island was being watched by the British navy, he escaped easily on February the 26th.  
He returned to France, where his old army joined*

*him again, and Napoleon briefly returned to power. But a hundred days later, he was defeated in the famous Battle of Waterloo. This time his victors weren't as generous - they sent him to an island called Saint Helena in the middle of the Atlantic Ocean. The possibilities of escaping were zero. Saint Helena is 2,000 kilometres away from the nearest place.*

*He lived in a comfortable house, but later he was moved to a damp, unhealthy wooden house. He spent his time gardening and writing his memoirs. But his living conditions affected his health, and in 1821 he died. He was buried on the island, and his grave has no name on it.*

- 3 1 Mediterranean Sea 5 Atlantic Ocean  
2 300 6 impossible  
3 26th 7 writing  
4 lost 8 1821

## 3 Crossing Cultures

### Vocabulary 1

#### Recycle

- 2 forehead 7 neck  
3 eyebrow 8 shoulder  
4 eyelashes 9 hand  
5 cheek 10 arm  
6 lip
- 1 2 d 3 a 4 c
- 2 1 mouth 4 forehead  
2 head 5 eye  
3 lips
- 3 1 frowned 4 kissing  
2 nodding 5 hold  
3 shrug 6 gesticulate
- 4 1 nod 4 hug  
2 smile 5 wink  
3 kiss

All the statements are true.

### Grammar 1

- 1 1 since 4 for  
2 for 5 since  
3 since
- 2 1 lived 4 haven't seen  
2 worked 5 known  
3 had
- 3 1 How long have they been in class?  
2 How long has he known John?  
3 How long has Mary worked in Miami?  
4 How long have Pat and Ray been married?  
5 How long has your mother had a motorbike?  
6 How long have they studied Chinese?
- 4 1 Have you read that travel book yet?  
2 I've already had my breakfast.  
3 I've just finished my homework.  
4 Has Jamie already eaten lunch?

- 5 They have just moved to the USA.
- 5 1 We haven't started classes yet.  
2 The class has already finished.  
3 He has already had his breakfast.  
4 Have you seen the latest James Bond film yet?  
5 I've already seen it!
- 6 2 moved 6 has helped  
3 didn't know 7 arrived  
4 has learnt 8 has eaten  
5 studied

## Vocabulary 2

- 1 1 UK lift, USA elevator  
2 UK taxi, USA cab  
3 UK football, USA soccer  
4 UK shopping centre, USA mall  
5 UK chips, USA fries  
6 UK underground, USA subway
- 2 **Down** **Across**  
1 downtown 2 subway  
3 cab 5 mall  
4 elevator 7 vacation  
6 movie 9 fries  
8 awesome 10 soccer
- 3 1 awesome 5 city centre  
2 amazing 6 vacation  
3 downtown 7 film  
4 movie

British	American
holiday	vacation
amazing	awesome
city centre	downtown
film	movie

- 4 2 movie 5 vacation  
3 cab 6 subway  
4 fries 7 soccer

## Grammar 2

- 1 1 she had watched an American film.  
2 she had met her boyfriend.  
3 she hadn't been to a baseball game.  
4 she hadn't travelled round California.
- 2 1 Had she read the travel guide?  
2 Had the film ended?  
3 Had they seen that play?  
4 Had John visited Mexico?  
5 Had she been to the match?
- 3 1 got ... had left  
2 had started ... got  
3 had known ... asked  
4 hadn't visited ... went  
5 failed ... hadn't studied
- 4 2 arrived 6 hadn't expected  
3 had read 7 didn't like  
4 had told 8 came  
5 hadn't realized

## Grammar 1 and 2

- 1 **14**  
1 She smiled and shrugged her shoulders.  
2 How long have you studied English?  
3 They've been here since Sunday.  
4 He's just left the class.  
5 That movie was awesome.  
6 They hadn't used a mobile phone before.  
7 Before he came to Britain, he'd lived in France.  
8 He'd already read the book.
- 2 1 How long have you had that bike?  
2 I have already finished my homework.  
3 He went to the USA six months ago.  
4 Have they finished dinner yet?  
5 Had Paul studied French before?  
6 He was a singer who I had never heard of.  
7 When I arrived the class had already started.
- 3 Translations.
- 4 2 b 7 a  
3 a 8 b  
4 a 9 b  
5 a 10 b  
6 b
- 5 **15**

## Reading

- 1 1 Trinidad, the USA, Norway, Holland, Puerto Rico  
2 mosquitoes, turtles, crabs (crab meat)
- 2 1 with 4 at  
2 for 5 in  
3 to 6 with
- 3 **16**  
1 Earthwatch.  
2 The USA, Norway, Holland and Trinidad.  
3 In Sheffield.  
4 They are aimed at young people and families.  
5 Five.  
6 A flora and fauna project.  
7 Spanish.

## Writing dossier

- 1 1 I often play football with my friends.  
2 I'm practising my dance routine now.  
3 I bought this skateboard last summer.  
4 I saw that film while I was staying in Dublin.  
5 I've done this hobby for five years.  
6 I'd never been interested in stamps before I started collecting them.
- 2 1 for 6 discovered  
2 since 7 been  
3 often play 8 for  
4 played 9 I'm playing  
5 was

3, 4 and 5 Students' own answers.

## Dialogue builder

- 1 1 yourself 3 Tell  
2 that 4 mean
- 2 **17**
- 3 1 Could you introduce yourself?  
2 Where are you from?  
3 Which part of Russia exactly?  
4 How long have you studied English?  
5 Tell me about your family.  
6 Have you got any pets?  
7 What do you do in your free time?

4 **18**

### example answers

- 1 Yes, my name's Mario del Piero.  
2 I'm sorry, could you repeat that please?  
3 I'm from Italy.  
4 Rome.  
5 I've got three brothers and one sister.  
6 I've studied English for two years at language school.

## Revision

- 1 1 d 4 b  
2 a 5 c  
3 f 6 e
- 2 1 fries 4 awesome  
2 downtown 5 cab  
3 mall
- 3 **for:** three years, a week, four months, three days, two hours  
**since:** I was young, last Tuesday, three o'clock, Christmas, yesterday
- 4 1 We have lived in London for four years.  
2 They have worked in the same place since 1985.  
3 I have just finished my homework.  
4 The film has already started.  
5 We haven't finished our lunch yet.  
6 Have you finished the exercise yet?
- 5 1 How long have you been in this class?  
2 When did you arrive?  
3 Have they ever eaten in a restaurant?  
4 What did you have for breakfast this morning?  
5 Has he lived here all his life?
- 6 1 had never 4 had left  
2 had been 5 arrived  
3 had never eaten 6 took

## Extra practice

### Cumulative grammar

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

## Extra voices

2 **19**

*I had wanted to go to London for about ten years so I was really excited when I finally got the opportunity to go there last Christmas. I travelled with my mom and dad. We had to change planes in Frankfurt and the whole trip took about 13 hours. I felt tired for three days afterwards. Well, London was awesome. It was even better than in the movies. We bought special tickets for the subway and travelled all over the city. We went everywhere and saw all of the sights. Mom loved Buckingham Palace best, but for me and Dad the best part of the trip was when we went to watch a soccer game. We saw Arsenal play at home and they won! They beat Tottenham by three goals. I liked the black cabs too. They're pretty cool. And Mom loves shopping so we went to about five shopping malls. It's one of the best vacations I have ever had. I'll definitely go back there.*

- 3 1 first 5 13  
2 winter 6 underground  
3 parents 7 football  
4 plane 8 taxi

## 4 What Next?

### Vocabulary 1

#### Recycle

J	L	O	G	E	O	H	S	C	B
X	H	G	L	J	H	J	H	U	V
O	L	Q	T	O	Z	F	O	L	D
S	Z	E	V	U	R	A	P	A	D
J	B	N	M	R	R	R	A	W	E
I	L	R	W	N	P	M	S	Y	X
U	E	K	D	A	V	E	S	E	O
G	U	I	A	L	Z	R	I	R	J
W	Z	P	N	I	A	G	S	A	F
K	V	W	C	S	M	P	T	V	B
P	U	N	E	T	E	C	A	M	U
V	J	D	R	H	E	B	N	D	A
T	E	A	C	H	E	R	T	G	B
N	Z	P	D	U	C	N	V	D	P
B	U	I	L	D	E	R	L	B	R

- 1 2 g 8 f  
3 j 9 c  
4 b 10 l  
5 k 11 e  
6 i 12 h  
7 a
- 2 2 agriculture  
3 health and social care  
4 construction  
5 the performing arts  
6 engineering

- |   |             |            |
|---|-------------|------------|
| 3 | 2 law       | 5 business |
|   | 3 the media | 6 tourism  |
|   | 4 retail    |            |

## Grammar 1

- |   |               |                |
|---|---------------|----------------|
| 1 | 2 will study  | 7 will meet    |
|   | 3 won't stay  | 8 will offer   |
|   | 4 will decide | 9 won't accept |
|   | 5 will visit  | 10 will be     |
|   | 6 will work   |                |
- 2 1 Will she study tourism? No, she won't.  
 2 Will she stay in England? No, she won't.  
 3 Will she travel to Malaysia? Yes, she will.  
 4 Will she work in New Zealand? No, she won't.  
 5 Will the film director offer her a job? Yes, he will.  
 6 Will she be happy? Yes, she will.
- 3 1 He's going to eat healthy food.  
 2 He isn't going to eat chocolate.  
 3 He's going to swim every Tuesday and Thursday.  
 4 He's going to do a 5 km bike ride every day.  
 5 He isn't going to relax every night.  
 6 He is going to train with friends.
- |   |             |                |
|---|-------------|----------------|
| 4 | 2 am taking | 5 am playing   |
|   | 3 am going  | 6 am not doing |
|   | 4 is coming |                |

## Vocabulary 2

- |   |                   |             |
|---|-------------------|-------------|
| 1 | 2 mature          | 6 outgoing  |
|   | 3 sense of humour | 7 ambitious |
|   | 4 clever          | 8 reliable  |
|   | 5 fit             |             |
- The mystery word is *punctual*.**
- |   |            |                       |
|---|------------|-----------------------|
| 2 | 1 reliable | 5 ambitious           |
|   | 2 mature   | 6 sense of humour     |
|   | 3 fit      | 7 work well in a team |
|   | 4 clever   |                       |
- 3 2 experienced  
 3 ambitious  
 4 outgoing  
 5 has a good sense of humour  
 6 mature  
 7 works well in a team
- 4 Students' own answers.

## Grammar 2

- 1 **verbs followed by the gerund form:** love, practise, like, avoid, enjoy, dislike, can't stand, hate  
**verbs followed by the infinitive form:** want, plan, help, learn, decide, need
- |   |           |            |
|---|-----------|------------|
| 2 | 1 walking | 4 cooking  |
|   | 2 to have | 5 to speak |
|   | 3 eating  | 6 to go    |
- 3 1 drawing 4 to find  
 2 going 5 to be  
 3 to learn

- |   |              |             |
|---|--------------|-------------|
| 4 | 2 travelling | 6 to give   |
|   | 3 visiting   | 7 to make   |
|   | 4 learning   | 8 to decide |
|   | 5 to study   |             |
- 5 2 working with people  
 3 to do several jobs at the same time  
 4 to work in a team  
 5 reading  
 6 travelling  
 7 to study chemistry  
 8 to work in engineering

## Grammar 1 and 2

- 1 **20**
- 1 I want to work in the media.  
 2 He'll probably study law.  
 3 Are you going to move to Canada?  
 4 She isn't coming to school today.  
 5 He's got a good sense of humour.  
 6 I enjoy being at home.  
 7 I'm going to get a job in the performing arts.  
 8 My best friend is very outgoing.
- 2 1 Will she get better? Yes, she will.  
 2 I'm meeting John at six o'clock on Friday.  
 3 Are your parents staying in a hotel?  
 4 I enjoy being alone.  
 5 We normally avoid playing basketball.  
 6 She went to Rome to learn Italian.  
 7 I can't stand doing a lot of exercise.
- 3 Translations.
- |   |     |     |
|---|-----|-----|
| 4 | 2 b | 6 b |
|   | 3 a | 7 a |
|   | 4 b | 8 b |
|   | 5 b |     |

## 21

## Reading

- 1 1 £40 a week.  
 2 He's going to do evening classes.
- 2 1 combine 4 basic  
 2 sectors 5 bank holidays  
 3 awards 6 staying on
- 3 **22**
- |                     |               |
|---------------------|---------------|
| 1 16                | 5 minimum     |
| 2 two               | 6 wants       |
| 3 online            | 7 electrician |
| 4 get 8 theoretical |               |

## Writing dossier

- |   |                |                   |
|---|----------------|-------------------|
| 1 | 1 Dear         | 6 learning        |
|   | 2 I am writing | 7 hearing         |
|   | 3 recently     | 8 considering     |
|   | 4 in           | 9 Yours sincerely |
|   | 5 to study     |                   |
- 2, 3 and 4 Students' own answers.

## Dialogue builder

1 1 d 2 a 3 c 4 b

2 **23**

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

4 **24**

### 5 example answers

- 1 Hello, could I speak to Daniel please?
- 2 Speaking.
- 3 Hello. This is Mrs Lee from Silver Birch Farm.
- 4 Oh, hello.
- 5 You applied for the weekend job. I'd like to invite you for an interview.
- 6 That's great. Thanks. When would you like me to come?
- 7 Would tomorrow at five o'clock be all right?
- 8 Yes, tomorrow at five is fine. Thank you.

## Revision

1 1 business 4 performing arts  
2 law 5 the media  
3 construction 6 health and social care

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

### 3 answers in any order

Joe will drive a Ferrari.  
He won't be a teacher.  
Will he be happy?  
He will be a famous footballer.  
He will marry a Hollywood star.

4 1 Are you going to wait for the bus?  
2 We are going to wait for my cousin.  
3 They aren't going to study French.  
4 What are you going to wear?  
5 He is going to save up for a car.  
6 I'm not going to eat less chocolate!

5 1 What are you doing this weekend?  
2 I'm having lunch with my cousins on Saturday.  
3 And what are you doing on Saturday night?  
4 I'm going to a party at my friend's house.  
5 Are you doing anything on Sunday night?  
6 No, I'm staying at home.

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

## Extra practice

### Cumulative grammar

1 1 b 7 a  
2 c 8 a  
3 a 9 c  
4 c 10 b

5 c 11 c  
6 b 12 a

## Extra voices

2 **25**

OK. Please pay attention. The 'What next?' day is going to start at nine o'clock and it will last until three o'clock. There will be a break for lunch between one and two. First we are going to have a welcome meeting in the hall. This will start at nine and last about half an hour. After that we'll start the activities. There will be presentations from different universities in rooms 4, 5 and 7. They will begin at a quarter to ten and will finish at half past eleven. They will tell you all about each of the universities and you will have the opportunity to ask questions. After the presentations we'll have a thirty minute break.

At twelve o'clock we will meet in the hall again for a 'questions and answers' session. Please come along and ask any questions that you want. We will have a team of experts on leaving school and what to do next. There will be a lunch break between one and two and immediately after – at two o'clock – we will have two different presentations. There will be an apprenticeships presentation in the library and a gap year presentation in room 4. These presentations will finish at three o'clock when you will be free to go home. Any questions?

3 1 9.00 5 13.00 – 14.00  
2 universities 6 The library  
3 break 7 Apprenticeship  
4 The hall 8 Gap year

## 5 Our Changing World

### Vocabulary 1

#### Recycle

-ism: racism, terrorism, sexism

-tion: pollution, immigration, nutrition

1 oil, solar power, cloning, GM food, flood, gas, wind power, global warming, renewable energy, climate change, genetic engineering

The mystery word is **fossil fuels**.

2 1 solar ... wind 5 climate  
2 cloning 6 GM food  
3 warming 7 gas  
4 fossil 8 renewable

3 2 a 3 c 4 b

### Grammar 1

1 1 will get ... don't do  
2 take ... will pay  
3 will suffer ... doesn't stop  
4 will start ... is  
5 don't do ... will grow

- 2 1 would help ... recycled  
2 was ... would use  
3 wouldn't ... used  
4 were ... would buy  
5 would be ... cared  
6 would protect ... acted
- 3 1 Would ... buy 5 act  
2 will suffer 6 don't protect  
3 grew 7 would ... be  
4 wouldn't protest
- 4 2 If Frank found 50 euros, he'd keep it.  
3 If Frank could be famous for a day, he'd be a singer.  
4 If Frank could speak any language fluently, he'd speak Arabic.  
5 If Frank could go on holiday anywhere in the world, he'd go to India.  
6 If Frank saw a UFO, he'd run away.

## Vocabulary 2

- 1 1 recycling 6 survive  
2 waste 7 demonstration  
3 damage 8 develop  
4 destroy 9 protection  
5 improvement
- 2 1 damage 6 improvement  
2 Recycling 7 pollution  
3 destruction 8 development  
4 survival 9 protection  
5 waste
- 3 1 survival 4 improvement  
2 development 5 to protect  
3 destroying 6 pollute
- 4 2 polluting 6 development  
3 waste 7 recycling  
4 survive 8 demonstrate  
5 protect

## Grammar 2

- 1 2 e 3 d 4 a 5 c
- 2 1 had ... wouldn't have  
2 had ... would have  
3 would she ... had seen  
4 we have ... had  
5 hadn't ... wouldn't have
- 3 1 had recycled ... would have used  
2 hadn't used ... would have  
3 wouldn't be ... had brought  
4 wouldn't have told ... had known
- 4 1 If people had protected Hokkaido wolves, they wouldn't have become extinct.  
2 If they had listened to the experts, they wouldn't have built the power plant.  
3 If he had come with us, he would have spoken to the demonstrators.  
4 If we had understood the consequences of our actions, we would have acted sooner to save the planet.

- 5 If people had used less oil, it wouldn't have started to run out.
- 6 If I had paid more attention, I would have learnt more about genetic engineering in food.
- 5 1 b If Jack hadn't put the glass bottle in a recycling bin, he wouldn't have had an idea to help the environment.  
c If Jack hadn't had an idea to help the environment, he wouldn't have asked teachers at the school to provide recycling bins.
- 2 a If the factory manager hadn't put the waste into the river, the fish wouldn't have eaten it.  
b If the fish hadn't eaten it, they wouldn't have died.  
c If the fish hadn't died, the local residents wouldn't have protested.

## Grammar 1 and 2

- 1 **26**
- 1 If we don't stop global warming, there will be problems in the future.  
2 They won't come if you don't ring them.  
3 If they had water, they wouldn't be thirsty.  
4 Would you eat genetically modified food?  
5 If we hadn't demonstrated, they would have destroyed the forest.  
6 If the ship hadn't sunk, the Spanish coastline wouldn't have been polluted.  
7 What would you have done if you'd been there?  
8 Human cloning is a very controversial issue.
- 2 1 She would help me if I went to her house.  
2 If my English were better, I'd go to London.  
3 What would you do if you had a million euros?  
4 If I had played better, the team would have won.  
5 He wouldn't have gone to university if he hadn't studied hard at school.  
6 If you had lived in the last century, what would you have done and where would you have gone?  
7 Would the sea have been polluted if the ship had been more secure?
- 3 Translations.
- 4 1 b 4 a  
2 b 5 a  
3 a 6 a

## 5 **27**

## Reading

- 1 a The 1953 floods c The Thames Barrier  
b London d The future
- 2 **28**
- 1 the year of the floods  
2 the number of people who died  
3 the kilometres of coastline damaged  
4 the number of properties damaged



- 5 the cost of building the Thames Barrier in pounds  
 6 the number of times the Thames Barrier has been used
- 3 1 1984. 3 30 minutes.  
 2 The Netherlands. 4 Climate change.

## Writing dossier

- 1 1 also  
 2 Moreover  
 3 On the other hand  
 4 However  
 5 also

2, 3 and 4 Students' own answers.

## Dialogue builder

- 1 1 sorry 4 mind  
 2 bad 5 matter  
 3 worry 6 sure
- 2 (a 29)
- 3 1 I'd like some sausages please.  
 2 But I was here before you.  
 3 I didn't know we had to take a ticket.  
 4 You go first, please.  
 5 I didn't realize.

4 (a 30)

### 5 example answers

- 1 I'm really sorry. 4 Are you sure?  
 2 I feel bad now. 5 I'm very sorry.  
 3 It doesn't matter.

## Revision

- 1 1 Oil ... gas  
 2 floods  
 3 solar power ... wind power  
 4 GM food  
 5 Global warming
- 2 1 b 4 e  
 2 f 5 a  
 3 d 6 c
- 3 1 improvement 4 recycling  
 2 demonstration 5 destruction  
 3 survival 6 pollution
- 4 1 I'll arrive in time for the demonstration.  
 2 the world will have big problems in the future.  
 3 if you don't study.  
 4 they would become endangered.  
 5 if it was cheaper?  
 6 if you used low-energy light bulbs.
- 5 1 If we had known about the effects of global warming, we would have acted sooner.  
 2 The ice caps wouldn't have started to melt if people had protected the environment.  
 3 The city wouldn't have flooded if it hadn't rained so much.

- 4 Would the situation have got so bad if people had installed solar panels in their houses?  
 5 Temperatures wouldn't have risen if we had controlled the effects of climate change.  
 6 Would people have realized the extent of the problem if we hadn't organized the demonstration?

## Extra practice

### Cumulative grammar

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

### Extra voices

2 (a 31)

*Today's programme is all about energy – and, more importantly – how to save energy. In a recent study, we discovered that Britain is one of the worst countries in Europe when it comes to wasting energy. Let's see what we can do to change that! We can start by making simple changes in our own homes. If you have a computer in your bedroom, you probably leave it on all day. It isn't practical to turn it on and off all day, but if you turn the monitor off when you are not using it, you will save energy. Mobile phone chargers are another problem. If we all disconnected our chargers when we are not using them, we could save enough electricity every year to provide energy to 115,000 homes. That's a lot of electricity.*

*And what about light bulbs? Energy-saving light bulbs use 80% less electricity and last 10 times longer than normal bulbs. So if all families in the UK replaced one normal light bulb with an energy efficient light bulb, it would make a huge difference. Washing machines use a lot of energy too. If you wash your clothes at 30 degrees instead of 40 degrees, you will use 40% less energy and you won't notice any difference in your washing! Now let's ...*

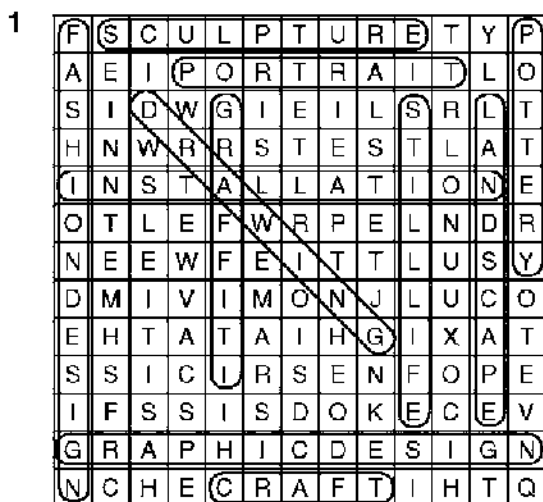
- 3 1 wastes 5 10  
 2 monitor 6 Washing machines  
 3 use 7 40%  
 4 115,000

## 6 Express Yourself

### Vocabulary 1

#### Recycle

- |           |            |
|-----------|------------|
| 1 unusual | 4 nice     |
| 2 awful   | 5 shocking |
| 3 silly   | 6 amazing  |



- 2
- |                   |            |
|-------------------|------------|
| 1 graffiti artist | 4 potter   |
| 2 sculptor        | 5 designer |
| 3 printmaker      |            |
- 3
- |              |                  |
|--------------|------------------|
| 1 sculpture  | 5 pottery        |
| 2 portrait   | 6 fashion design |
| 3 landscapes | 7 drawing        |
| 4 graffiti   |                  |

### Grammar 1

- 1
- |           |        |
|-----------|--------|
| 1 are     | 4 is   |
| 2 was     | 5 were |
| 3 will be |        |
- 2
- |                 |             |
|-----------------|-------------|
| 1 are collected | 4 are added |
| 2 are dried     | 5 is made   |
| 3 are mixed     | 6 is put    |
- 3
- War and Peace* was written in 1869 by Tolstoy.
  - The Clothed Maja* was painted by Goya in 1805.
  - The light bulb was invented in 1879 by Edison.
  - The pyramids were built by the Egyptians in 2750 bc.
  - Swan Lake* and *The Nutcracker* were composed by Tchaikovsky in 1876 and 1892.
- 4
- 2 are invited or will be invited
  - 3 will be judged
  - 4 will be announced
  - 5 will be reproduced
  - 6 will be given out
  - 7 will be awarded
- 5
- All our menial tasks will be done by robots.
  - The graffiti will be removed by the town council.
  - The wall will be covered with white paint.
  - The landscapes in this room were painted by Constable.
  - The sculpture was moved to the library.

### Vocabulary 2

- 1
- |          |          |
|----------|----------|
| 1 sand   | 4 wooden |
| 2 stone  | 5 ice    |
| 3 silver | 6 woolly |

- 2
- |         |          |
|---------|----------|
| b stone | e wooden |
| c ice   | f woolly |
| d sand  |          |
- 3
- 2 wool
  - 3 wooden
  - 4 woolly
- 4
- |     |     |
|-----|-----|
| 1 N | 5 N |
| 2 A | 6 N |
| 3 A | 7 A |
| 4 N |     |
- 5
- |          |            |
|----------|------------|
| 1 wooden | 5 ice      |
| 2 gold   | 6 bracelet |
| 3 stone  | 7 hat      |
| 4 sand   |            |

### Grammar 2

- 1
- |        |       |
|--------|-------|
| 1 was  | 4 are |
| 2 be   | 5 is  |
| 3 were |       |
- 2
- |     |     |
|-----|-----|
| 2 a | 5 e |
| 3 d | 6 b |
| 4 c |     |
- 3
- 1 Will she be invited to the gallery?
  - 2 Was the collection designed by him?
  - 3 Will the paintings be auctioned later today?
  - 4 Was the exhibition organized by the school?
  - 5 Are children allowed to watch this film?
- 4
- 1 When will the winner be announced?
  - 2 Will the winner be given a prize?
  - 3 Where were the paintings exhibited?
  - 4 Are the artist's paintings sold here?
  - 5 Where is the sculpture usually shown?
- 5
- 1 What was the film based on?
  - 2 Where were the outdoor scenes filmed?
  - 3 Who are the main characters played by?
  - 4 Who are contracted to paint the church?
  - 5 What is found in the church?
  - 6 When will the film be released?

### Grammar 1 and 2

- 1
- 32
- This landscape was painted in 1852.
  - This graffiti will be removed next week.
  - The winners aren't given money, they're given prizes.
  - Were you invited to the party?
  - He was given a woolly jumper.
  - When will the sculpture be finished?
  - Why was the graffiti removed?
  - Why were the winners given a wooden spoon?
- 2
- 1 The competition will be judged by a panel of experts.
  - 2 The clothes are all designed by the same designer.
  - 3 Was *Golden Autumn* painted by Levitan?
  - 4 I was given a silver bracelet for my birthday.
  - 5 Why was the girl arrested?

- 6 When will the game be played?  
7 How is chocolate made?

3 Translations.

- 4 2 a 6 b  
3 b 7 b  
4 b 8 a  
5 b

5 (a) 33

## Reading

- 1 1 Chicago, 3 Rome, 5 Zurich, 7 Moscow,  
8 Toulouse

- 2 1 major 4 standing up  
2 huge 5 first  
3 public

3 (a) 34

- 1 A public art event.  
2 Fibreglass.  
3 In Chicago.  
4 A businessman, Peter Hanig.  
5 They are sold in auctions.  
6 Bears.

## Writing dossier

- 1 1 painting, artwork  
2 portray, depict  
3 fascinating, exciting

2, 3 and 4 Students' own answers.

## Dialogue builder

- 1 1 a 4 b  
2 b 5 a  
3 b

2 (a) 35

- 3 1 of 6 about  
2 quite 7 up  
3 right 8 Look  
4 that 9 she'll like  
5 on

4 (a) 36

5 example answers

- 1 I'm not very keen on them.  
2 What do you think of these silver ones?  
3 I quite like them.  
4 I can't make my mind up.  
5 I guess you're right.

## Revision

- 1 1 fashion design 6 landscape  
2 print 7 sculpture  
3 graphic design 8 portrait  
4 pottery 9 installation  
5 drawing 10 painting  
2 1 gold 5 woolly  
2 silver 6 wooden

- 3 bronze 7 sand  
4 stone 8 ice

- 3 1 The Tate Modern was built in 2000.  
2 Coffee isn't grown in England.  
3 The prizes will be given to the winners next Saturday.  
4 *Sunflowers* wasn't painted by Edvard Munch.  
5 The winner will be announced next Friday.  
6 The streets are cleaned every day.

- 4 1 Was *Star Wars* directed by Steven Spielberg?  
2 Was *The Captain's Daughter* written by Pushkin?  
3 Are oranges grown in Seville?  
4 Will the next World Cup be shown on TV?  
5 Is *The Ninth Wave* exhibited in the Louvre?  
6 Will the story be told in the newspaper?

- 5 1 No, it wasn't. 4 Yes, it will.  
2 Yes, it was. 5 No, it isn't.  
3 Yes, they are. 6 No, it won't.

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

## Extra practice

### Cumulative grammar

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

### Extra voices

2 (a) 37

When 42-year-old Nick Flynn was visiting a museum in Cambridge, he tripped over his shoelace and fell down some stairs. His fall was spectacular – he tumbled all the way down the stairs, arms and legs all over the place, but he was OK. No bruises, no broken bones – nothing. But, unfortunately, on his way down the stairs he knocked over three porcelain vases from the Qing dynasty of ancient China. They were sitting on a shelf next to the stairway. The vases – valued at 500,000 pounds – fell to the floor and smashed into hundreds of pieces. Mr Flynn said he was sorry, but the local police have arrested him. They think he did it on purpose. The museum authorities are taking no chances, either. When Mr Flynn tried to enter the museum after the incident, museum staff blocked his way and told him not to come back again. But he insists on his innocence. Museum experts are now trying to put the vases back together – an arduous task. Just picking up the pieces took two and a half days and the pieces of the three vases were all mixed up. It will take a long time to finish the job and restore the vases to their original state.

Millions of people had walked past the vases for over 50 years with no accidents of any kind – until Mr Flynn walked past. But it would be a good idea to put them on a higher shelf when they are fixed, just in case!

- 3 1 a museum 5 don't believe  
2 no 6 hasn't  
3 porcelain 7 days  
4 £500,000 8 first

## 7 Against the Odds

### Vocabulary 1

#### Recycle

- |          |           |
|----------|-----------|
| 1 good   | 3 afraid  |
| 2 scared | 4 capable |
- 1 **Down** **Across**
- |                  |                 |
|------------------|-----------------|
| 1 confined space | 4 germ          |
| 2 height         | 7 stranger      |
| 3 agoraphobia    | 8 snake         |
| 5 spider         | 9 arachnophobia |
| 6 xenophobia     | 10 foreigner    |
- 2 1 claustrophobia 5 foreigner ... stranger  
2 arachnophobia 6 alone  
3 public speaking 7 dark  
4 germs
- 3 1 He suffers from arachnophobia.  
2 They suffer from xenophobia.  
3 He suffers from vertigo.  
4 She suffers from agoraphobia.  
5 She suffers from claustrophobia.

### Grammar 1

- 1 2 You can park from 8.30 pm to 7.30 am.  
3 You can't surf.  
4 You can swim.  
5 You can't smoke.  
6 You can smoke.
- 2 1 can't 4 can't  
2 couldn't 5 can  
3 could
- 3 1 mustn't 4 mustn't  
2 don't have to 5 don't have to  
3 mustn't
- 4 1 can't 5 mustn't  
2 can 6 had to  
3 have to 7 didn't have to  
4 don't have to
- 5 2 can 8 has to  
3 don't have to 9 could  
4 has 10 couldn't  
5 can't 11 had to  
6 can 12 couldn't  
7 can't

### Vocabulary 2

- 1 2 a 3 b 4 e 5 d
- 2 1 smell, nose 4 sight, eyes  
2 touch, fingers/hand 5 taste, mouth  
3 hearing, ears
- 3 1 hearing 4 sounds  
2 looks 5 tastes  
3 feels
- 4 2 c 5 b  
3 c 6 c  
4 a 7 a

### Grammar 2

- 1 1 Paul must work at home.  
2 He can't be in class.  
3 They must train regularly.  
4 I might have a coffee.  
5 She can't be working tonight.
- 2 1 She might speak French.  
2 It can't be Paul at the door – he's on holiday.  
3 They must arrive soon – they left four hours ago.
- 3 2 must be 5 must be  
3 must be 6 can't be  
4 must be
- 4 2 might 6 must  
3 can't 7 can't  
4 might 8 can't  
5 can't

### Grammar 1 and 2

- 1 **38**
- 1 He can't be in confined places.  
2 They couldn't come to the party.  
3 You mustn't show that spider to Mum!  
4 Did he have to pay a fine?  
5 She has to sing a song in Spanish.  
6 He doesn't like heights – he must have vertigo.  
7 She said she might be late.  
8 You can't be serious!
- 2 1 She didn't have to wear a uniform.  
2 It's Sunday – we don't have to go to school.  
3 He had to pay a fine.  
4 He's carrying a bag full of letters – he must be the postman.  
5 Who's that at the door? It can't be Paula because she's at work.  
6 He doesn't like confined spaces – he must have claustrophobia.  
7 He might arrive late.
- 3 Translations.
- 4 2 b 6 a  
3 a 7 b  
4 b 8 a  
5 a
- 5 **39**

## Reading

- 1 1 e 4 c  
2 f 5 d  
3 a 6 b
- 2 1 magnificent 4 melt  
2 extinction 5 fur  
3 investigate 6 attitudes
- 3 **40**  
1 False. *With nothing more than a big stick and lot's of bravery as protection, he has encountered more than 500 polar bears.*  
2 True.  
3 True.  
4 False. *Most of the time they are on the ice blocks floating in the ocean. ... their bodies are perfect for ice fishing ...*  
5 True.  
6 False. Laws that protect polar bears work because bear populations are growing where these laws exist.

## Writing dossier

- 1 1 While he was working on his new album he became ill.  
2 Now he lives in Rome with his wife and daughter.  
3 When he lived in Paris he worked as a waiter.  
4 At the age of 18 he joined the army.  
5 A year later he met his wife.  
6 Since then he has written 16 novels.
- 2 1 In Michigan, the USA, in 1950.  
2 He was blind.  
3 At the age of seven.  
4 He made his first record when he was 12, and had his first hit when he was 13.  
5 He won an Oscar in 1985 for best song.  
6 Since then he has performed for President Obama and has won 25 Grammy awards.

3 and 4 Students' own answers.

## Dialogue builder

- 1 1 Can I have some extra pocket money?  
2 Can't I have another five pounds?  
3 Let's say two pounds then.  
4 Oh, just one more thing...  
5 You'd better ask your mother.

2 **41**

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

4 **42**

## 5 example answers

- 1 Mum, can I go to the arts festival this weekend?

- 2 Where is it? / What time does it start? / How long does it last? / Where will you stay?  
3 It's at South Park. / It starts on Friday night. / It lasts three days. / There's free camping.  
4 OK. You can go for one day.  
5 But all my friends are going for the whole weekend.  
6 OK. You can go for the whole weekend too.  
7 Thanks! Oh, just one more thing ... can I have some money for the weekend?  
8 You'd better ask your dad.

## Revision

- 1 1 b 4 a  
2 e 5 f  
3 d 6 c
- 2 1 e 4 d  
2 a 5 b  
3 c
- 3 1 can't 4 mustn't  
2 can 5 have to  
3 had to 6 don't have to
- 4 1 They couldn't find the cinema.  
2 When Mozart was five he could play the piano.  
3 We had to have lunch before the game.  
4 She didn't have to catch a bus.  
5 They had to go to school on foot.
- 5 1 a 4 b  
2 b 5 c  
3 c

## Extra practice

### Cumulative grammar

- 1 1 must 6 have to  
2 could 7 don't have to  
3 had to 8 have to  
4 couldn't 9 can  
5 can't

### Extra voices

2 **43**

*In 1904, Helen Keller was the first deaf and blind person to graduate from university. It was an amazing achievement for an amazing woman. When Helen was a baby she became very ill. The illness did not last a long time but when she recovered, her parents realized that she had lost her sight and her hearing. Her parents were convinced she would never be able to communicate with them. However, an encounter with a woman called Anne Sullivan changed Helen's life forever. Anne Sullivan was born with very poor sight. She wasn't blind but she could see very little. 21-year-old Anne became Helen's teacher although she had no*

experience of teaching deaf-blind children. Within weeks of their first lesson, six-year-old Helen learnt the sign for her first word: water. A few hours later, Helen could recognize the signs for 30 new words including 'teacher'. This was the start of a life-long friendship that would continue until Anne's death in 1936.

Helen achieved many things during her life. She graduated from Radcliffe College, wrote many books and travelled the world raising money for the blind. Helen was also a political enthusiast and in 1913 she wrote a series of essays on socialism which outlined her own political views.

Despite Helen's success in overcoming her disabilities, her greatest dream of being able to talk was never achieved. However, Helen Keller is truly a person who succeeded against the odds.

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

## 8 Let's Get Together

### Vocabulary 1

#### Recycle

**appearance:** good-looking, pretty, slim, fit

**character:** romantic, kind, caring, loyal

- 1
- |        |         |
|--------|---------|
| 1 fall | 4 cheat |
| 2 get  | 5 flirt |
| 3 go   | 6 miss  |
- 2
- |                      |                |
|----------------------|----------------|
| 1 fancy              | 4 finished     |
| 2 having an argument | 5 fell in love |
| 3 miss               | 6 asked me out |
- 3
- |     |     |
|-----|-----|
| 2 a | 5 f |
| 3 b | 6 c |
| 4 e |     |

### Grammar 1

- 1
- |         |       |
|---------|-------|
| 1 was   | 4 had |
| 2 would | 5 had |
| 3 were  |       |
- 2
- had seen Michelle at the disco.
  - he would take my books back.
  - could borrow his bike.
  - she had never been to Rome.
  - they were going to stay in a hotel.
  - I had to go.
- 3
- 'We're going home.'
  - 'I've bought a cat.'
  - 'I'll help you.'
  - 'I'm going to watch the film.'
  - 'I've never seen anything like it.'
- 4
- |                    |             |
|--------------------|-------------|
| 2 haven't seen     | 6 looked    |
| 3 are going to see | 7 will      |
| 4 saw              | 8 will come |
| 5 was flirting     |             |

## Vocabulary 2

1

D	R	E	F	U	S	E	W	S	L
S	I	A	R	I	N	F	D	K	A
Y	X	A	W	A	R	N	T	S	G
R	G	O	F	F	E	R	K	F	R
W	G	E	E	I	N	V	I	T	E
C	O	M	P	L	A	I	N	L	E
A	S	K	N	U	R	M	L	Z	J
A	A	Y	O	H	P	E	F	F	X
A	D	M	I	T	T	O	A	Z	T
W	B	J	P	R	O	M	I	S	E

- 2
- ✓
  - He promised to take me to the cinema.
  - Harry offered to take us in his car.
  - ✓
  - She refused to tell me her problem.
  - I warned her not to talk to that boy!
  - My dad told me to do the housework.
- 3
- promised not to do it again.
  - offered to help them.
  - admitted taking the money.
  - agreed not to tell him again.
  - complained that the room was a mess.
  - invited me to come to their party.
  - refused to tell them.
- 4
- |           |             |
|-----------|-------------|
| 2 refused | 6 invited   |
| 3 offered | 7 explained |
| 4 agreed  | 8 offered   |
| 5 warned  |             |

### Grammar 2

- 1
- I asked him if he was busy.
  - She asked him if he had seen the film.
  - The teacher asked us if we had ever met a famous person.
  - He asked her if she would go out with him.
  - I asked her if she was going to the party.
- 2
- |                   |                |
|-------------------|----------------|
| 1 was             | 4 had seen     |
| 2 would go        | 5 could get    |
| 3 was going to go | 6 had finished |
- 3
- if she was tired.
  - if he wanted to go to a party.
  - if we had seen Mike.
  - if it would rain.
  - if he could swim.
- 4
- |                 |              |
|-----------------|--------------|
| 2 if I had seen | 4 if I had   |
| 3 if I had been | 5 if I would |

### Grammar 1 and 2

- 1 (44)
- He asked me to go out with him.
  - I told her that I loved her.
  - She said she would wear white for the wedding.
  - He said I had to stop cheating on him.



- 5 She asked me if I'd read *Romeo and Juliet*.
- 6 The teacher asked us if we would go to university.
- 7 She admitted that she was missing her boyfriend.
- 8 I asked her if she got on well with her boyfriend.
- 2 1 We agreed to finish the relationship.
- 2 Alex said that he hadn't met her before last night.
- 3 He told me that he didn't want to see her again.
- 4 She asked him if he wanted to go to a party.
- 5 I asked her if she had finished the book.
- 6 My dad promised to take me to the football match.
- 7 I asked her if she had gone to the party.

### 3 Translations.

- |       |     |
|-------|-----|
| 4 2 b | 6 b |
| 3 a   | 7 a |
| 4 b   | 8 a |
| 5 b   |     |

### 5 (45)

## Reading

- 1 1 the Roman army, 3 emperor, 4 chocolate, 5 love, 7 priest, 8 execution
- 2 1 vast 3 took pity on  
2 outlawed 4 on the eve of
- 3 (46)
  - 1 To protect the borders of the Roman Empire.
  - 2 Because they wouldn't be distracted by wives and children.
  - 3 A Catholic priest.
  - 4 Because he had performed marriages in secret.
  - 5 One billion.
  - 6 The jailer's daughter.
  - 7 'From your Valentine'.

## Writing dossier

- 1 1 If they'd seen the weather forecast, they wouldn't have gone to the beach.
  - 2 She can't come to the party because she's got too much homework.
  - 3 She didn't know where to go.
  - 4 I've found a great new café.
  - 5 She told me that she wasn't sure what to do.
- 2, 3 and 4 Students' own answers.

## Dialogue builder

- |        |          |
|--------|----------|
| 1 1 to | 4 afraid |
| 2 miss | 5 shame  |
| 3 like | 6 Maybe  |
- 2 (47)

- |         |           |
|---------|-----------|
| 3 1 it  | 5 instead |
| 2 to go | 6 miss    |
| 3 so    | 7 can't   |
| 4 would | 8 another |

### 4 (48)

### 5 example answers

- 1 Hi, Sarah, how's it going?
- 2 Fine, thanks.
- 3 Do you want to go out for fish and chips with me tonight?
- 4 Oh, I don't know. I don't like fish and chips.
- 5 Well, would you like to go to the cinema instead?
- 6 I'd love to, but I'm afraid I can't.
- 7 Oh, OK. Maybe we could meet another time?
- 8 Yes, that would be nice. Bye.

## Revision

- |               |       |
|---------------|-------|
| 1 1 out       | 4 out |
| 2 on ... with | 5 in  |
| 3 with        | 6 on  |
- 2 1 f 4 d  
2 b 5 a  
3 e 6 c
  - 3 1 I said to him that I was tired.  
2 I told him it was too late.  
3 We asked him to come to the party.  
4 She said to him that she would come.  
5 They told him to stay.
  - 4 1 a 4 b  
2 e 5 c  
3 f 6 d
  - 5 1 if I was a good student.  
2 if I had passed my exams last year.  
3 if I liked studying.  
4 if I wanted to study at this school.  
5 if I lived near here.  
6 if I could get here by bus.

## Extra practice

### Cumulative grammar

- |               |                   |
|---------------|-------------------|
| 1 1 asked     | 8 didn't think    |
| 2 why so many | 9 split up        |
| 3 wasn't      | 10 have been      |
| 4 had existed | 11 what she meant |
| 5 explained   | 12 have told her  |
| 6 thought     | 13 thought        |
| 7 had         |                   |

### Extra voices

- 2 (49)
- Tom** Hi, Claire. It's me, Tom.
- Claire** Oh, hello, Tom. How are things?
- Tom** Fine, fine. I'm ringing up for Michael.
- Claire** Michael?
- Tom** Yes. He asked me if I would call you.

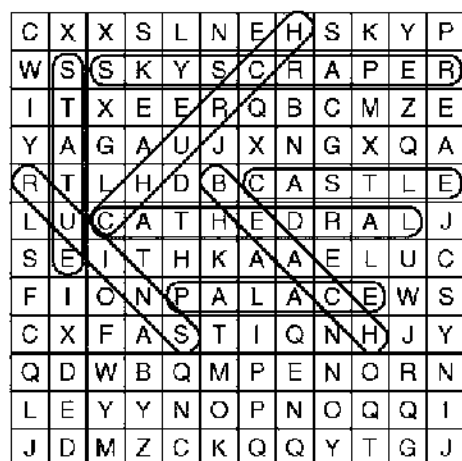
**Claire** What for?  
**Tom** He said he likes you and wanted to ask you out.  
**Claire** Why doesn't he phone me then?  
**Tom** He's shy. He told me he has tried to phone you a few times but he feels too nervous.  
**Claire** What else did he say?  
**Tom** He said he has liked you for ages.  
**Claire** Really?  
**Tom** Yeah. He admitted that he has liked you for over a year, since you and Harry split up.  
**Claire** Over a year?  
**Tom** Yeah. I promised him I'd convince you to go on a date!  
**Claire** Tom!  
**Tom** I warned him that it wouldn't be easy but I told him that I thought you liked him too.  
**Claire** Tom!  
**Tom** Well, do you like him?  
**Claire** Maybe ... but there's somebody else I like more than Michael.  
**Tom** Who?  
**Claire** Well ... his name begins with 'T' ... and it ends with 'M'.  
**Tom** Oh, Claire ... I don't believe it! Why didn't you ...?

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

## 9 Wonderful World

### Vocabulary 1

#### Recycle



- 1 1 comfortable 4 beautiful  
 2 peaceful 5 enjoyable  
 3 dangerous  
 2 1 comfortable 4 enjoyable  
 2 peaceful 5 beautiful  
 3 famous

- 3 1 comforts 4 fame  
 2 exciting 5 dangers  
 3 enjoys  
 4 1 mysterious 4 peaceful  
 2 incredible 5 beautiful  
 3 amazing

### Grammar 1

- 1 2 didn't use to sunbathe  
 3 didn't use to be  
 4 didn't use to go  
 5 used to go  
 6 used to travel  
 7 used to be  
 8 didn't use to wear  
 9 used to wear  
 2 1 Where did they use to go?  
 2 Where did children use to swim?  
 3 What did women use to wear?  
 4 Where did they use to stay?  
 5 What did they use to enjoy?  
 3 1 Who did Claire live with?  
 2 Who lived with Claire?  
 3 Who did Louis love?  
 4 Who loved Louis?  
 5 Who did Brian see?  
 6 Who saw Brian?  
 4 1 What destroyed the Hanging Gardens of Babylon?  
 2 Who built mosques in Spain?  
 3 When were they destroyed?  
 4 What was erected in Hyde Park in 1851?  
 5 What happened to the Crystal Palace in 1936?  
 6 Who designed the Twin Towers in New York?  
 7 What were attacked in 2001?  
 8 Who built two statues in Afghanistan over 2,000 years ago?  
 9 What were destroyed by the Taliban in 2001?

### Vocabulary 2

- 1 1 the sights 6 friends  
 2 a bike 7 postcards  
 3 snorkelling 8 an ice cream  
 4 photos 9 souvenirs  
 5 a suntan  
 2 1 buy ... souvenirs 5 get ... suntan  
 2 took ... photos 6 hire a bike  
 3 ate an ice cream 7 went ... safari  
 4 made ... friends  
 3 1 souvenir 5 sights  
 2 suntan 6 send  
 3 postcard 7 safari  
 4 snorkelling

### Grammar 2

- 1 1 do 5 Had  
 2 Are 6 is

- 3 Have 7 has  
4 were
- 2 1 go 6 had  
2 was walking 7 I'm meeting  
3 started 8 will travel  
4 have lived 9 rains  
5 Have you finished 10 would go
- 3 1 I went to a really nice beach last week.  
2 I've just seen a really great film!  
3 He's living with his aunt at the moment.  
4 I'm playing football tomorrow.  
5 We often visit our friends in France.
- 4 2 c 5 b  
3 a 6 d  
4 f

## Grammar 1 and 2

- 1 **50**
- 1 She used to sing in a band.  
2 Did you use to wear glasses?  
3 It used to be a comfortable hotel.  
4 I didn't use to think skiing was enjoyable.  
5 What will you wear on the safari?  
6 If you were rich, what would you buy?  
7 While we were waiting, it started to rain.  
8 Would you eat a snake? No, I wouldn't!
- 2 1 Did you use to have a dog?  
2 I didn't use to live next door.  
3 'Did he use to play football for Liverpool?' 'Yes, he did.'  
4 I have just finished my maths homework.  
5 What would you do if you were president of your country?  
6 While I was watching a film on TV, the telephone rang.  
7 He visited New York in 2007.

### 3 Translations.

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

### 5 **51**

## Reading

- 1 1 to 5 from  
2 from 6 on  
3 to 7 with  
4 for 8 by
- 2 1 ancestors 4 nominate  
2 descendents 5 balance  
3 treaty
- 3 **52**
- 1 The United Nations Educational, Scientific and Cultural Organization.  
2 Natural and man-made or cultural.

- 3 Everybody.  
4 1972.  
5 The square represents human skill and inspiration. The circle represents the gifts of nature. The circular shape represents the world.

## Writing dossier

- 2 1 I saw Big Ben last year. T  
2 I didn't have enough time to do my homework. WO  
3 They go to Spain every summer. S-V  
4 She bought a souvenir from the gift shop. IP  
5 He is my best friend. Sp  
6 I learnt some German last year. P
- 2, 3 and 4 Students' own answers.

## Dialogue builder

- 1 1 b 2 a 3 c 4 d
- 2 **53**
- 3 1 Hello, could I buy a stamp please?  
2 No, it's for the USA.  
3 And I'd like to change some money into US dollars, please.  
4 Two hundred pounds.  
5 Could you put the money in an envelope, please?
- 4 **54**
- 5 **example answers**
- 1 I'd like to post this parcel, please.  
2 No, it's for Italy.  
3 Yes, I'd like to change some money into euros, please.  
4 One hundred and fifty pounds.  
5 Yes, I'd like six first-class stamps for the UK, please.

## Revision

- 1 1 mysterious 5 peaceful  
2 beautiful 6 famous  
3 amazing 7 exciting  
4 enjoyable
- 2 1 saw 4 bought  
2 took 5 sent  
3 made 6 got
- 3 1 I used to have a dog.  
2 We didn't use to live in this city.  
3 Did you use to play tennis?  
4 Did Joe Hart use to play for Manchester City?  
5 They didn't use to have computers in schools.  
6 My grandma used to make her own bread.
- 4 1 Who stole the money?  
2 Who did the old lady see?  
3 Who was running away?  
4 Who did the dog bite?


- |   |                   |           |
|---|-------------------|-----------|
| 5 | 1 c               | 5 a       |
|   | 2 c               | 6 a       |
|   | 3 a               | 7 c       |
|   | 4 b               | 8 c       |
| 6 | 1 at the moment   | 4 just    |
|   | 2 next week       | 5 usually |
|   | 3 three years ago | 6 yet     |

## Extra practice

### Cumulative grammar

- |   |                 |                |
|---|-----------------|----------------|
| 1 | 1 to spend      | 7 Since        |
|   | 2 thought       | 8 has grown    |
|   | 3 didn't use to | 9 will benefit |
|   | 4 has increased | 10 are visited |
|   | 5 since         | 11 to visit    |
|   | 6 made          |                |

### Extra voices

- 2  55
- Josie** I'd love to go somewhere really exotic, like India, wouldn't you?
- Mark** Yeah. India would be cool. Though I'd prefer Japan. I love their customs and traditions – their films, music, clothes – and I love Manga.
- Josie** Where is the most exciting place that you have ever been?
- Mark** Well, I sort of went to Alaska once.
- Josie** How can you sort of go somewhere?
- Mark** My mum and dad used to live there. They had jobs there for a year. They moved to the UK six months before I was born.
- Josie** So you were in Alaska before you were born?
- Mark** Hmm. Yes. That sounds weird. What about you?
- Josie** I went to Morocco for two weeks when I was 12. That was good.
- Mark** Wow. I'd love to go to Africa. I've never been outside Europe.
- Josie** When I'm older I'm going to travel all over the world.
- Mark** I'll come with you!
- Josie** I don't think your wife would be happy about that.
- Mark** Wife? What wife?
- Josie** I'm talking about when we are in our twenties and thirties. You'll be married then.
- Mark** No way! Never!
- Josie** Anyway, talking of exotic places ....
- Mark** Yeah?
- Josie** Do you want to come to Spike's for a coke after school?
- Mark** Are you asking me out?
- Josie** In your dreams ...

- |   |     |     |
|---|-----|-----|
| 3 | 1 a | 5 c |
|   | 2 c | 6 a |

- |     |     |
|-----|-----|
| 3 a | 7 c |
| 4 b | 8 b |

## Grammar exercises

### Grammar exercises 1

- |   |   |              |
|---|---|--------------|
| 1 | 2 speaks  | 6 play       |
|   | 3 spend   | 7 're making |
|   | 4 is visiting   | 8 play       |
|   | 5 's raining  |              |
| 2 | 2 goes  | 6 works      |
|   | 3 is looking  | 7 is making  |
|   | 4 is  | 8 works      |
|   | 5 is  | 9 sleeps     |
| 3 | 2 ✓   |              |
|   | 3 I don't know your boyfriend. Can you introduce me?                          |              |
|   | 4 She needs some money for some new shoes.                                    |              |
|   | 5 ✓   |              |
| 4 | 2 How does your dad usually travel to work?                                   |              |
|   | 3 How often do you play football?   |              |
|   | 4 What time does the film start?  |              |
|   | 5 What are you studying?  |              |
| 5 | 2 who   | 6 which      |
|   | 3 where   | 7 which      |
|   | 4 who   | 8 who        |
|   | 5 where   |              |
| 6 | 2 What's the name of the skirts Scottish men wear?                            |              |
|   | 3 What's the name of the famous festival in England where lots of bands play? |              |
|   | 4 What do you call a person who creates new fashion?                          |              |
|   | 5 What's the name of the dance which is popular in Argentina?                 |              |

### Grammar exercises 2

- |   |   |                   |
|---|---|-------------------|
| 1 | 2 The pilots heard a loud noise while the plane was taking off.     |                   |
|   | 3 I lost my bag while we were leaving the plane.                    |                   |
|   | 4 Mark was playing with the dog when it bit him on the hand.        |                   |
|   | 5 They were lying on the beach when it started to rain.             |                   |
|   | 6 You were looking at my answers when I finished the exam.          |                   |
|   | 7 Elena was wearing her favourite dress when she fell in the water. |                   |
|   | 8 He had an accident while he was talking on his mobile phone.      |                   |
| 2 | 2 was ... sitting   | 6 were ... doing  |
|   | 3 did ... hurt  | 7 did ... leave   |
|   | 4 Did ... give  | 8 were ... living |
|   | 5 Were ... going  |                   |
| 3 | 2 explained   |                   |
|   | 3 kissed  |                   |

- 4 asked  
5 managed  
6 survived
- 4 2 worried                      6 began  
3 come                          7 introduced  
4 heard                         8 went  
5 seen
- 5 2 haven't learnt              6 haven't met  
3 has eaten                    7 hasn't answered  
4 haven't read                8 have gone  
5 have joined
- 6 2 Have you ever won  
3 Have you ever played  
4 Have you ever seen  
5 Have you ever slept  
6 Have you ever bought  
7 Have you ever eaten  
8 Have you ever studied

### Grammar exercises 3

- 1 2 for  
3 since  
4 since  
5 for
- 2 2 How long have you lived in your flat?  
3 How long has he been here?  
4 How long has Di worked at the school?  
5 How long have the students known each other?
- 3 2 I've already seen that DVD.  
3 Yes, I've just finished it.  
4 We arrived in England last weekend and we've already visited London, Oxford and Bath.  
5 We haven't arrived at our station yet.
- 4 2 ✓  
3 Kate didn't come to see the film with us yesterday.  
4 I've never had so much food in my life!  
5 I've lived in the same street all my life.  
6 I learnt to ski when I was six.
- 5 2 have ... done              5 failed  
3 hasn't done                6 hasn't eaten  
4 met
- 6 2 arrived ... had started  
3 met ... had ... spoken  
4 hadn't seen ... came
- 7 2 Where had your family stayed before you came to this camp?  
3 Had he met her before they studied at the same school?  
4 What had you done before you became an actor?

### Grammar exercises 4

- 1 2 We'll record a lot of albums.  
3 They'll sell all over the world.

- 4 I'll fall in love with an actress in Florida.  
5 We'll get married in Las Vegas.  
6 Our photos will be in all the magazines.
- 2 2 Will the band record a lot of albums?  
3 Will the albums sell?  
4 Who will he fall in love with?  
5 Where will they get married?  
6 Where will their photos be?
- 3 2 I think she'll pass  
3 I don't think he'll go  
4 I think he'll buy  
5 I don't think they'll get married.
- 4 2 are going to decorate  
3 isn't going to cook  
4 aren't going to have  
5 are going to be
- 5 2 Why is he going to be late?  
3 Why aren't you going to come to the park?  
4 Who are your parents going to visit tonight?  
5 When is he going to finish university?
- 6 2 What are we eating for dinner?  
3 When are they going to the beach?  
4 Who are you taking to the party on Saturday?
- 7 2 to buy                          4 to study  
3 singing                      5 drinking
- 8 2 to use                         5 doing  
3 visiting                      6 to buy  
4 playing

### Grammar exercises 5

- 1 2 will be ... doesn't  
3 gets ... won't  
4 will save ... buys  
5 won't ... melts  
6 don't ... will be
- 2 2 won ... would give  
3 wouldn't use ... drove  
4 did ... wouldn't be  
5 wouldn't be ... recycled  
6 thought ... wouldn't suffer
- 3 2 f                                      5 a  
3 e                                      6 d  
4 c
- 4 2 If you were an animal, what animal would you be?  
3 Where would you go if you could go anywhere in the world?  
4 What will they do if it is sunny tomorrow?  
5 How would you feel if it always rained in your country?
- 5 2 had seen ... would have bought  
3 wouldn't have met ... had gone  
4 would have been ... hadn't woken  
5 had looked ... wouldn't have got
- 6 2 If I'd listened to my teacher, I wouldn't have done the wrong homework.

- 3 We would have bought the computer game if we had had enough money.
- 4 If Rob hadn't run, he wouldn't have caught the bus.
- 5 You would have had a great time if you had come to my party.

### Grammar exercises 6

- 1 2 are made 5 was won  
3 will be opened 6 won't be completed  
4 is chosen
- 2 2 was made  
3 are found  
4 was built  
5 were taken  
6 is covered
- 3 2 The paintings will be sold in the gallery this Friday.  
3 The winner of the competition will be announced at the prize-giving day.  
4 The sculpture will be exhibited to the public from May to October.  
5 The award ceremony will be seen on TV by people all over the world.
- 4 2 *Don Quixote* was written by Miguel de Cervantes.  
3 The kitchen was painted last weekend.  
4 Rubbish was left in the classroom yesterday.  
5 The castle is visited by a lot of people every year.  
6 The FIFA World Cup was won by Spain in 2010.  
7 A new supermarket will be built opposite my house.
- 5 2 This bridge was made of iron.  
3 Five languages are spoken at the conference.  
4 The show will be held in the square.  
5 The news article was written by his friend.  
6 The sculpture is shown at the castle.
- 6 2 Who was it painted by?  
3 When was it completed?  
4 Who is the painting owned by now?  
5 When will it be exhibited in our country?

### Grammar exercises 7

- 1 1 d 2 b 3 c 4 a
- 2 2 don't have to 5 must  
3 must 6 doesn't have to  
4 can't
- 3 2 You have to get a ticket at the ticket machine.  
3 She doesn't have to wear a helmet.  
4 He can play football very well.  
5 He can't swim.  
6 You mustn't shout in school.
- 4 2 didn't have to 5 had to  
3 had to 6 didn't have to  
4 couldn't

- 5 2 didn't have to make 5 couldn't see  
3 can't read 6 could run  
4 had to pay
- 6 2 He must be famous.  
3 It might be in your car.  
4 They must be hungry.  
5 It can't be easy to be dyslexic.  
6 You might see me later, but I'm not sure.
- 7 2 must be 4 must have  
3 can't eat 5 must be

### Grammar exercises 8

- 1 2 The teacher said that he had read that book.  
3 I said that it had been a great meal.  
4 She told me that she was going out the following day.  
5 My dad said that the weather would be good the next day.  
6 Rob said that he hadn't seen me for ages.
- 2 2 the day before / the previous day  
3 the week before / the previous week  
4 the next month / the following month  
5 the year before / the previous year  
6 the next day / the following day
- 3 2 'We went on holiday to France last year,' said my cousins.  
3 'We are having a maths test tomorrow,' our teacher said.  
4 'I've climbed Everest,' my dad told them.  
5 'I can't go to work,' said Victoria.
- 4 2 said to me 4 told them  
3 told me 5 said
- 5 2 I asked him if he liked spinach.  
3 He asked her if she had left her keys in the car.  
4 His father asked her if he would get a good job when he left school.  
5 She asked her little brother if he had been frightened of the storm the night before.  
6 My mother asked us if we had spent all our money at the shops.  
7 She asked me if he was coming for dinner.  
8 I asked my dad if he could help me with my luggage.
- 6 2 The teacher explained that we had to study at home.  
3 My sister promised to help me with my homework that evening.  
4 My father complained that my music was awful.  
5 My little brother refused to be quiet.  
6 Felipe agreed to meet at six.

### Grammar exercises 9

- 1 2 didn't use to 5 used to  
3 used 6 didn't use to  
4 didn't use



- 2 2 didn't use to support  
3 used to think  
4 used to be married  
5 didn't use to get up  
6 didn't use to wear
- 3 2 Did they use to live  
3 Did you use to go  
4 Did you use to climb  
5 Did I use to wake up  
6 Did they use to go
- 4 2 Object 4 Subject  
3 Subject 5 Object
- 5 2 What does she write?  
3 Who did you see?  
4 Who met you?  
5 What worries him?
- 6 2 goes  
3 would ... visit ... went  
4 will finish  
5 are visiting  
6 was travelling ... met  
7 felt ... had climbed
- 7 2 c 5 e  
3 f 6 a  
4 d

## Vocabulary plus

### Vocabulary plus 1

- 1 shoes: flat, high-heeled,  
clothes: long-sleeved, short-sleeved, baggy,  
flared, hooded,  
both: smart, scruffy, tight
- 2 In the picture you can see: smart, scruffy, long-sleeved, short-sleeved, flat, high-heeled, tight, baggy, hooded

### Vocabulary plus 2

- 1 ambulance, fire service, police
- 2 In the picture you can see: ambulance, paramedic, stretcher, oxygen mask

## Vocabulary plus 3

- 1 listen to, agree with/to, apologize for/to, complain about/to, worry about, chat to, argue about/with, shout about/at, laugh at, stare at
- 2 They are apologizing and agreeing

## Vocabulary plus 4

- 1 retail park
- 2 In the picture you can see: factory, retail park

## Vocabulary plus 5

- 1 prime minister, president, MP, monarch, politician, mayor
- 2 a The Houses of Parliament: prime minister, MP, politician  
b 10 Downing Street: prime minister, MP, politician  
c Buckingham Palace: monarch

## Vocabulary plus 6

- 1 clay
- 2 In the picture you can see: canvas, palette, brush, oil paint

## Vocabulary plus 7

- 1 nouns: asthma, allergy, eczema, hay fever, diabetes  
adjectives: deaf, blind, disabled, paralyzed, autistic
- 2 asthma, deaf, hay fever

## Vocabulary plus 8

- 1 Students' own answers
- 2 Students' own answers

## Vocabulary plus 9

- 1 Students' own answers
- 2 In the picture you can see: steps, chimney, roof, spire, tower, arch, dome

# Student's Book Audioscripts

## UNIT 1

### Vocabulary 1

#### 03 Exercise 2

- 1 He's wearing a plain denim jacket.
- 2 Look at this tie-dyed cotton T-shirt!
- 3 I like your striped silk dress!
- 4 That's a nice tartan wool scarf.
- 5 He's wearing a checked cotton shirt.
- 6 She's wearing a flowery velvet jacket.
- 7 These plain leather boots are really trendy!

### Listening

#### 05 Exercises 2 & 3

And now here's Jerry Simpson reporting live from Student Fashion Week ...

Hello there, well here we are again – it's the month of July and it's time to see the work of Britain's student designers! There's a great atmosphere here – I'm standing near the catwalk and I can see lots of celebrities including Lily Allen and Victoria Beckham ...

Three hundred students are showing their work here this week, and I'm going to do my best to describe the models as they come out. Right, here we go – it's all happening! The first models are just coming onto the catwalk.

So, first we've got something from the spring collection by Leanne Simms. The model's wearing a leather jacket and plain leather skirt, and she's carrying a fashionable handbag in matching colours. Very nice!

OK. Next up is menswear, this time something from the winter collection. Our model here is wearing a green jacket, striped trousers, a striped knitted scarf and a blue hat – he must be hot!

And now from the spring collection again, but this time for menswear, we've got a nice casual combination of plain blue shorts and a blue polo shirt. This one's by Jasper Sinchai from Ravensbourne University.

Remember, all the student designers are hoping to win the enormous prize of £30,000 for the best collection! And this year the judges include supermodel Gisele ...

Now we've got something a bit more summery – the model here is showing a new beachwear collection by Ellie Savage. This is a nice little dress in a bright cotton fabric, and a matching headband to finish off that summer look. Is that a bracelet she's wearing? Or maybe it's a fashionable wristwatch?!

Well, this really is a great show. It's very exciting to see all this new talent from 30 different colleges all around the country. We've got more models coming out now ...

### Dialogue builder

#### 10 Exercise 6

(SA = Shop assistant L = Liam)

SA: Hello, can I help you?

L: Yes, there's a problem with these sunglasses.

SA: Oh. What's the matter with them?

L: They're broken. Here on the side, look.

SA: I see. Have you got the receipt?

L: Yes, here it is. They cost £9.99.

SA: OK, thanks. Do you want a refund, or would you rather change them for another pair?

L: I'd like to change them, please. That would be great.

SA: OK. Do you want the same colour?

L: Yeah – black ones, just like these.

SA: OK. I'll just get them for you.

L: Cheers. Thanks very much.

## UNIT 2

### Vocabulary 1

#### 11 Exercise 2

say sorry

say thank you

say a prayer

make a decision

make a mistake

make excuses

tell a story

tell the truth

tell a lie

take a risk

take a photo

take care

### Listening

#### 15 Exercise 1

I was sleeping when it all started – it was about midnight. The first thing I knew, my sister Rachel was shaking me, screaming: 'Joe, Joe!' I could see smoke pouring into the room – thick, dark smoke. And it was so hot! Rachel was trying to open the window, but she couldn't find the key. And then it all happened so quickly. Suddenly I saw the flames – like a wall of fire outside my room. I knew Mum was upstairs, but we couldn't go and find her 'cause of the flames. So I just grabbed my chair and shouted at Rachel to get out the way. I smashed the chair against the window and the glass went everywhere. Then I climbed onto the window sill – the garage roof was about three metres down – and that was our only way out. Rachel jumped

first and then I did. Luckily we were both OK – so we climbed down and ran into the garden.

At that moment, we heard the fire engines – they were just coming round the corner. We were still thinking about Mum when suddenly we heard her, and looked up. She was standing on her window sill, looking down. It was a really long way down from there, but my sister had a great idea. We've got one of those trampolines, you know, in our garden, and she was pulling it over towards the house. Mum jumped! It was amazing, like something in a film! She was hysterical, it was really horrible – but at least we were all OK.

You could see the fire burning next door – we live in a semi – and two firemen just broke down their front door. Our neighbour was still in there, but the firemen were just in time. They carried her out and she went to hospital in an ambulance. We still don't know what caused the fire, but they're investigating it now. All I know is that we all had a very lucky escape!

### Dialogue builder

#### 20 Exercise 6

(J = Joanne L = Liam)

- J: So, which film shall we see?  
L: Hmm. Well, I like action films.  
J: Yeah, so do I. How about 'The Escapist'?  
L: Nah, I saw it last week.  
J: Did you? What did you think?  
L: It was great – I really enjoyed it.  
J: So you'd recommend it, then?  
L: Yeah, definitely. It's pretty good.  
J: OK then. How about 'Planet Attack'?  
L: 'Planet Attack'? What's that about? I haven't heard of it.  
J: No, neither have I. But it looks good.  
L: What's it about?  
J: Well, it's science fiction. It's about aliens and things ...  
L: Hmm. I don't normally like science-fiction films.  
J: No, neither do I. But it's got good reviews!  
L: OK. Let's try it!  
J: All right then. What time shall we go? 5:15, 7:45 or 9:30?  
L: Err, how about 7:45? Then we can go for a pizza later.  
J: Yeah, good idea. OK. 7:45, then. Shall I book the tickets online?  
L: Yeah, great. I'll give you the money.  
J: That's OK. You can pay for the pizza!  
L: Hmm. OK, then.

## UNIT 3

### Vocabulary 1

#### 21 Exercise 2

hug kiss shake hands smile frown nod shake your head shrug your shoulders laugh hold hands wink gesticulate

### Vocabulary 2

#### 23 Exercise 2

film / movie  
lift / elevator  
holiday / vacation  
city centre / downtown  
taxi / cab  
amazing / awesome  
football / soccer  
shopping centre / mall  
underground / subway  
chips / fries

### Listening

#### 24 Exercises 5 & 6

(B = Brad M = John's mum J = John)

- B: Hello?  
M: Oh, hello. Is that Brad?  
B: Yeah – hi there Auntie Jean! How's it going?  
M: Fine, fine. How are you all over there?  
B: Yeah, great. We're havin' a real cool time. We've just been to the Empire State Building today, since John's never been there.  
M: Oooh, did you go right up to the top?  
B: Yeah – well, we took the elevator. I mean, we didn't walk all the way up! John loved it 'cos the views are awesome. You can see all of downtown Manhattan from up there!  
M: Yes, I bet. You didn't meet King Kong up there, did you?  
B: Nah, but we watched the movie last night, before going there!  
M: Oh, right. Well John sent me an email yesterday – he said you'd been to a baseball game?  
B: Yeah, we went to see the Yankees, and they won!  
M: That's great! John usually goes to the football – I don't think he's ever been to a baseball game before!  
B: Hmm, we haven't been to watch soccer yet. Maybe next week ...  
M: So what are you up to tomorrow?  
B: Well, Mom and Dad aren't on vacation yet, so I think me and John will probably just meet some friends and go to the mall.  
M: Aha. Well, have fun. Is John there? Let me have a quick word ...  
B: Yeah, I'll just get him. John!! It's your mom on the phone!  
J: Hi Mum!  
M: Hi, are you having a nice time?  
J: Yeah, it's great. We went to the Empire State Building ...

### Dialogue builder

#### 30 Exercises 6 & 7

(E = Examiner V = Vera)

- E: OK. Have you had time to read the card and prepare your answer?  
V: Yes, I've made some notes.

E: OK. Go ahead, when you're ready.

V: Well, I'm going to tell you about something that happened in my life which was really important to me. It's a decision I took, with my family. One day, about a year ago, I found a little dog, in the street. It didn't have a name on it or anything. It was very small, and it was very frightened. I took it back to my house and asked my parents what I should do. I really wanted to keep it! They asked if I would look after the dog and walk it every day. 'Yes, definitely,' I said! So I decided to keep the little dog, and I called him Bim. He's bigger now, and he's fantastic! I really love him and I miss him a lot when I go away from home. After I made the decision to keep him, I felt really happy!

E: Thanks Vera. That's a nice story!

## REVISION 1

### Listening

#### 31 Exercise 3

Well, now that we've seen James Joyce's famous places in Dublin, here we are outside the house of another well-known Irish writer. This is where Bram Stoker was born – the author of the famous horror story 'Dracula'! As well as writing 'Dracula', Stoker also wrote short stories and non-fiction, as well as more than ten other novels.

Bram Stoker was born here in Dublin in 1847, and he lived in this house with his parents and six brothers and sisters. In fact, he spent the first seven years of his life in bed here in this house, 'cause he was ill when he was a child. Fortunately he got better and he went on to study maths at university here in the city. But Bram Stoker's real passion was the theatre. He wrote theatre reviews for a newspaper here, and one day he met a famous actor called Henry Irving.

Stoker and Irving became good friends, and they started working together in London. In fact, Bram Stoker was Henry Irving's Personal Assistant, so when Henry went on tour, Bram travelled the world with him as well.

Bram Stoker died in 1912, and the first film based on his novel 'Dracula' was made ten years later. It was a silent film called 'Nosferatu' – do you know it? Since then, they've made loads of Dracula films – I think there are more than a hundred different ones now. Have you seen any of them?

## UNIT 4

### Vocabulary 1

#### 33 Exercise 1

education  
business  
catering

law  
agriculture  
engineering  
construction  
the performing arts  
the media  
tourism  
retail  
health and social care

### Pronunciation: understanding fast speech

#### 36 b

- 1 We're gonna go shopping!
- 2 Is she going to get a job?
- 3 I'm gonna order a pizza!
- 4 He isn't going to pass his exam.

### Listening

#### 38 Exercises 5 & 6

(I = Interviewer L = Louise)

- I: Hello there. It's Louise, isn't it?  
L: Yes, that's right. Louise Smith.  
I: Great. Take a seat. Can I just take a few details first?  
L: Yes, sure.  
I: What's your address?  
L: 15 Queen's Road, Cambridge, CB6 7KL.  
I: OK. And your phone number?  
L: 07865 675432.  
I: Great, thanks. We'll contact you on that number if you get the job. Is that OK?  
L: Yes, that's fine.  
I: So, you're at Cambridge Community School at the moment? How old are you now?  
L: I'm 16. I'm doing my exams this year.  
I: Right. And how many GCSEs are you taking?  
L: Er, ten. I hope I'll pass them all!  
I: Hmm! And what are your plans for next year?  
L: I'm going to stay on at school, and do my A Levels.  
I: Do you know what you want to do eventually?  
L: I'm not sure yet, but I think I'll go to university.  
I: I see. So, are you working anywhere now?  
L: Yes, I work at the Saville Restaurant at the moment, just on Thursday evenings and Saturdays. I've worked there for about six months.  
I: I see, so you've got some experience. And why are you planning to leave the Saville?  
L: Well, we've just moved house, so it's a bit far for me now. I want to work closer to home.  
I: Ah, OK. What have you enjoyed most about your job there?  
L: Er, the people, I think. I like working as part of a team.  
I: Great! I imagine it's the waitressing job you're interested in, is that right?  
L: Yes, that's right.  
I: And how many hours will you be able to work?  
L: Ideally, about eight hours a week. Maybe one full day at the weekend, or a couple of evenings?  
I: OK. Great. Thanks, Louise. Well, we'll call you soon.  
L: Thanks. Good to meet you.

## Dialogue builder

### 42 Exercise 6

(S = Sam R = Ruth L = Liam)

R: Hello.

S: Hello, could I speak to Liam, please?

R: Yeah, just a minute, I'll get him for you. Liam!! It's the phone for you!!

L: Who is it?

R: I dunno. He didn't say.

L: Thanks. ... Hello?

S: Hello, is that Liam?

L: Yeah, speaking.

S: Oh, hi. This is Sam Wright again, from the City Tourist Information Centre.

L: Oh, yes. Hello.

S: I was just wondering if we could change the day of your interview. Would that be OK?

L: Er, yeah, I think so. What day do you want me to come?

S: Would Monday afternoon be all right?

L: Yes, no problem. What time?

S: Can you come at five o'clock?

L: OK, that's fine. Shall I come to the same place, I mean, to the information centre?

S: Yes, that's right. Come to the centre and ask for me, Sam Wright.

L: OK. Thanks.

S: Great. See you then. We look forward to meeting you.

L: Thanks! Bye.

## UNIT 5

### Vocabulary 1

#### 43 Exercise 1

oil

solar power

cloning

flood

global warming

wind power

gas

GM (genetically modified) food

### Listening

#### 47 Exercises 5 & 6

(L = Liam S = Sally)

L: Today we're looking at the Energy Crisis, and Sally and I are going to talk about oil. What is it, where does it come from, and what exactly is the problem?

S: People sometimes call oil 'Black gold' – it's one of the world's most valuable resources. But what exactly is it used for? Well, just look around you! It's in plastics, it's in paint, it's even in your shampoo! And of course it's also used for fuel and for heating ...

L: So, where does oil come from? Well, there's oil on every continent in the world. But most oil comes from the Middle East – Saudi Arabia is the biggest producer.

S: Let's look now at some of the problems with oil. Apart from the price of it of course, and the fact that there isn't much left! First of all, there's the problem of global warming. As you know, oil is a fossil fuel, and these pollute the atmosphere when we burn them. It's this pollution which contributes to global warming.

L: Another big problem is the transportation of oil. Huge tankers have to transport oil across the sea and sometimes disasters happen. Back in 2002, the Prestige sank near the coast of Spain, and caused an ecological disaster.

S: There's also the problem of oil in Antarctica. At the moment, it's illegal for companies to look for oil in Antarctica, but what if this changes? They would destroy the continent's eco-system if they started exploiting it for oil.

L: So, these are some of the problems. Obviously we need to start finding some alternatives for our energy needs. We need to be looking at things like solar power, wind power, maybe even nuclear power. Did you know that scientists say we've only got enough oil for another 40 years? But that's a whole new topic which Karen and Paul are going to talk about next week. Has anyone got any questions?

## Dialogue builder

### 51 Exercise 6

(V = Vera R = Ruth M = Man)

(Announcement:

The next train to arrive at Platform 2 is the 9.45 direct service to Manchester.)

V: Is this our train?

R: Yeah, this is it.

V: Let's sit here.

R: Ok. Move over a bit!

V: Hey, look, can you see that ...

M: Oh, excuse me. I'm really sorry, but I think these are our seats.

R: Oh, sorry. I didn't realise they were reserved.

M: Don't worry about it! We'll look for some other seats.

R: No! It doesn't matter. Here, have these ones. We don't mind!

M: Are you sure?

R: Yes, it's fine.

M: Oh dear, I feel bad now. The train's so busy – I hope you can find somewhere else!

R: Don't worry. We can stand up. It's not a long journey.

M: Thank you, dear. Thank you.

R: No problem.

## UNIT 6

### Vocabulary 1

#### 52 Exercise 1

drawing

still life

graffiti  
sculpture  
installation  
print  
portrait  
pottery  
craft  
graphic design  
fashion design  
landscape

## Listening

### 54 Exercises 2 & 3

If you're looking for a great day out for all the family, why not come to Weston-Super-Mare for the 3rd International Festival of Sand Sculpture? The festival opens to the public on the 12th of July, and you can see the sculptures right through the summer, until the 31st of August. Don't worry if it rains – the sculptures won't be washed away because they're protected with a special varnish! The theme of this year's festival is 'The Seven Continents', so you can see amazing replicas of tourist attractions in Europe, North and South America, Oceania and Asia. There's also a huge iceberg to represent Antarctica, and safari animals including elephants and lions for Africa.

All the sculptures are made from an incredible 360 tons of sand from our very own beaches. At the moment, 14 international sand sculptors are busy working on the designs, and they will all be completed in just one week!

Last year's festival was a huge success, with over 30,000 visitors coming to see the sand sculptures here. The theme then was 'fairy tales', and the sculptures included Cinderella and Snow White and the Seven Dwarves.

Tickets are very reasonably priced at £3 for adults and £1.50 for children, so there's no excuse! The entry price also includes sand sculpture workshops for young people, which are taught by the sculptors themselves. So, we look forward to seeing you here soon for a great day out!

## Vocabulary 2

### 55 Exercise 4

- 1 a stone carving
- 2 an ice sculpture
- 3 a sand sculpture
- 4 a wooden crate
- 5 a silver bracelet
- 6 a woolly hat
- 7 a gold chain
- 8 a bronze statue

## Dialogue builder

### 60 Exercise 6

(R = Ruth V = Vera)

R: Hey, let's just have a quick look in the shop.  
V: Oh yes – I want to buy a poster for my friend Masha.

R: A poster?  
V: Yeah, she likes art posters. She's got them all over her bedroom wall.  
R: What kind do you think she'll like? How about this one?  
V: Hmm. No, I'm not very keen on that one. It's a bit ... hmm ... dark ...  
R: Do you think so? I quite like it. It's 'interesting'!  
V: No, not for Masha. She'd prefer something brighter. How about this one? What do you think of this?  
R: Er, I'm not sure. It's very ... abstract!  
V: Yes, it's amazing! But I like that red one too, with the landscape. Hmm. I can't make my mind up.  
R: Why don't you buy them both? They're only £3.99.  
V: Yes, I guess you're right. I'll buy them both! OK. Do you want to get anything too?  
R: Yeah, I think I'll just get a few postcards.  
V: They're over there. Let's go and have a look ...

## REVISION 2

## Listening

### 61 Exercise 3

(J = Jess L = Lewis)

J: So, have you decided what you're going to do after your exams?  
L: Yeah, I'm definitely going to have a gap year. I'm gonna go to Australia!  
J: Are you? Wow, that's amazing! What are you gonna do there?  
L: Well, I think I'll spend a month or so in Sydney – that's where I'll fly to – and then I'm organizing some voluntary work at a koala sanctuary!  
J: A koala sanctuary?!  
L: Yeah – it's this place where you can help to look after the koalas ...  
J: Cool! Koalas are so sweet! So how long are you going to work there?  
L: Oh, just a month I think. Then I'm planning to go travelling. You can get a really cheap bus pass to go all over the country, so I think I'll buy one of those.  
J: Yeah, Australia's pretty big you know!  
L: Yeah, I'm going to go up the east coast first, and take some surf lessons ...  
J: Have you been surfing before?  
L: No, I haven't, but I've always wanted to ...  
J: Yeah, me too ...  
L: Anyway, what are you going to do? Have you made any plans yet?  
J: Yes, I'm going to work for six months and then go travelling.  
L: Good idea. That way you can save up first.  
J: Yeah, that's the plan.  
L: So, where are you going to work?  
J: Oh, I've just found a temporary job in an office. It's not great, but the money's OK.  
L: Yeah, and it'll only be for six months anyway. Where are you going to go after that?



J: I'm planning to travel around Europe with some friends. We're going to go by train and just visit lots of different countries ...

## UNIT 7

### Vocabulary 1

#### 63 Exercise 1

spiders  
heights  
flying  
the dark  
germs  
public speaking  
open spaces  
confined spaces  
snakes  
strangers  
foreigners  
being alone

### Listening

#### 67 Exercises 1 & 3

(M = Man T = Tanya)

M: Hello, Tanya! As you know, you're a role model for lots of young athletes. Can you tell us a bit about how you got involved in sport?

T: Hi! Yes, well, after my car accident I was paralysed from the waist down. So I couldn't do all the sports I loved before. For a year or so I was really depressed – I was scared of going out. But then I just decided to get fit again! So at first I started playing wheelchair basketball. There was a team in the city near where I live, and I played for them.

M: I see. So how old were you, when you had the accident?

T: I was nine. It was eight years ago.

M: So you started playing basketball again?

T: Yes, that's right. Then I began doing athletics because one of the coaches suggested that I should try it. So I did!

M: You did – and you're obviously very good at it!

T: Yes, I won the regional athletics competition the following year. I was so happy! Now I never say 'I can't' do something! Because I think I'm capable of doing whatever I decide to do.

M: Quit right. So after winning the regional competition, what happened next?

T: I was chosen for the Paralympics! So I started training for it. And it was like a dream come true!

M: Wow, that's fantastic. But it must be really hard, as well?

T: Yes, it's tough. But I love it. To be honest, there are plenty of things that are much more difficult. The most difficult thing I've ever done is learn to drive! I've just passed my test, so I'm celebrating that at the moment ...

M: Congratulations! And what does the future hold for you, do you think?

T: Well, obviously I want to win gold in the Paralympics. And I'd love to carry on racing. But I'm also planning to go to college. I want to work as a pharmacist.

M: Well, we wish you all the best, and good luck!

T: Thanks.

### Dialogue builder

#### 71 Exercise 1

Hello and welcome to the Film Line. This is an automatic service offering film information and booking.

There are three films on today. I'll read out the title followed by a brief description of the film.

X-Men Origins: Wolverine. Certificate 12A.

Wolverine is the prequel to the X-Men series. It's showing at 6.15, eight o'clock and nine o'clock.

Harry Potter and the Half-Blood Prince. Certificate PG. The sixth Harry Potter adventure is showing at 5.15, 7.15 and 8.45.

Transformers 2. Certificate 12A. Transformers 2 is a science-fiction action adventure. It's showing at 2.30, 5.30 and 8.30.

You can now book your seats over the phone. Ticket prices are: Standard seats – £7.50 for adults and £5.50 for under-15s. Premier seats – £9 for adults and £7 for under-15s.

To book, enter the number of tickets you want on your telephone keypad now ...

#### 73 Exercise 6

(R = Ruth D = Dad)

R: Hey Dad, how's it going?

D: Good, good. How are you doing?

R: Fine, yeah. What are you up to?

D: Oh, I'm just repairing the toaster – it's broken.

R: Is it? Oh. Er, Dad, can I borrow some money?

D: Some money? How much do you need?

R: Oh, only about £5. It's just for the cinema ...

D: All right. Let's see. Hmm, I've only got a tenpound note. Oh well. Take that! You can go for a pizza as well!

R: Ah, thanks, Dad.

D: That's OK. Have a nice time. Who're you going with?

R: With Rosa, and some friends from school.

D: Aha. What are you going to see?

R: Not sure yet. We haven't decided.

D: Well have fun.

R: I will!

D: Oh, Ruth. Just one more thing ...

R: Yeah, what?

D: How're you getting home?

R: Er, we'll probably get the bus. Why?

D: I can pick you up in the car if you like.

R: Can you? Great, thanks.

D: What time?

R: I dunno yet. I'll ring you on the mobile ...

## UNIT 8

### Vocabulary 1

#### 74 Exercise 1

ask someone out  
go out with someone  
get on with someone  
fall in love with someone  
finish with someone  
cheat on someone  
miss someone  
have an argument with someone  
flirt with someone  
fancy someone

### Listening

#### 76 Exercises 1 & 2

(S = Suzy E = Emily P = Paul D = Darren)

S: Hello and welcome back to The Advice Clinic! I'm Suzy and we're here every Wednesday evening from seven till eight, so if you've got any questions at all, just call or send us an email. We'll try to answer as many of your questions as possible! So, our first caller this evening is Emily. Hi Emily?

E: Hi.

S: What's your problem?

E: Well, it's a problem with my sister really. She's always flirting with my boyfriend, and it really annoys me.

S: Hmm. Is she older than you, or younger?

E: My sister? She's younger than me – she's 14.

S: Well, I don't think you should worry. She's probably just desperate to grow up, and she's jealous of you for having a boyfriend ... Has she ever been out with a boy?

E: No, she hasn't.

S: Well, that's the thing. She's still experimenting with her emotions. The best thing is to ignore it.

E: Oh, OK.

S: Thanks Emily! Now, we've got Paul on the line. Hello Paul?

P: Hello!

S: Tell us what you're worried about.

P: Well, there's this girl I really like. She's in my class at school, but I really don't know if she likes me or anything.

S: Has she said anything to you?

P: Well, ... she told me that she liked my hairstyle – I mean, I'd just had my hair cut, and she said that it looked good.

S: Well, that's a good start! She wouldn't say that to you if she didn't like you! Why don't you try asking her if she wants to go for a coffee? Or, if you feel really shy, get her mobile number and send her a text.

P: Hmm, OK!

S: Thanks Paul! Now, our next caller is Darren. Hello?

D: Hi there!

S: So, Darren, what's up?

D: Hmm, I had a massive argument with my parents. I told them that I never wanted to see them again!

S: Oh dear. What were you arguing about?

D: Oh, it was stupid really. They said that I couldn't go out one weekend, because I had to study.

S: Well, you know your parents just want the best for you! Did you have an exam?

D: Nah, I had to finish a science project.

S: Well there you go. I'm sure they're fine about you going out most of the time.

D: Yeah, I s'pose so.

S: So you'd better apologize – just tell them that you're sorry about what you said! Good luck Darren! Before we go to our next caller, just remember that we're doing a special programme next week all about friends. So, if you're having a problem with your friends, or anything at all, then just give us a ring ...

### Dialogue builder

#### 83 Exercise 6

(L = Liam S = Sarah)

L: Hi Sarah, how's it going? Did you have a good holiday?

S: Yeah – it was great, thanks. How're you?

L: OK, yeah. Hey, d'you wanna go to a party tomorrow night?

S: Yeah, I'd love to! Whose party is it?

L: My friend Mark's. It's his birthday.

S: Cool. Where is it?

L: Er, at his house – he lives near me.

S: OK. So, where shall we meet?

L: Erm, d'you wanna come round to my house first, then we can just walk from there.

S: OK. What time shall I come round?

L: Well ... the party starts about eight, so d'you wanna come round about ... seven thirty?

S: Yep, fine. Sounds good.

L: OK. So, where're you going now?

S: Oh, I'm just on my way to the library.

L: I'm going for a coffee if you want to come?

S: Hmm, I'd love to, but I have to return these books before it closes. I'll have to give it a miss!

L: That's a shame. See you tomorrow though.

S: Yeah, thanks Liam. Oh, just give me your mobile number. I don't think I've got it.

L: Ah, OK. Have you got a pen?

S: Yeah, here.

L: There you go.

S: Thanks. See you later!

L: Bye!

## UNIT 9

### Vocabulary 1

#### 84 Exercise 1

mysterious beautiful amazing incredible wonderful  
enjoyable relaxing dangerous peaceful comfortable  
famous exciting

## Listening

### 89 Exercises 5 & 6

(A = Alison R = Richard J = Jane)

A: When I was little we always used to go on holiday to Skegness. It was the nearest beach to where we lived. We used to all pile into my dad's car – my two brothers and my mum and me – and we were there in a couple of hours. We always used to stay in a static caravan on the same site. Hmm. What did we use to do? Oh, all the typical things! We used to build sandcastles on the beach, and eat ice cream. We used to ride the donkeys on the beach – I don't know if they still do that now?! Mum and Dad used to take photos of us all, jumping about in the waves! I've still got all those old photos. I love looking at them – they bring back such happy memories! Now I never go to Skegness – I don't go on holiday with my family any more. For the last couple of years, I've been away with my friends.

R: I haven't got any brothers or sisters, so I used to go on holiday just with my mum and dad. They weren't really interested in going to the beach which is what I always wanted to do, so we used to go to cities like Paris and Brussels and Amsterdam. We used to drive down and go on the ferry. I remember that I always used to feel sick on the ferry, and I hated it! Then, when we got there, Mum and Dad just wanted to see all the sights. We used to go to galleries and museums, and walk for hours around the city. To be honest, I used to get pretty bored! The only thing I liked doing was buying souvenirs. I used to collect loads of things, like postcards of all the places I'd been to, and little models of all the famous buildings. I even used to collect the sick bags from the ferries!

J: When we were little, we used to go camping. We almost always went to Wales, 'cause it wasn't too far from where we lived. I suppose those holidays weren't too bad, but the main problem was the weather. I can just remember that it always used to rain! We used to climb mountains in the rain, in our shorts. Mum used to say: 'Your legs will dry quicker than your trousers!' And we used to have those waterproof jackets that were like plastic bags, so you would get really hot and sweaty. Ugh! It wasn't great. I think the only good thing about those holidays was that I used to make new friends. There were always some other kids on the campsite. We used to swap addresses and write to each other afterwards.

## Dialogue builder

### 93 Exercise 6

(R = Ruth M = Man)

R: Hello. Could you give me some change for the ticket machine, please?

M: Sure. How much do you need?

R: Can you change this five-pound note?

M: Yes, what for?

R: Pound coins, please.

M: No problem. There you go.

R: Great, thanks. Oh, can you tell me where I can find a newsagent's near here?

M: Yes, there's one just round the corner. Over there!

R: Thanks a lot.

M: No problem. Bye!

## REVISION 3

### Listening

### 94 Exercise 3

And finally, 30,000 people gathered at Stonehenge in Wiltshire last night to celebrate the summer solstice. The visitors stayed up all night, waiting to see the sun rise on the longest day of the year. Unfortunately it wasn't a warm summer's evening, and the party-goers had to wear waterproof clothing and huddle under a multitude of umbrellas. When the sun rose at 4:58 this morning, it was hardly visible behind all the clouds. But that didn't stop people enjoying the festivities, and there was plenty of live music to keep people's spirits up in the early hours.

Police said that the event was very peaceful, with only a few arrests for public order offences.

Meanwhile, English Heritage, which manages the prehistoric monument, said that this year had attracted the biggest crowd for five years, despite the bad weather. The public have had free access to Stonehenge for the summer solstice since the year 2000.

And now, it's over to Moira for tonight's weather. Let's see if that rain is going to continue ...



# **Teacher's Resource File**



### PROJECT

1 Complete the sentences with the country and the date, using the information in the boxes.

Britain Cambodia Greece India Scotland

2,000 BCE Roman times the 6th century the 16th century the 1950s the late 1990s

- a The kilt is a skirt which is still worn by men in ..... It originated in the northern part of the country in .....
- b The fustanella is a skirt which is part of the military uniform of the soldiers guarding the Tomb of the Unknown Soldier in ..... It dates from .....
- c The sari is worn by women in ..... and is a symbol of that country. Its origins can be traced back to .....
- d The sampot is a beautiful silk sarong worn in ..... It was first worn some time around .....
- e The quiff is a men's hairstyle which came originally from ..... in ..... It then became popular again in lots of countries in ..... and is still popular.

2 Find out about a particular fashion in a country of your choice and complete the table. Use this information to help with your project.

Country:	
Fashion:	
Is / Was it for men, women or both?	
How is / was it made?	
What does / did it look like?	
When did it start?	
Is it still the fashion?	
Do you like it?	



**Aim** To find out about fashion through the ages. Students also carry out project work about fashion in a chosen country and period of history. They use **Student's Book pages 130–131** and **worksheet 1**.

### Warm-up

Give students three minutes to write as many words related to clothes as possible, including articles of clothing, materials, patterns and accessories. Compare ideas with the class.

### Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 1 answers:** a 1630–1660 b 1920 c 1665–1670 d 1790–1810  
e 1550–1600 f 1860–1870

- 3 Ask the students to do exercise 2.
- 4 In pairs, ask students to compare ideas. Check answers with the class.
- 5 Elicit from the students which fashion they would find easiest or most fun to wear, and which they would like least. Discuss ideas with the class.

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

- 6 Ask students to do exercise 3.
- 7 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 3 answers:** 1 because small feet were considered beautiful 2 6 cm 3 1949 4 They risked being killed. 5 traditional Chinese values 6 They were considered revolutionaries.

### PROJECT

Hand out copies of **worksheet 1** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the table on the **worksheet** and find information to complete it. Encourage them to find illustrations and photos to accompany their work. Students show their completed projects to the class.

#### Worksheet answer key

- 1 a Scotland, the 16th century b Greece, Roman times c India, 2000 BCE  
d Cambodia, the 6th century e Britain, the 1950s, the late 1990s





### PROJECT

#### 1 Can you guess the correct answers?

- 1 The number 911 was chosen to be the national emergency number in the USA because:  
**a** it is easy to remember      **b** it is easy to dial in the dark      **c** it was already the emergency number in Washington DC
- 2 The first 911 call was made in:  
**a** 1958      **b** 1968      **c** 1978
- 3 The European Union adopted 112 as a standard emergency number in:  
**a** 1981      **b** 1991      **c** 1971
- 4 The number 999 was chosen in Britain because:  
**a** it is easy to remember      **b** it is easy to dial in the dark      **c** it was easy to make it a free number
- 5 Britain's emergency number 999 was first used in:  
**a** 1937      **b** 1957      **c** 1977

#### 2 Find out about three emergency situations related to fire and complete the table. Use this information to help with your project.

location	potential dangers	steps to take



**Aim** To find out about emergency first aid and cardio-pulmonary resuscitation. Students also carry out project work about steps to take in an emergency situation involving fire. They use **Student's Book** pages 132–133 and **worksheet 2**.

## Warm-up

Give students three minutes to write down as many words related to the emergency services as possible, including people, vehicles, equipment, situations, etc. Compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.
- 3 Then ask the students to do exercise 2.
- 4 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 1 answers:** 1 UK 2 USA 3 Russia (NOTE: this number is also common to all countries in Europe, Colombia, and worldwide on the GSM network.)

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

- 5 Ask students if they have ever had to use an emergency number and if so, why? Find out if any of the students has been in any of the situations in exercise 2. Discuss ideas with the class.
- 6 Ask students to do exercise 3.
- 7 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 3 answers:** 1 Check for danger, find out if they are conscious and shout for help  
2 Check airway, check for breathing, check circulation 3 *Students' own answers*

## PROJECT

Hand out copies of **worksheet 2** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the table on the **worksheet** and find information to complete it. Encourage students to find illustrations and photos to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

1 1 a 2 b 3 b 4 c 5 a



### PROJECT

#### 1 Can you guess the correct answers?

- 1 Which of these famous Russian people was not an emigrant?  
**a** Feodor Chaliapin      **b** Ivan Bunin      **c** Kuzma Petrov-Vodkin
- 2 Which of these Russian writers was a refugee in the USA for 20 years?  
**a** Yury Trifonov      **b** Vladimir Voinovich      **c** Alexandr Solzhenitsyn
- 3 Which of these people died as an immigrant in London?  
**a** Karl Marx      **b** Friedrich Nietzsche      **c** Arthur Schopenhauer
- 4 Which of these famous physicists died a displaced person in New Jersey, USA?  
**a** Niels Bohr      **b** Max Planck      **c** Albert Einstein
- 5 Which of these great chess players was granted political asylum in another country?  
**a** Alexander Alekhine      **b** Anatoly Karpov      **c** Mikhail Botvinnik

#### 2 Find out about emigration from your country and complete the table. Then find out about immigration to your country and complete the second table. Use this information to help with your project.

When did emigration occur?	
How many people left?	
Where did they go?	
Why did they leave?	
What were they hoping to find?	
What were the effects?	

When did immigration occur?	
How many people arrived?	
Why did they come?	
What did they leave behind?	
What were they hoping to find?	
What were the effects?	



**Aim** To find out about emigration and immigration. Students also carry out project work about emigration and immigration to and from their country. They use **Student's Book pages 134–135** and **worksheet 3**.

## Warm-up

Put students in pairs and ask them to guess which four countries most immigrants to Russia come from. Set a time limit of two minutes and then compare ideas with the class.

**Warm up answers:** Uzbekistan Tajikistan Ukraine Kyrgystan

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.

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

- 3 Ask students to do exercises 2 and 3.
- 4 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 2 answers:** 1 landowners 2 poverty 3 potato 4 disease 5 fungus 6 starvation

**Exercise 3 answers:** 1 a few landowners 2 vegetables, particularly the potato 3 a disease caused by fungus 4 1845 5 about 8 million 6 over a million

- 5 Ask students if they have any friends who are immigrants, and if so, which countries they are from. Find out which country they would emigrate to. Discuss ideas with the class.
- 6 Ask students to do exercise 4. Students compare ideas in pairs, and then as a class.

**Exercise 4 answers:** 1 Cuba 2 Haiti 3 Jamaica 4 Dominican Republic 5 Barbados 6 Trinidad and Tobago

- 7 Ask students to do exercise 5. Students compare ideas in pairs and then as a class.

**Exercise 5 answers:** 1 Jamaica and Barbados 2 Yes 3 because they didn't have enough workers, especially for hospitals and the transport system 4 better opportunities for their children; because they had lived there during the War; they wanted to earn more money

## PROJECT

Hand out copies of **worksheet 3** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the tables on the **worksheet** and find information to complete them. Encourage students to find illustrations and photos to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

1 c 2 c 3 a 4 c 5 a



### PROJECT

- 1 What are the traditional industries of these places? Match the places in the box with the industries below.

Kazakhstan Detroit, USA California, USA South Korea Japan India

car manufacturing: .....

shipbuilding: .....

textiles (cotton): .....

oil exploration: .....

electrical goods: .....

IT services: .....

- 2 Write four questions to ask people who do jobs in your area and complete the table. Use this information to help with your project.

- 1 .....  
2 .....  
3 .....  
4 .....

question	person 1	person 2	person 3
1			
2			
3			
4			
sector 1, 2, 3 or 4?			



**Aim** To find out about job sectors and changing economies. Students also carry out project work about the sectors people in their area work in. They use **Student's Book pages 136–137** and **worksheet 4**.

## Warm-up

Give students three minutes to write down words for as many professions that they can think of as possible. Compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.
- 3 Ask the students to do exercise 2.
- 4 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 1 answers:** 1 b 2 c 3 a 4 d

**Exercise 2 answers:** 1 miner, fisherman, farmer 2 shipbuilder, builder, factory worker  
3 teacher, train driver, librarian, doctor 4 politician, engineer

- 5 Ask students if they have heard of Sheffield before, and if so, what they know about it. Discuss ideas with the class. Ask students to do exercises 3 and 4.
- 6 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 3 answers:** 1 False (it's a large city) 2 True 3 False (it's famous for making steel)

**Exercise 4 answers:** 1 0.5 million 2 primary and secondary 3 by the middle of the 19th century 4 yes, they were 5 by the 1970s 6 in the 1980s

- 7 Ask students to do exercise 5.
- 8 Students compare ideas in pairs and then as a class. Ask them to correct the false sentences.

**Exercise 5 answers:** 1 True 2 True 3 False (Sheffield is surrounded by beautiful countryside) 4 False (There are 40,000 students)

## PROJECT

Hand out copies of **worksheet 4** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students think of four questions to ask three people they know about their jobs and write them in the table on their **worksheet**. Students ask their questions to people they know and use their answers to complete the table. Collect in the completed tables and use them to compile information. With the class, work out some facts and figures based on the information they have gathered. Ask them to work in pairs and create a bar chart of the findings.

### Worksheet answer key

1 car manufacturing: Detroit, USA textiles (cotton): India electrical goods: Japan  
shipbuilding: South Korea oil exploration: Kazakhstan IT services: California, USA





### PROJECT

#### 1 Can you guess the correct answers?

- 1 When was the first satellite launched?  
a 1949                      b 1957                      c 1983
- 2 How many countries own a satellite?  
a 20                          b 90                          c 40
- 3 How many useful satellites are there orbiting the Earth today?  
a 500                          b 8,000                      c 6,000
- 4 Which is the highest orbit for a satellite?  
a up to 40,000 km    b 10,978 km    c 300 km
- 5 Think of two more things that satellites are used for.  
military, television, ..... , .....

#### 2 Find out about gravity and satellites and complete the table. Use this information to help with your project.

How are satellites launched?	
What is their speed?	
How is a satellite's orbit set / maintained?	
Why don't satellites float away?	
Other information:	



**Aim** To find out about tides and the work of Sir Isaac Newton. Students also carry out project work about gravity and satellites. They use **Student's Book pages 138–139** and **worksheet 5**.

## Warm-up

Give students three minutes to write down examples of as many things as possible that appear to defy the effects of gravity, eg: a flag flying in the wind, planes, etc. Compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.
- 3 Ask the students to do exercise 2. Then check answers with the class.
- 4 Ask students to do exercise 3. Ask students to compare ideas. Then check answers with the class.

**Exercise 1 answers:** a high tide b low tide

**Exercise 2 answers:** a pictures 1 and 3 b picture 2

**Exercise 3 answers:** 1 approximately 27 days 2 yes, it does 3 ocean depth and shape, and coastline 4 bad weather, storms, high tides

- 5 If students live near the sea or regularly visit it, find out how the landscape changes between high tide and low tide.
- 6 Ask students to do exercise 4. Students compare ideas in pairs and then as a class.

**Exercise 4 answers:** 1 b 2 a 3 d 4 c

- 7 Ask students to do exercise 4. Students compare ideas in pairs and then as a class.

**Exercise 5 answers:** 1 b An object in a state of uniform motion remains in motion unless acted on by an external force. 2 c Force = mass x acceleration 3 a For every action there is an equal and opposite reaction.

## PROJECT

Hand out copies of **worksheet 5** and ask students to do exercise 1. Check answers with the class. Ask them what satellites are and what they are used for. (A satellite is an object placed in space from Earth in order to do any of the following: predict weather, view the Earth and create maps, to observe the stars and planets, to provide modern telecommunications, to provide scientific or military research, etc.). Students look at the table on the **worksheet** and find information to complete it. Encourage students to draw diagrams or to find illustrations and photos to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

1 b 2 c 3 c 4 a 5 communications, Earth observation, navigation, scientific investigation, predict weather



### PROJECT

- 1 a Match the architectural styles and features in the box with the buildings below.

Doric half-columns   Gothic   Moorish arches   Roman

Arc de Triomphe, Paris ..... Colosseum, Rome .....

Great Mosque, Córdoba ..... Cologne Cathedral .....

- b Number the buildings in exercise 1a in order of age (1 = the oldest, 5 = the newest).

- 2 Find out about the architecture of a building that you know and complete the table. Use this information to help with your project.

name of building:	
location of building:	
date built:	
name of architect:	
style of building:	
styles from the past used:	
most interesting feature(s):	
What do you think of this building?	



**Aim** To find out about architectural styles. Students also carry out project work about the architecture where they live. They use **Student's Book pages 140–141** and **worksheet 6**.

## Warm-up

Give students three minutes to write down as many words as possible that they can think of related to buildings and architecture, including types of buildings, styles and features. Compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.
- 3 Then ask students to do exercise 2.
- 4 Check answers with the class.

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

**Exercise 2 answers:** 1 Gothic 2 flat 3 Moorish 4 Roman

- 5 Ask students to do exercise 3.
- 6 In pairs, ask students to compare ideas. Then check answers with the class.

**Exercise 3 answers:** *Student's own answers*

- 7 Ask students if they can think of any famous buildings that have any of the features on the page. Brainstorm ideas with the class.
- 8 Find out if students have visited any of the buildings discussed. Ask what they think of them.

## PROJECT

Hand out copies of **worksheet 6** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the table on the **worksheet** and find information to complete it. Encourage them to find photos and illustrations, or to make drawings to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

- 1a** Arc de Triomphe, Paris – Roman  
Colosseum, Rome – Doric half-columns  
Great Mosque, Córdoba – Moorish arches  
Cologne Cathedral – Gothic
- 1b** 1 Colosseum 2 Great Mosque 3 Cologne Cathedral 4 Arc de Triomphe



## PROJECT

**1 Can you guess the correct answers?**

- 1 The first training school for guide dogs started during the First World War in ...  
**a** France. **b** Britain. **c** Germany.
- 2 Britain's first guide dogs were ...  
**a** Retrievers. **b** Labradors. **c** German Shepherds.
- 3 Guide dogs can go everywhere that the public can go, in ...  
**a** Europe. **b** Australia. **c** Canada.
- 4 Guide dogs cannot interpret street signs because ...  
**a** they are not tall enough. **b** they cannot see pictures. **c** they are red-green colour blind.
- 5 The white cane carried by blind and partially-sighted people was first used in ...  
**a** the mid-19th century. **b** 1921. **c** 1964.

**2** Think of five questions to ask an organization that works with blind and partially sighted people, and then complete the table. Use this information to help with your project.

what I want to know	answers
question 1:	
question 2:	
question 3:	
question 4:	
question 5:	



**Aim** To find out about working for the blind, Braille and talking books. Students also carry out project work about an organization that works with blind or partially sighted people. They use **Student's Book pages 142–143** and **worksheet 7**.

## Warm-up

Give students three minutes to write down as many things they can think of as possible that have been designed to make blind people's lives easier, eg: beeping traffic lights, changing textures on paving, Braille cashpoints, etc. Then compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.

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

- 3 Ask the students to do exercises 2 and 3.
- 4 In pairs, students compare ideas. Check answers with the class.

**Exercise 2 answers:** 1 False 2 False 3 True 4 False 5 True 6 True

**Exercise 3 answers:** 1 Louis Braille was born with perfect sight. 2 Louis Braille came from a poor family. 4 Braille uses a code of six raised dots to represent the alphabet.

- 5 Ask students to do exercises 4 and 5.
- 6 Students compare ideas in pairs and then as a class.

**Exercise 4 answers:** 1 vinyl record 2 cassette tapes 3 Digital 4 compact disc 5 MP3 files

**Exercise 5 answer:** 1 in 1932 2 past: vinyl record, cassette tapes; present: CDs, MP3 files  
3 no, it isn't 4 Listening Books

## PROJECT

Hand out copies of **worksheet 7** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the table on the **worksheet**, write questions and then obtain answers from an organization that works with blind or partially sighted people in their country or in Britain. Encourage them to find illustrations and photos to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

1 1 c 2 c 3 c 4 c 5 b





### PROJECT

#### 1 Can you guess the correct answers?

- 1 The word sonnet originally meant a ...  
**a** little song.      **b** little bell.      **c** piece of music.
- 2 The sonnet was invented ...  
**a** by Shakespeare.      **b** in France.      **c** before the 13th century.
- 3 Each line in Shakespeare's sonnets consists of ...  
**a** eight syllables.      **b** ten syllables.      **c** twelve syllables.
- 4 The meter that Shakespeare used in his sonnets is called ...  
**a** iambic pentameter.      **b** anapaest.      **c** Alexandrine.
- 5 Which of these sonnet writers did not win a Nobel Prize for Literature?  
**a** Pablo Neruda      **b** Jorge Luís Borges      **c** Seamus Heaney

#### 2 Find out about *A Midsummer Night's Dream* and the Globe Theatre, and complete the table. Use this information to help with your project.

<i>A Midsummer Night's Dream</i>	information
main characters:	
themes:	
the plot:	

the Globe Theatre	information
history:	
what it's like now:	



**Aim** To find out about sonnets. Students also carry out project work about *A Midsummer Night's Dream* and the Globe Theatre. They use **Student's Book pages 144–145** and **worksheet 8**.

## Warm-up

Give students three minutes to write down as many words that they can think of as possible related to romantic love, including any metaphors, eg: adore, rose, etc. Then compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.

**Exercise 1 answers:** 1 fourteen 2 a

- 3 Ask the students to do exercise 2.
- 4 In pairs, students compare ideas. Check answers with the class.

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

- 5 Ask students to do exercise 3.
- 6 Students compare ideas in pairs and then as a class.

**Exercise 3 answers:** 1 Shakespeare's birthday (also the date he died) 2 the Globe Theatre  
3 154 4 no, they weren't.

## PROJECT

Hand out copies of **worksheet 8** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the table on the **worksheet** and find information to complete it. Encourage them to find illustrations and photos to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

1 1 a 2 c 3 b 4 a 5 b



### PROJECT

#### 1 Can you match the words on the left with their definitions on the right?

- |                        |   |
|------------------------|---|
| a flint [flɪnt]        | 1 extrusive igneous rock (volcanic glass) |
| b granite ['græɪnt]    | 2 limestone                               |
| c karst [kɑːst]        | 3 metamorphic rock                        |
| d marble [mɑːbl]       | 4 intrusive igneous rock                  |
| e obsidian [əb'sɪdiən] | 5 porous rock                             |
| f pumice ['pʌmɪs]      | 6 sedimentary quartz                      |

#### 2 Find out about a landscape created by erosion and complete the table. Use this information to help with your project.

name of landscape:	
location:	
How was this landscape created?	
How were the rocks eroded?	
other information:	



**Aim** To find out about natural wonders and limestone caves. Students also carry out project work about limestone scenery or scenery created by erosion. They use **Student's Book pages 146–147** and **worksheet 9**.

## Warm-up

Give students three minutes to write down words for as many minerals they can think of as possible. Compare ideas with the class.

## Student's Book

- 1 Ask students to do exercise 1.
- 2 In pairs, ask students to compare ideas. Check answers with the class.

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

- 3 Ask the students to do exercises 2 and 3.
- 4 In pairs, students compare ideas. Check answers with the class.

**Exercise 2 answers:** 1 a sedimentary rock 2 calcium carbonate ( $\text{CaCO}_3$ ) 3 Small animals and plants containing  $\text{CaCO}_3$  died, their remains accumulated in layers and over millions of years pressure and heat turned them into rock. 4 because there are cracks 5 cave systems, stalagmites, stalactites and pillars

**Exercise 3 answers:** a stalagmite b underground lake c cave d stalagmite e pillar

- 5 Ask students to do exercise 4.
- 6 Students compare ideas in pairs and then as a class.

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

## PROJECT

Hand out copies of **worksheet 9** and ask students to do exercise 1. In pairs, ask students to compare ideas. Check answers with the class. Students look at the table on the **worksheet** and find information to complete it. Encourage them to find illustrations and photos to accompany their work. Students show their completed projects to the class.

### Worksheet answer key

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



- 1 How do you say *making a statement* and *frivolous pastime* in your language?
- 2 Read the *Views on fashion* text and decide who is in favour of fashion and who is against it. Complete the table below.

name	in favour ✓	against ✗
Yves Saint Laurent		
Giorgio Armani		
Victor Hugo		
Ralph Lauren		
Quentin Crisp		
Mark Twain		
Dave Barry		
Henry David Thoreau		

- 3 Match these words and then find them on page 125. How do you say them in your language?

appearances beauty chain fashion items latest outward products retail things

- 4 Complete these sentences with words from exercise 3.

- a People who think fashion is a frivolous pastime think there are issues that are far more important than .....
- b Do women in your country spend as much on ..... ? What do you think?
- c Reading fashion magazines is a good way to keep up with the .....
- d Massimo Dutti is a ..... that belongs to the same company as Zara.
- e If you buy cheap ....., you might contribute to the exploitation of children.

### The BIG DEBATE: *Should fashion be an important part of our lives?*

#### PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

#### Student A

You think that fashion should be an important part of our lives.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

#### Student B

You don't think that fashion should be an important part of our lives.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

#### SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about opinions on fashion and develop a speaking activity based on a controversial statement. Students use **Workbook page 125** and **worksheet 1**.

### Warm-up

- Hand out copies of **worksheet 1**. Ask students to do exercise 1. Check answers with the class.

### Workbook

- 1 Tell students to go to page 125 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and *Views on fashion* and *Fashion facts* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** quality; \$12,000–\$15,000 per year; nothing

- 3 Ask students to do exercise 2 on **worksheet 1**. Check answers with the class. What do they think Mark Twain was trying to say? (He was famous for his wit and irony.)
- 4 Then ask students to do exercises 3 and 4 on **worksheet 1**. Compare and check ideas with the class.

### Web quest

Ask students if they know the answer to the question in the **Web quest** box. If they have access to the Internet, ask them to search the web to find out about the children's fashion industry. Alternatively, this could be set for homework.

**Web quest answer:** about 200 years jobs?

### The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *We live in a world where people judge us on our looks, so we should be up-to-date. / We should be more concerned about our values than our appearance, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

#### Worksheet answer key

- 1 *Students' own answers*
- 2 *In favour:* Victor Hugo, Ralph Lauren, Mark Twain, Henry David Thoreau  
*Against:* Yves Saint Laurent, Giorgio Armani, Quentin Crisp, Dave Barry
- 3 outward appearances, beauty products, retail chain, fashion items, latest things
- 4 **a** outward appearances **b** beauty products **c** latest things **d** retail chain **e** fashion items





1 How do you say *historical re-enactment* in your language? Have you ever been to one?

2 Read the *Historical re-enactments* and *Educational programmes* texts and choose the best answers.

- 1 The purpose of re-enactments is to encourage schoolchildren to take an interest in history and ...
 

a national culture.	b traditions.
c cooking traditions.	d heritage.
- 2 Warwick Castle is a ... century castle.
 

a 10th	b 11th
c 12th	d 13th
- 3 Which of these can you not do at Warwick?
 

a Dress in historical costume.	b See medieval weapons.
c Watch two knights fight over a princess.	d Taste medieval food.
- 4 The special sessions for schools ...
 

a have always been available.	b will start in the near future.
c are related to what students study at school.	d are organized by teachers.
- 5 For the moment, students can't ...
 

a help cook 16th-century food.	b fight for the love of a princess.
c follow a knight for a day.	d find out what schools were like 200 years ago.
- 6 Which of these is not true? Experts say that ...
 

a students are more motivated by re-enactments.	b experiencing history for yourself is good.
c students respond better to re-enactments.	d re-enactments work best when they are linked to studies.

3 Which three events from your country's history would you like to re-enact? Why?

1 ..... 2 ..... 3 .....

**The BIG DEBATE:** *Should historical re-enactments be a compulsory part of education?*

5 Read the **BIG DEBATE** and answer the questions.

- a Where might you find CCTV cameras?
- b Why do some people dislike them?

### PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

#### Student A

You think that historical re-enactments should be a compulsory part of education.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

#### Student B

You don't think that historical re-enactments should be a compulsory part of education.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

### SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about historical re-enactments and develop a speaking activity based on a controversial statement. Students use **Workbook page 126** and **worksheet 2**.

## Warm-up

- Hand out copies of **worksheet 2**. Ask students to do exercise 1. Check answers with the class.

## Workbook

- 1 Tell students to go to page 126 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *Historical re-enactments* and *Educational programmes* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** a medieval battlefield and war machinery, knights competing for the love of a beautiful princess, a medieval banquet, the flavours of the medieval kitchen; they can prepare 16th-century food, spend a day with a knight or spend a day at a 19th-century school

- 3 Ask students to do exercises 2 on **worksheet 2**. Check answers with the class.
- 4 Ask students to do exercise 3 on **worksheet 2** and put them in pairs to compare ideas. Then discuss ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web to read about historical re-enactments in Russia. Alternatively, this could be set for homework.

**Web quest answer:** eg: There are dozens of re-enactment clubs across Russia with lots of members. Now they will have their own site in Moscow – a big area known as the Zhivaya Istoriya theme park in the Rumyantsevo district has been set aside for historical re-enactments. The grand opening of the park is scheduled for 2018, but the first event took place in August 2013 – the Streletskaya Sloboda festival organized by the Russian Military History Society.

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments. (eg: *We learn better when we do things, rather than just read about them.* / *Historical re-enactments are just playing; you don't learn any real facts from them, etc.*)
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

1 Students' own answers

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

3 Students' own answers



1 How do you say *border* in your language? What other countries does your country have borders with?

.....

2 Solve these anagrams and then find them on page 127.

ranmigimts erorbd troncrols gggumsiln xeats craftifking vais

.....

3 What does each of the words in exercise 2 mean? Which one is not related to borders and immigration?

.....

4 Read the *European Union and Economic borders* texts and complete these sentences.

- a Some people think borders have gone because of the Internet and globalization of .....
- b There are still illegal immigrants because some people can't ..... across borders.
- c Free ..... of people across borders is allowed in some areas of the world because they have .....
- d There are around ..... British people living in the EU.
- e The special visa that Europeans need to live and work permanently in the USA is called a .....
- f In Europe, Canary bananas are ..... less than South American bananas.
- g Canary bananas are more ..... in European markets than South American bananas.
- h Smugglers bring products into a country ..... without .....

**The BIG DEBATE:** *Should national borders exist?*

5 Read the **BIG DEBATE** and answer the questions.

- a Is it unusual for teenagers to have part-time jobs when they are also at school?
- b When might a teenager work on a school day?

**PREPARE**

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

**Student A**

You think that national borders should exist.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**Student B**

You don't think that national borders should exist.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**SPEAK**

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about national and economic borders and develop a speaking activity based on a controversial statement. Students use **Workbook page 127** followed by **worksheet 3**.

## Warm-up

- Hand out copies of **worksheet 3**. Ask students to do exercise 1. Check the answers with the class.

## Workbook

- 1 Tell students to go to page 127 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *Europe Union* and *Economic borders* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** around 1,4 million; a special visa that allows a European to live and work permanently in the USA; a smuggler

- 3 Ask students to do exercises 2 and 3 on **worksheet 3**. Check answers with the class.
- 4 Then ask students to do exercise 4 on **worksheet 3**. Compare and check ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web to find out about the biometric passports. Alternatively, this could be set for homework.

**Web quest answer:** your photo and personal details

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (e.g. *National borders are necessary to protect a country from criminals.* / *There's no need to have national borders; we should all be able to travel freely, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 immigrants, border controls, smuggling, taxes, trafficking, visa
- 3 *Taxes* is not related directly to borders and immigration
- 4 **a** the world economy   **b** move freely   **c** movement, agreements   **d** 1,4 million  
**e** green card   **f** taxed   **g** competitive   **h** illegally, paying taxes



1 How do you say *gap year* in your language? Do many students take a gap year in your country?

.....

2 Find these numbers on page 128. What do they refer to?

two six 14 30,000

a two .....

b six .....

c 14 .....

e 30,000 .....

3 Read the *A great gap year*, *South Africa* and *Bilingual* texts and decide if the statements are true or false. Correct the statements which are false.

a When you take a gap year, you can work or travel, or do both. ....

b Gap years are always taken by people who go to university. ....

c Lynne Morgan had worked at Camp America for a year before she went to Venezuela. ....

d Lynne has worked in four countries on the American continent. ....

e Jeremy started his gap year in the tourist sector. ....

f Jeremy decided to stay on the camp site when the season ended. ....

g Jeremy mentions three benefits of taking his gap year. ....

.....

.....

**The BIG DEBATE:** *Should everyone take a gap year before starting university?*

**PREPARE**

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

**Student A**

You think that everyone should take a gap year before starting university.

1 .....

2 .....

3 .....

4 .....

**Student B**

You don't think that everyone should take a gap year before starting university.

1 .....

2 .....

3 .....

4 .....

**SPEAK**

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about taking a gap year and develop a speaking activity based on a controversial statement. Students use **Workbook page 128** followed by **worksheet 4**.

## Warm-up

- Hand out copies of **worksheet 4**. Ask students to do exercises 1 and 2. Check answers with the class.

## Workbook

- 1 Tell students to go to page 128 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *A great gap year*, *South America* and *Bilingual* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** almost 30,000; to North and South America; for 14 months

- 3 Ask students to do exercise 2 on **worksheet 4**. Check answers with the class.
- 4 Ask students to do exercise 3 on **worksheet 4**. Compare and check ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web to read about gap year jobs. Alternatively, this could be set for homework.

**Web quest answer:** jobs range from office work to fruit picking, being a ski instructor or a waiter, teaching English and official work placements

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *After a gap year, students don't miss their families as much, so they can concentrate on their studies at university. / It's hard to go back to studying after a gap year, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 **a** the two things you can do – work and travel; **b** Lynne Morgan worked for six months to save money for a gap year; **c** Jeremy Holden stayed in France for 14 months; **d** the number of UK students who take a gap year every year
- 3 **a** True **b** False (some students take a break from studies between school and university). **c** True **d** True **e** True **f** False (Jeremy worked in a bakery) **g** True





- 1 How do you say *the consumer society* in your language? Does your family buy food at supermarkets, local shops or at a market? Which do you prefer?

- 2 Read the *The consumer society* and *Freegans* texts. Find two words that refer to things we throw away, and three words that refer to places where we can throw things away.

community cyber dating networking online service site social space

- 3 Check the meaning of these words. Then find them in the texts on page 129 and use them to complete the sentences.

damaged edible goods greed immediate consumption material objects  
out-of-date sell-by date

- a The consumer society depends on our ..... , so that *I've got* becomes more important than *I am* or *I do*.  
b Freegans say that food in ..... packaging is perfectly edible.  
c Food that freegans find and eat is often past its .....  
d Food is usually produced for .....  
e 'Is that fruit ..... ?' 'No, it isn't. It's too old to eat!'  
f If a shop sells you food that is ..... , you can take it back.  
g The ..... that bigger shops throw out are often clean and in near-perfect condition.  
h The consumer society puts great emphasis on .....

### The BIG DEBATE: *Should supermarkets give away food they don't sell?*

- 4 Read the BIG DEBATE and answer the questions.

- a How popular are social networking sites nowadays?  
b Have you made some friends this way?

#### PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

#### Student A

You think that supermarkets should give away food they don't sell.

- 1 .....  
2 .....  
3 .....  
4 .....

#### Student B

You don't think that supermarkets should give away food they don't sell.

- 1 .....  
2 .....  
3 .....  
4 .....

#### SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about freeganism and food in a consumer society and develop a speaking activity based on a controversial statement. Students use **Workbook page 129** and **worksheet 5**.

## Warm-up

- Hand out copies of **worksheet 5**. Ask students to do exercise 1. Compare answers with the class.

## Workbook

- 1 Tell students to go to page 129 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *The consumer society* and *Freegans* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** in bins outside big shops, offices, schools and hotels; because it is past its sell-by date or the packaging is damaged

- 3 Ask students to do exercise 2 on **worksheet 5**. Check the answers with the class.
- 4 Ask students to do exercise 3 on **worksheet 5**. Then put them in pairs to compare their answers. Check ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If the students have access to the Internet, ask them to search the web to find out about the cycle of production and consumption of goods. Alternatively, this could be set for homework.

**Web quest answer:** *Students' own answers*

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *A lot of people don't have enough to eat, so it's good if supermarkets give away food they don't sell. / Supermarkets shouldn't give out-of-date food away, because it might be dangerous to eat it, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 waste, rubbish, bins, incinerators, landfill sites
- 3 **a** greed **b** damaged **c** sell-by date **d** immediate consumption **e** edible  
**f** out-of-date **g** goods **h** material objects



- 1 Can you think of anywhere in your town where graffiti is an art form? Can you think of anywhere where it's vandalism? How would you define the difference?

- 2 Read the **BIG DEBATE** text at the top of page 130. Then recreate the text without looking at it again. Use the words in the box to help you.

considered art form ugly offensive private property  
permission responsible prosecuted

- 3 Read the *Street art – or crime?* text and complete the sentences below with the correct form of the verbs in the box.

commission damage display express point out punish put up send

- a A judge in London has ..... three artists to prison for two years for graffitiing walls.
- b The judge said that they had ..... public property.
- c He ..... that they had sprayed their art on property without permission.
- d While they were doing time in prison, a gallery in New York ..... their work.
- e The Tate Modern has recently ..... some artists to cover the museum walls with graffiti.
- f Elura Emerald thinks that the law shouldn't ..... artists because when they ..... themselves, they're not hurting anyone.
- g Some towns are ..... special boards for street artists to use.

### The **BIG DEBATE**: *Is graffiti street art or vandalism?*

#### PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

#### Student A

You think that graffiti is street art.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

#### Student B

You think that graffiti is vandalism.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

#### SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about street art and artists, and develop a speaking activity based on a controversial statement. Students use **Workbook page 130** and **worksheet 6**.

## Warm-up

- Hand out copies of **worksheet 6**. Ask students to do exercises 1. Check answers with the class.

## Workbook

- 1 Tell students to go to page 130 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *Street art – or crime?* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** damaging public property; Banksy; they've been invited to paint certain areas and special boards have been put up

- 3 Ask students to do exercise 2 on **worksheet 6**. Check answers with the class.
- 4 Ask students to do exercise 3 on **worksheet 6**. Compare and check ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web to find out about Banksy and his street art. Alternatively, this could be set for homework.

**Web quest answer:** *Students' own answers*

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *If an artist uses graffiti to create something for others, it's art. / Nobody wants the name of a footballer painted on the wall of their house – it's vandalism, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 Some graffiti is considered to be an art form, but it is sometimes considered to be ugly and offensive. When put on private property without permission, graffiti is a form of vandalism and those responsible can be prosecuted.
- 3 a sent b damaged c pointed out d was displaying e commissioned  
f punish, express g putting up



- 1 What facilities are there in your area for people with disabilities? Can disabled people go to the cinema, for example?

.....

- 2 Read the texts on page 131 and find these adjectives. What are they describing?

additional digital equal exciting individual simple tiny

- 3 Read the texts on page 131 again and decide if these statements are true or false. Correct the statements which are false.

- a The Discrimination Act protects disabled people's right to be treated as equals. ....  
b All British cinemas have facilities for disabled people. ....  
c Some of the technology to help deaf people has already been used for a different purpose. ....  
d Blind people can listen to extra information separately from people who can see the film. ....  
e Blind people don't hear the same dialogue as people who can see the film. ....  
f The solutions for deaf and blind people are simple, very popular and economical. ....  
g In future, all cinemas will have the technology to enable blind and deaf people to enjoy films. ....

.....

.....

.....

### The BIG DEBATE: *Should all cinemas provide facilities for blind and deaf people?*

- 4 Read the BIG DEBATE and answer the questions.

- a Do all countries recycle a large percentage of their waste?  
b Are most people aware of the importance of recycling?

#### PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

##### Student A

You think that all cinemas should provide facilities for blind and deaf people.

- 1 .....  
2 .....  
3 .....  
4 .....

##### Student B

You don't think that all cinemas should provide facilities for blind and deaf people.

- 1 .....  
2 .....  
3 .....  
4 .....

#### SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about cinema facilities for blind and deaf people, and develop a speaking activity based on a controversial statement. Students use **Workbook page 131** and **worksheet 7**.

## Warm-up

- Hand out copies of **worksheet 7**. Ask students to do exercise 1. Check answers with the class.

## Workbook

- 1 Tell students to go to page 131 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *Cinemas for blind and deaf people* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** subtitles; a description of the action; around £8,000

- 3 Ask students to do exercise 2 on **worksheet 7**. Explain that once they have found each adjective in the text, they should circle the noun that follows it, to establish what each adjective is describing. Check answers with the class.
- 4 Ask students to do exercise 3 on **worksheet 7**. Compare and check ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web to discover which films are on in the UK this week for people with hearing and sight problems. Alternatively, this could be set for homework.

**Web quest answer:** *Students' own answers*

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *Blind and deaf people have the right to enjoy films like everyone else. / Subtitles are distracting, so some cinemas should be subtitle-free, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 additional soundtracks digital technology equal opportunities exciting action film individual headphones simple solutions tiny World War II plane
- 3 **a** True **b** False (very few cinemas have facilities) **c** True **d** True **e** False (they listen to the same dialogue but with a description of the action) **f** False (the solutions are expensive and not everybody likes seeing subtitles) **g** False (some people think cinemas should be forced to provide these facilities)





1 What do you think are the most important factors in a friendship?

.....

2 Read the *Friendship* text and decide which two quotations you most and least agree with. Can you translate them into your language?

.....

3 Read page 132 again and find words in the texts to complete these sentences.

- a My best friend is ambitious and has some great ideas. I really hope he ..... in life.
- b You say your brother's stupid and lazy, but he can't be completely ..... – everyone's good at something!
- c I love my friends, body and .....
- d Best friends are honest and ..... You know you can rely on them.
- e The Earth is our only home. Together, we must protect and ..... it.
- f Good friends usually have interests and pastimes ....., though not always.
- g I'm seeing most of my ..... at a family wedding soon. I haven't seen my cousins for years!

**The BIG DEBATE:** *Should we try to keep our friends for life?*

PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

**Student A**

You think that we should try to keep our friends for life.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**Student B**

You don't think that we should try to keep our friends for life.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about friendship and develop a speaking activity based on a controversial statement. Students use **Workbook page 132** and **worksheet 8**.

## Warm-up

- Hand out copies of **worksheet 8**. Ask students to do exercise 1. Check answers with the class.

## Workbook

- 1 Tell students to go to page 132 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *Friendship* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** human connections; ten thousand

- 3 Ask students to do exercise 2 on **worksheet 8**. Students compare their answers in pairs, then discuss with the class.
- 4 Ask students to do exercise 3 on **worksheet 8**. Compare and check ideas with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web and find out about online friends. Alternatively, this could be set for homework.

**Web quest answer:** *Students' own answers*

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *Friends we have known for a long time are easier to trust.* / *We all need different friends at different times in our lives, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 *Students' own answers*
- 3 **a** succeeds **b** useless **c** soul **d** loyal **e** trust **f** in common **g** relatives



1 How do you say *low-cost airlines* in your language? Can you name any?

.....

2 Find these phrases in the texts on page 133. What do the words in bold refer to?

- a **This** is good news .....
- b **a gas** which contributes to global warming .....
- c **they** cause a lot of damage to the environment .....
- d nowadays, **it** is sometimes cheaper .....
- e there is **a negative side** to low-cost air travel .....
- f **their** planes are more modern .....
- g **All these costs** will be passed on .....

3 Read page 133 again and find words in the texts to match to these definitions.

- a The amount of bags you can take on a flight .....
- b have increased 100% .....
- c if it's easy to get something or not (noun) .....
- d not sure .....
- e better for the environment than something else .....

**The BIG DEBATE:** *Should low-cost airlines be banned?*

PREPARE

You are going to discuss this question in pairs. Student A agrees with the question and Student B disagrees. Write down four arguments that you can use for your side of the debate.

**Student A**

You think that we should ban low-cost airlines.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**Student B**

You don't think that we should ban low-cost airlines.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

SPEAK

Work in pairs and take turns to give your ideas. Discuss with your partner whether you really agree or disagree with the question.



**Aim** To read about low-cost air travel and develop a speaking activity based on a controversial statement. Students use **Workbook page 133** and **worksheet 9**.

## Warm-up

- Hand out copies of **worksheet 9**. Ask students to do exercise 1. Check answers with the class.

## Workbook

- 1 Tell students to go to page 133 of the **Workbook**.
- 2 Ask them to read the BIG DEBATE and the *Low-cost air travel – How long will it last?* texts and answer the **Test your memory!** questions. Check answers with the class.

**Test your memory! answers:** 1993; ten times more; no, they (probably) won't

- 3 Ask students to do exercise 2 on **worksheet 9**. Students compare their answers in pairs. Then discuss answers with the class.
- 4 Ask students to do exercise 3 on **worksheet 9**. Check answers with the class.

## Web quest

Ask students if they know the answer to the question in the **Web quest box**. If they have access to the Internet, ask them to search the web to find out about low-cost airlines in their area. Alternatively, this could be set for homework.

**Web quest answer:** *Students' own answers*

## The BIG DEBATE

- 1 Explain to the class that they are going to have a debate. Put them into pairs: Student A agrees with the question and Student B disagrees.
- 2 Help students find ideas to support their arguments (eg: *Low-cost airlines increase air traffic, so accidents are more likely.* / *Low-cost airlines give more people the chance to travel, etc.*).
- 3 Give students time to listen to each other's arguments.
- 4 Give students another two minutes to come to their personal conclusion.
- 5 Discuss the ideas from the debate with the class as a whole. Ask students to write a summary of the debate for homework.

### Worksheet answer key

- 1 *Students' own answers*
- 2 **a** the fact that low-cost flights have made air travel accessible to almost everyone **b** CO<sub>2</sub> **c** low-cost airlines **d** travel (from one city to another) **e** CO<sub>2</sub> emissions from planes have doubled since low-cost flights began **f** low-cost airlines' **g** more taxes for cheap flights, the price of aviation fuel and a charge on low-cost airlines for CO<sub>2</sub> emissions
- 3 **a** luggage allowance **b** have doubled **c** availability **d** uncertain **e** greener

# English Sketches: Character profiles

- 1 Think about your character and complete the profile for Character 1 with your ideas.
- 2 Find out about the different characters in your group and complete the other profiles for them.



## Character 1

Name: ..... Age: .....  
 Brothers and sisters: .....  
 Favourite sport: .....  
 Favourite music: .....  
 Favourite clothes: .....  
 Favourite colour: .....  
 Hobbies: .....  
 Personality: .....

## Character 2

Name: ..... Age: .....  
 Brothers and sisters: .....  
 Favourite sport: .....  
 Favourite music: .....  
 Favourite clothes: .....  
 Favourite colour: .....  
 Hobbies: .....  
 Personality: .....

## Character 3

Name: ..... Age: .....  
 Brothers and sisters: .....  
 Favourite sport: .....  
 Favourite music: .....  
 Favourite clothes: .....  
 Favourite colour: .....  
 Hobbies: .....  
 Personality: .....

## Character 4

Name: ..... Age: .....  
 Brothers and sisters: .....  
 Favourite sport: .....  
 Favourite music: .....  
 Favourite clothes: .....  
 Favourite colour: .....  
 Hobbies: .....  
 Personality: .....

## Character 5

Name: ..... Age: .....  
 Brothers and sisters: .....  
 Favourite sport: .....  
 Favourite music: .....  
 Favourite clothes: .....  
 Favourite colour: .....  
 Hobbies: .....  
 Personality: .....

# Diagnostic Test

## 1 Write the opposite of the adjectives.

- a lucky u .....  
b safe d .....  
c weak s .....  
d difficult e .....  
e useful u .....

☐ 5

## 2 Write the names of the places where these people work.

- a mechanic .....  
b waiter .....  
c nurse .....  
d police officer .....  
e secretary .....

☐ 5

## 3 Complete the dialogue with the correct form of the verb *be*.

**Helen** Hello, my name (a) ..... Helen  
What (b) ..... your name?

**James** I (c) ..... James, and this  
(d) ..... my brother, Steve. How  
(e) ..... you?

**Helen** I (f) ..... fine, thanks. Where  
(g) ..... you from?

**James** We (h) ..... from London.

**Helen** I (i) ..... from Scotland.

**James** Oh, our parents (j) ..... in  
Scotland at the moment.

☐ 10

## 4 Circle the correct possessive adjective.

- a I am English but **my / your / her** father was born in the USA.  
b He lives at home with **his / her / their** parents.  
c **His / Her / Our** husband is a lawyer.  
d Is this **your / his / her** dictionary, Peter?  
e We are happy with **their / his / our** teacher.

☐ 5

## 5 Complete the sentences by writing the word or phrase in the correct position, 1, 2 or 3.

- a (1) ..... he (2) ..... drinks  
(3) ..... coffee. (*never*)  
b We (1) ..... go (2) .....  
swimming at the weekend (3) .....  
(*often*)  
c (1) ..... I (2) ..... do my  
homework before I have dinner  
(3) ..... (*always*)  
d They (1) ..... visit (2) .....  
their grandparents (3) .....  
(*every month*)  
e Do (1) ..... you (2) ..... play  
(3) ..... football after school? (*ever*)

☐ 5

## 6 Complete the short answers to the questions.

- a Are they going to the cinema this evening?  
Yes, they .....  
b Does he like watching sport on TV?  
Yes, he .....  
c Was the film good?  
No, it .....  
d Can you swim?  
Yes, I .....  
e Are you meeting your friends after school?  
No, I .....

☐ 5

## 7 Complete the letter with the correct prepositions, *in*, *on* or *at*. Some spaces do not require prepositions.

Dear Jane,  
We are having a party (a) .....  
Saturday 3rd July and we would like to invite you  
and David. I saw David (b) ..... but  
I forgot to tell him. The party is going to be  
(c) ..... my parents' house. It starts  
(d) ..... 9 o'clock (e) .....  
the evening. I hope you can come.

Love

Chris

☐ 5



# Diagnostic Test

## 8 Complete the dialogue with the correct past simple form of the verbs in brackets.

**Tom** Yesterday the weather (a) .....  
(be) very nice so we (b) .....  
(decide) to go to the beach.

**Kate** How (c) ..... (you / get) there? By car?

**Tom** No, we (d) ..... (walk). It  
(e) ..... (be) a long way and  
when we (f) ..... (arrive), we  
(g) ..... (be) very tired, so we  
(h) ..... (not / swim).

**Kate** What (i) ..... (you / do)?

**Tom** We just sat and (j) ..... (talk). The sea was really cold anyway!

☐ 10

## 9 Circle the correct alternatives.

**Shopkeeper** Hello. Can I help you?

**Customer** Yes, I would like (a) **a / the / some** bottle of shampoo and (b) **a / the / some** soap, please.

**Shopkeeper** Of course. There (c) **is / are / was** some shampoo near the entrance and the soap is next to it.

**Customer** Thank you. Oh, and I also need (d) **a / the / some** rice.

**Shopkeeper** I'm afraid we don't have (e) **the / some / any** rice.

☐ 5



## 10 Complete the sentences in your own words.

- a I ..... every day.
- b What ..... at the moment?
- c What shall ..... tonight?
- d We ..... for ten years.
- e They ..... last week.
- f If you work hard, you .....
- g We ..... tomorrow.
- h I always ..... in the morning.
- i In our city ..... lots of parks.
- j I usually ..... at the weekend.

☐ 20

## 11 Write the sentences in your language.

- a I was walking down the street yesterday when I saw my friends.  
.....  
.....
- b If they don't come soon, they'll miss the bus.  
.....  
.....
- c Three years ago I couldn't speak English.  
.....  
.....
- d They went to the USA on holiday last year.  
.....  
.....
- e Are there any interesting films at the cinema?  
.....  
.....

☐ 25

TOTAL ☐ 100 points

## Vocabulary

### 1 Complete the words for materials with vowels.

- a l ... th ... r
- b d ... n ... m
- c v ... lv ... t
- d c ... tt ... n
- e t ... rt ... n

☐ 2

### 2 Circle the correct alternatives.

- a hair                      varnish / style
- b sun                      glasses / bag
- c hand                    rings / bag
- d nail                     varnish / rings
- e ear                      rings / style

☐ 3

## Grammar

### 3 Complete the sentences with the verbs in brackets. Use the present simple or present continuous.

- a She ..... (do) her homework at the moment.
- b They ..... (do) their homework every evening.
- c She ..... (spend) a lot of money on clothes.
- d He ..... (wear) a denim shirt today.
- e I ..... (read) a good book at the moment.

☐ 5

### 4 Complete the questions. Use the present simple or present continuous.

- a How ..... (often / you / go) to the cinema?
- b What ..... (you / do) today?
- c What ..... (you / usually / do) at the weekend?

- d Where ..... (Vanessa / sit) today?
- e What time ..... (you / meet) your friends this evening?

☐ 5

### 5 Complete the questions. Use the present simple or present continuous.

- a What ..... ?  
She's wearing a blue dress.
- b Where ..... ?  
He lives in London.
- c What time ..... ?  
The lesson finishes at 3 o'clock.
- d When ..... ?  
She's meeting her friends at 5 o'clock.
- e How often ..... ?  
I go to the cinema twice a week.

☐ 5

### 6 Circle the correct alternatives.

- a She is the doctor **who** / **which** saved my friend's life.
- b That's the house **which** / **where** my sister lives.
- c It is the school **who** / **which** is next to the park.
- d I often go to places **which** / **where** they play live music.
- e Geography is the subject **which** / **where** I like the most.

☐ 5

### 7 Complete the text using **who**, **which**, **when** or **where**.

Jack is someone (a) ..... enjoys live music. He often goes to clubs (b) ..... they play music. The weekend is the time (c) ..... Jack can listen to the music (d) ..... he enjoys most – R&B. He also likes going to places (e) ..... he can dance and see his friends.

☐ 5

## Reading

- 8 Read the text and circle the correct alternatives.

Temperatures around the world are rising. This is called global warming. Many scientists believe that the cause of global warming is the amount of greenhouse gases in the Earth's atmosphere.

Greenhouse gases are produced when cars burn fuel, when power stations burn coal to make electricity and when people burn forests like the Amazon rainforest to make fields for agriculture.

Greenhouse gases keep the heat from the sun inside the Earth's atmosphere and make the Earth hotter. As the atmosphere gets warmer, the ice in the Arctic and Antarctic is slowly beginning to melt. The water from this melting ice goes back into the oceans and this causes sea levels to rise. Some scientists believe that sea levels will rise by almost two metres in the next 20 years if global warming continues.

We can all help the environment by doing small things to save energy. We can walk or cycle short journeys instead of going by car and we can take the bus or train for longer journeys. We can switch off electrical equipment at night and we can insulate our homes to save energy.

Governments can also do things to help the planet. They can limit the amount of air travel and the numbers of cars and lorries on the roads. They can make it cheaper to travel by public transport and more expensive to use private cars.

- What causes global warming?  
**greenhouse gases / melting ice**
- What produces greenhouse gases?  
**heat from the sun / people burning fuel**
- What is happening to the ice in the Arctic and Antarctic?  
**it is slowly beginning to melt / it is rising by almost two metres**
- How can we help the environment?  
**by saving energy and using public transport / by using our cars instead of walking or taking the bus**
- How can governments help the planet?  
**by increasing the number of lorries on the roads / by making it cheaper to travel by public transport**

☐ 15

## Writing

- 9 Rewrite the paragraph with capital letters, full stops, question marks, commas and apostrophes.

hi im peter I am 16 years old and my birthday is in september ive got a brother called tom and a sister called Helen i live in london how about you

.....

.....

.....

.....

☐ 5

- 10 Write a message to an internet message board with information about yourself (5 sentences). Complete the sentences below to help you. Use the paragraph in exercise 9 as a model.

Hi, I ( <i>name and age</i> )	
I'm from ( <i>city and country</i> )	
I live ( <i>family and pets</i> )	
I like ( <i>hobbies and interests</i> )	

.....

.....

.....

.....

☐ 10

VOCABULARY	<input type="checkbox"/>	5 points
GRAMMAR	<input type="checkbox"/>	25 points
READING	<input type="checkbox"/>	15 points
WRITING	<input type="checkbox"/>	15 points
TOTAL	<input type="checkbox"/>	60 points

## Vocabulary

### 1 Complete the sentences with a verb in the box.

make take tell take make say

- Why don't you ..... sorry?
- Don't ..... excuses!
- We need to ..... a decision.
- Don't ..... risks! You don't want to have an accident.
- You should always ..... the truth.
- How beautiful! Why don't you ..... a photo!

☐ 6

### 2 Complete the words and phrases related to fact and fiction with vowels.

- r...l... pl...y
- b...sts...ll...r
- f...nt...sy
- ...t...b...gr...phy
- f...lm scr...pt
- f...c...m...c
- l...g...nd
- sc...nc...f...ct...n



☐ 4

## Grammar

### 3 Complete the text with the verbs in brackets. Use the past simple or past continuous.

Yesterday I (a) ..... (want) to watch a film on TV. I quickly finished my homework. Then I went into the living room. But when I got there, I saw that my parents (b) ..... (talk) and they (c) ..... (make) a lot of noise. I (d) ..... (ask) them to be quiet but they (e) ..... (tell) me to turn off the TV and go upstairs to my room.

When I (f) ..... (go) upstairs, my sister (g) ..... (watch) the same film on the TV in her bedroom, so we (h) ..... (decide) to watch the film together. When my parents (i) ..... (come) upstairs half an hour later, my sister and I (j) ..... (talk), so I never did see the film!

☐ 10

### 4 Complete the sentences with the verbs in brackets. Use the present perfect.

- I'm very sorry. I think I ..... (make) a mistake.
- She ..... (read) all the bestsellers.
- She ..... (not see) the new fantasy film.
- They ..... (not be) to America.
- Our teacher ..... (give) us a lot of homework.
- He ..... (meet) several famous people.

☐ 5

### 5 Put the words in the correct order to make questions. Use the present perfect.

a been / you / to / ever / Have / London?

b you / a / Have / read / ever / biography?

c he / ever / an / had / Has / accident?

d ever / a / famous / met / you / Have / person?

e your / Has / a lot of / given / you / teacher / homework?

f you / a / ever / Have / bought / comic?

☐ 5

## Reading

### 6 Read the text and answer the questions.

*The Old Man and the Sea* is a short story by the American writer Ernest Hemingway. Santiago is the name of the old man in the story. He is a fisherman. At the beginning of the story, we learn that Santiago hasn't caught a fish for 84 days. He goes fishing alone because the boy who fished with him before has left to fish on another, luckier boat.

On the 85th day, Santiago leaves very early in the morning and sails far out to sea. He catches a big fish, an enormous marlin, and for two days and two nights he holds on to the fish as it pulls him further and further out to sea. After two days he finally kills the fish. The fish is too big to put in his boat, so he ties it to the side of the boat and starts the long journey back to land.

It is difficult for him to row because the fish is very heavy and Santiago is very tired. Soon some sharks arrive and the old man has to hit them to stop them eating the fish. Finally, he comes back to his village. There is nothing left of the fish except its head, its tail and its bones. The people of the village are very surprised because the old man is still alive and because he has caught the biggest fish they have ever seen.

a What is Santiago's job?

.....

b How long is it since he caught a fish?

.....

c What happens to Santiago on the 85th day?

.....

d How long does it take him to kill the fish?

.....

e What is left of the fish when Santiago returns to the village?

.....

.....

15

## Writing

### 7 Rewrite the paragraph with capital letters, full stops, commas and apostrophes.

a boy was rescued by a walker when he fell into a river  
he was playing with a friend when he fell in his mother  
susan smith told reporters that he is resting at home in  
oxford

.....  
.....  
.....  
.....  
.....

5

### 8 Write about a real or imaginary rescue that you witnessed (5 sentences). Use *first*, *then*, *next* and *finally* to describe the sequence of events in your story. Use the description in exercise 7 as a model.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

10

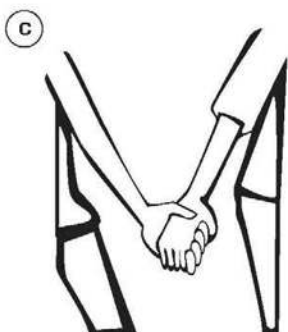
VOCABULARY	<input type="text"/>	10 points
GRAMMAR	<input type="text"/>	20 points
READING	<input type="text"/>	15 points
WRITING	<input type="text"/>	15 points
TOTAL	<input type="text"/>	60 points



## Vocabulary

- 1 Match the expressions in the box with the pictures.

hold hands frown laugh wink  
shrug your shoulders



## Grammar

- 2 Complete the sentences with *for* or *since*.

- a She's lived in London ..... 2003.  
b We've been in this classroom ..... two hours.  
c They've been married ..... a long time.  
d He's been at this school ..... three years.  
e We've been here ..... 10 o'clock.

☐

5

- 3 Complete the sentences with the verbs in brackets. Use the present perfect or past simple.

- a I ..... (live) here for a long time. My parents ..... (move) here when I was five.  
b We ..... (go) to Ireland last year but we ..... (not visit) England yet.  
c I ..... (finish) my homework two hours ago but I ..... (not call) my friends yet.  
d I ..... (be) at this school since I was 12.  
e We ..... (start) learning English three years ago.  
f I ..... (know) my best friend since we were young. I ..... (meet) her when we were at junior school.

☐

10

- 4 Circle the correct alternatives.

- a I **had lived** / **lived** in London for a long time before I **learnt** / **had learnt** to speak English fluently.  
b Before we **came** / **had come** to this country, we **had never travelled** / **didn't travel** by plane.  
c I **had finished** / **finished** all my homework before I **had met** / **met** my friends.  
d When my friend **called** / **had called**, I **had just had** / **just had** my breakfast.  
e We **had studied** / **studied** hard before we **took** / **had taken** the test.

☐

10

☐

5



## Reading

### 5 Read the text and answer the questions.

Many people learn a foreign language at school and some people learn to speak two or even three foreign languages well. But there are not many people in the world like George Campbell.

Mr Campbell, who died in 2004 at the age of 92, could speak and write 44 languages, including Russian, Hungarian, Persian and some North American Indian languages.

When George Campbell was a young child, a dog attacked him and this affected his speech. He was not able to speak properly so the teachers at his junior school in Scotland thought he was a slow student and didn't pay him much attention.

He started learning languages from books when he was still very young. Before he left junior school he had taught himself Spanish and Italian. He then learnt French and German at secondary school.

During the Second World War he started working for the BBC World Service as a language supervisor and he continued working for the BBC until he retired in 1974. Before he left the BBC he had been the director of the Romanian section for several years.

After he retired, he taught himself Chinese, Basque and several other languages. He also translated a number of books from Russian, German, Arabic and Polish. In the 1980s he appeared in the Guinness World Records as one of the world's greatest linguists.

**a** Name four languages George Campbell could speak.

**b** How old was he when he died?

**c** When did he start working for the BBC?

**d** When did he retire?

**e** What languages did he learn while he was at junior school?

15

## Writing

### 6 Answer the questions.

**a** What language or languages can you speak?

**b** When did you start learning English?

**c** How long have you studied English?

**d** What is easy / difficult about learning English?

**e** Have you been to an English-speaking country?

**f** What things can help you to learn English?

5

### 7 Write about your language learning experiences (5 sentences). Use the information in exercise 6 to help you.

10

VOCABULARY	<input type="text"/>	5 points
GRAMMAR	<input type="text"/>	25 points
READING	<input type="text"/>	15 points
WRITING	<input type="text"/>	15 points
TOTAL	<input type="text"/>	60 points

## Vocabulary

### 1 Match the adjectives to the definitions.

- 1 punctual ☐
- 2 reliable ☐
- 3 outgoing ☐
- 4 fit ☐
- 5 clever ☐

- a She's an extrovert.
- b She's passed all her exams.
- c She goes to the gym a lot.
- d She's always on time.
- e You can count on her.

☐ 5

## Grammar

### 2 Complete the questions. Use the present continuous of the verbs in brackets. Then match the questions to the answers.

- 1 What time ..... you ..... (meet) Tony?  
answer .....
- 2 What ..... you ..... (do) this weekend?  
answer .....
- 3 ..... you ..... (go) to the cinema with Carrie tomorrow?  
answer .....
- 4 ..... Lucy ..... (come) to the party on Saturday?  
answer .....
- 5 Where ..... you ..... (meet) Tony?  
answer .....

- a We're going to the beach with our friends.
- b No, I'm not.
- c At half past seven.
- d Outside the cinema.
- e Yes, she is.

☐ 10

### 3 Complete the dialogue using the future form *will*, *'ll* or *won't*.

**Tom** What do you think you (a) ..... study at university?

**Kate** I'm not sure. I think I (b) ..... study medicine because I'd like to be a doctor. How about you?

**Tom** Well, I (c) ..... study medicine, that's for sure because I'm not interested in it. I think I (d) ..... probably study foreign languages because I'm interested in travel and tourism.

**Kate** Really? What kind of job (e) ..... you get when you finish your studies?

☐ 5

### 4 Complete the sentences with the correct form of *be going to* and the verbs in brackets.

- a On Tuesday we ..... (visit) our friends.
- b On Wednesday evening they ..... (come) and see us.
- c On Thursday morning I ..... (see) the doctor.
- d On Friday evening we ..... (have) a party.
- e On Saturday morning I ..... (stay) in bed!

☐ 5

### 5 Circle the correct alternatives.

- a Do you enjoy **to learn** / **learning** English?
- b It is very difficult **to find** / **finding** the perfect job.
- c I'm thinking about **to get** / **getting** a new job.
- d I love **to listen** / **listening** to music.
- e My brother wants **to work** / **working** in construction.

☐ 5

## Writing

**7 Read the job advertisement. Complete the table (the information does not have to be true). Then write a formal letter of application for the job. Use some of the adjectives in the box.**

Tuesday June 14th

## Green Earth Café and Food Store

We are looking for full-time and part-time sales assistants in July and August. Are you punctual, reliable, outgoing and mature? Are you friendly and sociable? Then we would like to hear from you. Please write to ...

- hard-working sociable outgoing  
reliable punctual friendly organized  
fit experienced

- |                                      |  |
|--------------------------------------|--|
| Where did you see the advertisement? |  |
| What is your age?                    |  |
| What are your personal qualities?    |  |
| What is your work experience?        |  |

- Dear Sir or Madam,

- Yours faithfully,

- 15

15

VOCABULARY		5 points
GRAMMAR		25 points
READING		15 points
WRITING		15 points
TOTAL		60 points

## Vocabulary

### 1 Complete the table.

Verb	Noun
damage	(a)
(b)	protection
(c)	recycling
improve	(d)
(e)	demonstration

☐ 5

## Grammar

### 2 Complete the first conditional sentences with the words in the box.

hurry doesn't will if won't

- If she ..... come soon, she will be late for the lesson.
- If we don't ....., we'll miss the train.
- We'll go to the beach at the weekend ..... the weather is fine.
- If you don't buy a lottery ticket, you ..... win any money!
- If we don't leave now, we ..... be late for the film.

☐ 5

### 3 Complete the sentences with the verbs in brackets. Use the second conditional form.

- If I ..... (win) € 1 million, I would travel around the world.
- If everyone ..... (use) solar power, we would save a lot of energy.
- I would be very unhappy if I ..... (fail) my English exam.
- If I ..... (see) a ghost, I would be very frightened.
- I ..... (not be) worried if I lost my job.

☐ 5

### 4 Circle the correct alternatives.

- If we **don't** / **didn't** protect them, some animals won't survive.
- If we **don't** / **didn't** use so much oil, we would reduce pollution.
- What **will** / **would** you do if you won?
- If you **turn** / **turned** off all your electrical equipment, you would save energy.
- If we use more solar and wind power, we **will** / **would** slow down global warming.

☐ 5

### 5 Complete the conditional questions with the correct form of the verbs in brackets. Then match the questions with the answers.

- What ..... you ..... (do) if the weather is good this weekend?
- How ..... you ..... (feel) if you failed your exam?
- Where ..... you ..... (live) if you didn't live here?
- What ..... you ..... (do) if your friends are late?
- Where ..... you ..... (go) this evening, if you didn't have so much homework?

- I would be very unhappy.
- I'll wait for them.
- I'll probably go to the park.
- I would go and meet my friends.
- I would probably live somewhere near the sea.

☐ 5

### 6 Complete the third conditional sentences with the correct form of the verbs in brackets.

- I ..... (help) you if you had asked me.
- If people ..... (protect) the dodo, it wouldn't have become extinct.
- If we ..... (not use) so much fossil fuel, we wouldn't have done so much damage to the environment.
- If I had known about the destruction of the rainforests, I ..... (become) a vegetarian earlier.
- If she had studied more, she ..... (pass) her exams.

☐ 5

## Reading

### 6 Read the text. Are the sentences true or false?

If you ask people from other countries what they associate with the UK, they often mention the weather. Most people associate the UK with negative forms of weather – wind, rain and fog.

It is true that the UK is one of the windiest countries in Europe, but it is not the rainiest. In fact, London only gets 611 mm of rain a year, while Lisbon gets 702 mm, Amsterdam gets 831 mm and Zurich in Switzerland gets an amazing 1079 mm.

The average annual temperature in London is 11.7 degrees Celsius. This average temperature is cooler than Madrid (13 degrees) but is warmer than Paris (11.2 degrees), Berlin (8.9 degrees) and Zurich (8.3 degrees). This means that Zurich is both wetter and colder than London.

In the 19th century and the early part of the 20th century, fog was a major problem in London and other British cities. Today fog is rare in London and in some years there are no foggy days at all.

Finally, here is some advice for visitors to the UK: 'if you don't like the weather, wait a minute'. One thing that is certainly true about the British weather is that it is changeable – in a single day you can have sun, rain, wind and even snow!

- a London is wetter than Zurich. ....
- b Fog was rare in London in the 19th century. ....
- c The average temperature in Paris is warmer than Madrid. ....
- d British weather is changeable. ....
- e London is colder than Zurich. ....
- f Fog is rare in London today. ....
- g Amsterdam gets more rain than Lisbon. ....
- h Berlin is colder than Paris. ....
- i In some years there are no foggy days at all in London. ....
- j The UK is the rainiest country in Europe. ....

☐ 15

## Writing

### 7 Write about the advantages and disadvantages of new technology (5 sentences). Use the statements below to help you, but don't forget to give your own opinions too. Use *also*, *on the other hand*, *however* and *moreover* to connect your sentences.

Advantages:

- Mobile phones have made our lives easier.
- Mobile phones help children to keep in touch with their parents.
- The Internet is very good for education.

Disadvantages:

- Mobile phones cause noise pollution.
- No one knows the health effects of mobile phones over a long period of time.
- People spend too much time at their computers.

.....

.....

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.....

☐ 15

VOCABULARY	<input type="checkbox"/>	5 points
GRAMMAR	<input type="checkbox"/>	25 points
READING	<input type="checkbox"/>	15 points
WRITING	<input type="checkbox"/>	15 points
TOTAL	<input type="checkbox"/>	60 points



## Vocabulary

- 1 Complete the words for types of art and materials with vowels.

a s ... lv ... r	f f ... sh ... n d ... s ... gn
b br ... nz ...	g l ... ndsc ... p ...
c st ... n ...	h p ... rtr ... t
d g ... ld	i sc ... lpt ... r ...
e w ... d ... n	j gr ... ff ... t ...

☐ 5

## Grammar

- 2 Complete the sentences with the verbs in brackets. Use the present simple passive.

a These computer keyboards ..... (make) in China.  
 b This newspaper ..... (read) by millions of people every morning.  
 c English ..... (speak) all over the world.  
 d The London underground ..... (use) by millions of people every day.  
 e Plastic and glass bottles ..... (recycle) in a special factory.

☐ 5

- 3 Change the sentences from active to passive.

a Leonardo da Vinci painted the *Mona Lisa*. The *Mona Lisa* ..... by Leonardo da Vinci.  
 b A lot of tourists visit London each year. London ..... by a lot of tourists each year.  
 c The earthquake caused a lot of damage. A lot of damage ..... by the earthquake.  
 d Frank Gehry designed the Guggenheim Museum Bilbao. The Guggenheim Museum Bilbao ..... by Frank Gehry.  
 e Columbus discovered America. America ..... by Columbus.  
 f Shakespeare wrote *Hamlet*. *Hamlet* ..... by Shakespeare.  
 g I didn't choose the music. The music ..... by me.  
 h He bought the painting. The painting ..... by him.

☐ 5

- 4 Complete the passive sentences with the correct form of the verbs in brackets.

Present:

a The walls ..... (paint) white.  
 b The process ..... (record) on video.

Past:

c This shirt ..... (make) in India.  
 d It ..... (build) in 1960.

Future:

e The exhibition ..... (open) on Saturday.  
 f A lot of paintings ..... (sell).

☐ 5

- 5 Complete the questions with the correct passive form.

a Are ..... here?  
 Yes, cars are made here.  
 b Is ..... in Canada?  
 Yes, English is spoken in Canada.  
 c Was ..... yesterday?  
 Yes, the window was broken yesterday.  
 d Will ..... on Sunday?  
 Yes, the gallery will be closed on Sunday.

☐ 5

- 6 Complete the passive questions with the verbs in brackets. Use the present, past or future forms.

a What ..... this ring ..... (make) of?  
 b How much ..... the winners ..... (give) last year?  
 c When ..... *The Picture of Dorian Gray* ..... (publish)?  
 d When ..... the next winner of the Turner prize ..... (announce)?  
 e Where ..... these postcards ..... (sell)?

☐ 5



## Reading

**7 Read the text and answer the questions.**

Vincent van Gogh was born in the Netherlands in 1853. He began to paint in 1880 when he was 27 years old.

Van Gogh's paintings are now among the world's best known, most popular and expensive works of art. His most famous paintings are his collection called *Sunflowers*. These were painted during the last four years of his life.

Van Gogh's style of painting was inspired by the colourful paintings of the French artists, which he first saw in Paris in 1886. Between 1880 and 1890, when he shot himself in a field near Paris, van Gogh painted an astonishing 900 paintings. He also drew more than a thousand sketches and drawings.

Van Gogh had a very unusual personality. He suffered badly from depression and the long chain of events led to the incident of him cutting off part of his left ear. Many people think that van Gogh's depression was also the inspiration for his art. In a letter to his brother he wrote 'I am not mad, because my mind is absolutely normal most of the time. During attacks of depression my mind is terrible but that helps me to paint well.'

- a** What are Vincent van Gogh's most famous paintings?

- b** When did he paint his most famous paintings?

- c** How did he die?

- d** How many paintings did van Gogh paint between 1880 and 1890?

- e** What helped him to paint well?

15

## Writing

- 8 Write about *Sunflowers* by Vincent van Gogh and *Self-portrait: At the Dressing Table* by Zinaida Serebriakova (5 sentences). Describe the paintings and give your opinion of them. Do you like them and why (why not)? Use comparatives to compare the two pictures and *because* and *that's why* to explain your opinions.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

15

VOCABULARY		5 points
GRAMMAR		25 points
READING		15 points
WRITING		15 points
TOTAL		60 points

## Vocabulary

1 Complete the sentences with the words in the box.

the dark germs flying heights spiders

- a I don't like climbing up high mountains because I'm afraid of .....
- b My brother doesn't travel abroad much because he's afraid of .....
- c I don't like ..... or any insects.
- d Some young children sleep with the light on because they're scared of .....
- e She washes her hands every ten minutes. She's frightened of .....

☐ 5

2 Circle the correct alternatives.

- a I love this music. It **sounds / looks** great!
- b Your perfume **looks / smells** nice.
- c Your hair **looks / sounds** very shiny.
- d This pizza **feels / tastes** really good.
- e I'm not going to swim today. The water **smells / feels** really cold.

☐ 5

## Grammar

3 Circle the correct alternatives.

- a She's old and she **can't / mustn't** walk.
- b It's Saturday tomorrow and we **don't have to / mustn't** go to school.
- c You **mustn't / don't have to** use your mobile phone in the classroom.
- d I **have to / can** study this evening because we have a test tomorrow.
- e My grandfather is very clever. He **can / must** speak four foreign languages.

☐ 5

4 Correct the underlined words.

- a When I was young I can't ride a bike very well.  
.....
- b I can't speak English before I came to this school.  
.....
- c I have to go home early yesterday because I felt ill.  
.....
- d It was a holiday yesterday so we don't have to go to school.  
.....
- e It was raining last weekend so we can't go to the beach.  
.....

5

5 Circle the correct alternatives.

- a She **can / can't** be scared of snakes. She's got two pet snakes at home.
- b He **might / can** be English. I heard him speaking English yesterday.
- c He **must / can't** be deaf. He didn't hear anything I said.
- d She **can't / might** be Italian. She only speaks French.
- e Don't eat that. It **must / might** be poisonous.

5

6 Complete the sentences with *might, must or can't*.

- a That house has got a swimming pool and a tennis court. It ..... be very expensive.
- b John ..... be at home. He isn't answering the telephone.
- c Don't touch that! It ..... be dangerous.
- d That test ..... be easy. Everyone passed with 100%.
- e Be careful! You ..... fall.

5

## Reading

### 7 Read the text and answer the questions.

What do American actresses Jennifer Aniston, Sarah Jessica Parker and Whoopi Goldberg and singers David Bowie and Cher have in common? The answer is that they are all afraid of flying.

Millions of people around the world suffer from aerophobia (fear of flying). In the United Kingdom, it is estimated that ten million people (around 20% of the population) are afraid of flying. This fear can have serious consequences for many people. It can prevent them from going on holiday or visiting family and friends, and it can prevent business people from travelling for their work.

Fear of flying might be caused by other phobias. Some people believe it is caused by claustrophobia (fear of enclosed spaces). Others say that it is caused by acrophobia (fear of heights) or by a fear of not being in control.

So, what can you do if you are afraid of flying? Perhaps the best solution is education. There are a lot of courses which educate people about the realities of aviation. Many of these courses are provided by commercial airlines. If you understand how aeroplanes fly, this might help you. And if you remember that air travel is the safest form of travel, you will probably lose your fear of flying!

- What do Jennifer Aniston, David Bowie and Cher have in common?  
.....
- How many people in the UK are afraid of flying?  
.....
- What consequences can a fear of flying have for many people?  
.....  
.....
- What other phobias might cause a fear of flying?  
.....
- What is the best solution for a fear of flying?  
.....

☐ 15

## Writing

### 8 Read Sarah's email on a website and write some advice for her (5 sentences).

www.fearofflying.co.uk

Hi, I'm Sarah and I'm 15 years old. I live with my mum and dad and my older sister, Susanna. My problem is that my parents have booked a family holiday for us next month. We're going to Italy. It sounds wonderful but there's a problem. I hate flying. I'm really frightened of flying. I feel ill when I think about it. I don't understand how planes can stay in the air. I always think the plane is going to crash. What can I do? Please help!

My advice to Sarah is

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

☐ 15

VOCABULARY	<input type="checkbox"/>	10 points
GRAMMAR	<input type="checkbox"/>	20 points
READING	<input type="checkbox"/>	15 points
WRITING	<input type="checkbox"/>	15 points
TOTAL	<input type="checkbox"/>	60 points

## Vocabulary

### 1 Complete the text with the words in the box.

got asked finish went fancied

Gail (a) ..... Jim so she flirted with him at a party one evening. Then he (b) ..... her out and she said 'yes'. They (c) ..... out together for three years and at first they (d) ..... on very well. But after a lot of arguments she decided to (e) ..... with him.

☐ 5

### 2 Circle the correct alternatives.

- a Peter **explained** / **refused** that he couldn't come to the party because he was busy.
- b She **refused** / **complained** to lend me her dictionary.
- c I **promised** / **admitted** to help my mother with the housework.
- d He **complained** / **offered** that he was feeling ill.
- e I **announced** / **agreed** to meet my friends outside the cinema.

☐ 5

## Grammar

### 3 Circle the correct alternatives.

- a He **said** / **told** that his job was very boring.
- b She **said** / **told** me that she was hungry.
- c Jane **asked** / **told** Tom that she wasn't going to the party.
- d She **asked** / **told** him whether he wanted to go to the cinema instead.
- e He **said** / **asked** that he didn't want to go.

☐ 2

### 4 Read the sentences in direct speech. Then circle the correct alternatives in reported speech.

- a 'I have never been to England,' said Lisa. Lisa said that she **has** / **had** never been to England.
- b 'I visited the USA,' she said. She said that she **has** / **had** visited the USA.
- c 'I won't see my boyfriend until the weekend,' she said. She said that she **wouldn't** / **didn't** see her boyfriend until the weekend.

- d 'I can't answer all the questions,' she said. She said that she **wouldn't** / **couldn't** answer all the questions.
- e 'I'm learning French,' she said. She said that she was **learning** / **learnt** French.

☐ 3

### 5 Complete the sentences in reported speech.

- a 'I don't like sport,' she said  
She said .....
- b 'I'm watching television,' said Peter.  
Peter said .....
- c 'I haven't seen Emma,' she told her parents.  
She told her parents .....
- d 'I'll do it later,' he said.  
He said .....
- e 'I can't find my dictionary,' he said.  
He said .....

☐ 5

### 6 Circle the correct alternatives.

- a 'Did you see the film?'  
He asked if we **have seen** / **had seen** the film.
- b 'Is your teacher nice?'  
She asked if **my teacher was** / **was my teacher** nice.
- c 'Can you speak French?'  
He asked if I **could speak** / **can speak** French.
- d 'Do you know Tania?'  
She asked **did I know** / **if I knew** Tania.
- e 'Are you learning English?'  
She asked if I **was learning** / **am learning** English.

☐ 5

### 7 Write the direct questions.

- a She asked if I was Russian.  
'Are ..... ?'
- b She asked if I lived in Kaluga.  
'Do ..... ?'
- c She asked if I liked music.  
'Do ..... ?'
- d She asked if I had passed the exam in December.  
'Did ..... ?'
- e She asked if I would get married in the future.  
'Will ..... ?'

☐ 5

## Reading

### 8 Read the text and answer the questions.

The biggest-selling daily newspaper in the UK is *The Sun*. More than three million copies are sold every day. *The Sun* is a tabloid newspaper. This means that it has a large photograph on its front page and that most of its stories are about famous people, especially people in show business like film stars and pop stars. There isn't usually much serious news in tabloid newspapers like *The Sun* and very little international news. Other tabloid newspapers in the UK are the *Daily Mail*, *Daily Mirror* and the *Daily Star*. More than seven million copies of tabloid newspapers are sold in the UK every day.

If you want to find out what is happening in the world, you have to buy a more serious newspaper. These are called broadsheets. They are quality newspapers and have news stories from all around the world. The biggest-selling broadsheet is the *Daily Telegraph*, which sells over 850,000 copies a day. Other broadsheets include *The Times*, *The Financial Times*, the *Guardian* and *The Independent*. These newspapers also have serious editorial sections and a lot of special features on subjects such as travel, arts and education. More than two million copies of these newspapers are sold in the UK each day.

The Australian multi-millionaire Rupert Murdoch owns News Corporation, which owns *The Sun*, *The Times*, *News of the World* and Sky TV.

a How many copies of tabloid newspapers are sold in the UK every day?

b What is the UK's biggest-selling daily newspaper?

c How many copies of *The Daily Telegraph* are sold every day?

d What special features do broadsheet newspapers have?

e Who is the owner of *The Times*, *The Sun* and Sky TV?

15

## Writing

9 Imagine you are a journalist. Write a newspaper article on one of the headlines below (5 sentences). Include reported speech in your article and use *say* and *tell* correctly.

**Government to build new high-speed railways lines**

**Airport closed by heavy snow**

**Madonna announces world tour**

**Thousands of fans travel to European football final**

.....

.....

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15

VOCABULARY	<input type="text"/>	10 points
GRAMMAR	<input type="text"/>	20 points
READING	<input type="text"/>	15 points
WRITING	<input type="text"/>	15 points
TOTAL	<input type="text"/>	60 points



## Vocabulary

1 Complete the adjectives with the word endings in the box.

-ible -ful -ing -ious -able

- a myster ..... d peace .....  
b incred ..... e relax .....  
c comfort .....

☐ 2

2 Circle the correct alternatives.

- a take / make photos  
b make / go snorkelling  
c see / go the sights  
d buy / hire souvenirs  
e hire / go a bike

☐ 3

## Grammar

3 Complete the sentences with *used to* or *didn't use to* and the verbs in brackets.

- a She ..... (have) long hair when she was younger.  
b He ..... (walk) to school when he was at junior school.  
c She ..... (not drive) a car.  
d People ..... (think) the Earth was flat.  
e I ..... (not use) a computer when I was younger.

☐ 5

4 Complete the questions with *use to* and the verbs in the box.

live be play have take

- a Did you ..... a pet when you were a child?  
b Did you ..... computer games when you were little?  
c Did you ..... in a house or a flat?  
d Did you ..... photos?  
e Did she ..... a chef?

☐ 5

5 Match the questions with the answers.

- a Who did you see? She married Peter.  
b Who saw you? No one saw me.  
c Who did she marry? I saw my friends.  
d Who married her? They got married.  
e What did they do? Peter married her.

☐ 5

6 Circle the correct alternatives.

- a Who **took** / **did take** a risk?  
b What else chose **they** / **did they choose**?  
c Who **built** / **did build** the bridge?  
d What other books **did she write** / **write** she?  
e What film **did you watch** / **watched you** last night?

☐ 3

7 Match the verb tenses in the box with the underlined verbs in the sentences.

1 present simple 2 present perfect 3 past perfect 4 past continuous 5 present continuous

- a I had finished my homework before I met my friends. ....  
b She was watching a DVD when her friends arrived. ....  
c I don't go to the cinema very often. ....  
d We're not going out today because it's raining. ....  
e Have you seen her new flowery skirt? .....

☐ 2

8 Complete the sentences with the correct form of the verbs in brackets.

- a I ..... (be) very worried if I had a test next week.  
b She ..... (not study) English before she arrived in Britain.  
c I ..... (have) this mobile phone for two years.  
d He ..... (play) football when he broke his leg.  
e They would have passed the test if they ..... (study) more.

☐ 5



## Writing

10 Write about an interesting journey you would like to make (5 sentences). Write about how you would travel and who you would travel with. Describe the countries and cities you would visit, how long you would stay in each place and the things you would like to do.

In 2007, a 52-year-old man from Slovenia became the first person to swim the entire length of the River Amazon, in South America. Martin Strel, who is known as 'fish man', has also swum the complete length of the Yangtze in China (4,000 kilometres), the Mississippi in the United States (3,800 kilometres) and the Danube from Germany to the Black Sea in Romania (3,000 kilometres).

Mr Strel began his Amazon swim in the mountains of Peru and swam 5,265 kilometres down the river until he reached the city of Belem in Brazil. He swam around 80 kilometres every day and completed his marathon swim in 66 days, 4 days earlier than he had planned.

The Amazon is the world's largest river and is the second longest river in the world. It is also a very dangerous river to swim in. Apart from piranha fish, which can kill a man in minutes, the Amazon is also home to alligators, snakes and sharks.

When reporters asked him if he was planning to swim the longest river in the world next, the River Nile, Mr Strel laughed. 'No,' he said. 'The Nile is long but it's too easy!'

- a** How long did it take Martin Strel to swim the entire length of the River Amazon?

- b** How far did he swim down the Amazon?

- c** What is the longest river in the world?

- d** Name four dangerous creatures that live in the Amazon.

- e** Why doesn't Mr Strel plan to swim the Nile?

[illegible]

15

VOCABULARY		5 points
GRAMMAR		25 points
READING		15 points
WRITING		15 points
TOTAL		60 points

15

## Vocabulary

### 1 Circle the correct alternatives.

- a You wear **earrings** / **sunglasses** on a sunny day.  
b She's wearing a flowery silk **bag** / **scarf**.



- c Please **make** / **take** care when you cross the road.  
d The English always **say** / **make** 'please' and 'thank you'.  
e An **autobiography** / **film script** is a book in which someone writes about their own life.



- f A **fantasy** / **legend** is a traditional story, similar to a myth.  
g You **shrug** / **shake** your head to say 'no'.  
h People usually **smile** / **frown** when someone takes their photograph.



- i The American word for holiday is **elevator** / **vacation**.  
j The British word for mall is **city centre** / **shopping centre**.

### 2 Complete the compound nouns with the words from the box.



stud bag band laces style

- a head .....  
b nose .....  
c shoe .....  
d hair .....  
e hand .....



5

### 3 Match the American words in the box with the British words.

soccer awesome movie fries elevator

- a chips .....  
b football .....  
c lift .....  
d film .....  
e amazing .....



5

## Grammar

### 4 Complete the sentences with the verbs in brackets. Use the present simple or present continuous form.

- a Peter ..... (not go) swimming very often.
- b Lessons usually ..... (start) at 9 am.
- c I ..... (not like) maths. It's too difficult for me.
- d My brother ..... (watch) TV now.
- e Why ..... Lucy ..... (cry)?
- f What time ..... you ..... (get up) on Sundays?
- g What ..... Sarah ..... (do) at the moment?
- h The teacher ..... (wear) a red silk tie today.

☐ 8

### 5 Complete the text with the verbs in brackets. Use the past simple or past continuous.

I (a) ..... (walk) home from school yesterday when I (b) .....  
(see) my sister on the other side of the road.  
She (c) ..... (talk) to a friend of hers. I ..... (d) (wave) to her but she (e) ..... (not see) me because she (f) ..... (not wear) her glasses.

☐ 12

### 6 Circle the correct alternatives.

- a Most people have friends **who / which** like the same kind of music.
- b I don't like clothes **who / which** are not comfortable.
- c New York was the city **which / where** rap music started.
- d There are a lot of places in our city **where / who** you can dance.
- e *Chicken Run* is a film **who / which** is based on *The Great Escape*.
- f I know a lot of people **who / which** like pop music.

☐ 6

### 7 Complete the sentences with the verbs in brackets. Use the present perfect.

- a Our teacher ..... (give) us a lot of homework.
- b Two people in our class ..... (visit) the USA.
- c We ..... (live) in this town since I was twelve.
- d I ..... (not finish) my homework yet.
- e How long ..... you ..... (be) at this school?
- f I ..... (know) my best friend for ten years.

☐ 6

### 8 Complete the story with the verbs in brackets. Use the present perfect or past simple.

Charlie Watson is 80 years old. He has a wife, six children and twelve grandchildren. He (a) ..... (live) in the same house in a small village in Wales since he (b) ..... (be) a baby. He (c) ..... (buy) a lottery ticket every week for the last 20 years and he (d) ..... (use) the same lucky numbers every week for 20 years, too. Then last week he (e) ..... (decide) to buy an extra ticket with a different set of numbers. He (f) ..... (win) the jackpot – a prize of more than £4 million! He (g) ..... (take) his whole family on holiday to Australia. His grandchildren wanted to see a kangaroo. He said, 'This (h) ..... (be) the best year of my life'.

☐ 8

## 9 Circle the correct alternatives.

- a She **already studied** / **had already studied** English before she **came** / **had come** to this school.
- b He **saw** / **had seen** all the other *Harry Potter* films so he really **had wanted** / **wanted** to see the new one.
- c She **had never travelled** / **never travelled** by plane before she **went** / **had gone** to Egypt last year.
- d I **had already finished** / **already finished** my homework when my friends **had arrived** / **arrived**.
- e He **had been** / **has been** interested in history before the re-enactment society **had visited** / **visited** his school.

☐ 10

## 10 Circle the correct alternatives.

- a How long **do you live** / **have you lived** / **are you living** here?
- b Do you know anyone **which** / **what** / **who** likes rap music?
- c What **is she doing** / **was she doing** / **does she** at the moment?
- d What **are you doing** / **did you** / **were you doing** when the teacher arrived?
- e They have lived in this city **since** / **during** / **for** ten years.
- f I **haven't done** / **do not do** / **hadn't done** my homework yet.
- g We **already met** / **had already met** / **have already met** our English teacher before we started this school year.
- h She **wore** / **is wearing** a headband today.
- i You must **tell** / **say** the truth to your teacher.
- j Don't frown! I'm **taking** / **I took** your photo.

☐ 10

## Reading

### 11 Read the text and answer the questions.

The police arrested a circus owner yesterday. Arthur Williams, the 57-year-old owner of Williams Circus, hit an animal rights protestor who was protesting outside the circus. The protestor, Alan Johnson, called the police and when they arrived they arrested Mr Williams and took him to the police station.

Mr Johnson was giving people leaflets about animal rights at the entrance to the circus. His friends were putting up animal rights posters outside the circus. Mr Johnson and his friends were protesting about the circus using bears.

A spokesperson for the circus said, 'We treat our animals very well. They have a good life here. People can have their own opinions, but this man was giving people false information. He and his friends were telling lies.' The police later released Mr Williams and he returned to the circus. Mr Johnson was taken to hospital but is now back home with his family. He says that he is planning to protest outside the circus again tomorrow.

a Who is Arthur Williams?

.....  
.....

b What did he do yesterday?

.....  
.....

c Why were Mr Johnson and his friends protesting?

.....  
.....

d Where is Mr Williams now?

.....  
.....

e What is Mr Johnson planning to do tomorrow?

.....  
.....

☐ 40

## Units 1–3

[illegible]

VOCABULARY		20 points
GRAMMAR		60 points
READING		40 points
WRITING		40 points
SUB-TOTAL		160 points
de by 2 = TOTAL		80 points

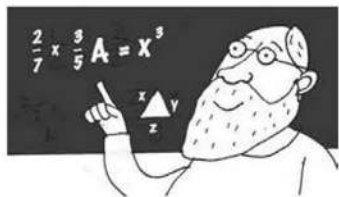
# End-of-Term Test

# Units 4–6

## Vocabulary

### 1 Circle the correct alternatives.

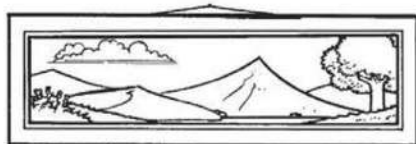
- a John loves cooking and wants to work in **the media / catering**.
- b John is training to become a primary teacher. He wants to work in **education / social care**.



- c He goes to the gym a lot. He's very **fit / outgoing**.
- d She's very **experienced / punctual**. She always arrives on time.
- e You need to live in a sunny place to use **wind power / solar power**.
- f The situation that causes an increase in the world's temperature is called **global warming / renewable energy**.



- g If you want to be green, you should **improve / recycle** paper, cans and bottles.
- h Oil **polluting / pollution** causes a lot of damage to sea life.
- i Turner was an English **painter / sculptor** who was famous for landscapes.



- j Versace and Armani are famous **painters / fashion designers**.
- k Granite and marble are examples of **stone / metal**.
- l **Ice / Wool** is made when water freezes.

☐ 12

### 2 Match the job sectors in the box with the jobs.

the media catering construction law  
agriculture education performing arts  
tourism

- a farmer .....  
b dancer .....  
c journalist .....  
d builder .....  
e chef .....  
f teacher .....  
g lawyer .....  
h travel agent .....



☐ 4

### 3 Complete the table by writing the nouns.

Verb	Noun
pollute	(a)
improve	(b)
develop	(c)
protect	(d)

☐ 4



## Grammar

### 4 Complete the sentences with the correct form of *be going to*.

- a She ..... do her homework.
- b It ..... rain this afternoon.
- c The teacher ..... correct our tests.
- d We ..... walk to school.
- e My parents ..... buy a new car.

☐

5

### 5 Complete the sentences with *will* or *won't*.

- a Jamie ..... work in catering because he can't cook.
- b I think Brazil ..... win the World Cup.
- c Maybe he ..... get a job in tourism because he's really interested in travel.
- d John says he probably ..... go to university next year.
- e He ..... study English because he doesn't like languages.

☐

5

### 6 Write the questions. Use the present continuous.

- a What time / you / meet / your friends / this evening?

.....

- b What / you / do / after school?

.....

- c When / they / go / on holiday?

.....

- d You / stay / at school / tomorrow?

.....

☐

8

### 7 Circle the correct alternatives.

- a Our teacher wants **giving** / **to give** us a lot of homework today.
- b She really enjoys **to read** / **reading** fantasy novels.
- c It's a good idea to practise **answering** / **to answer** questions before you go to an interview.
- d I'm thinking about **to find** / **finding** a job in the media.
- e The perfect job isn't easy **finding** / **to find**.
- f I need **to do** / **doing** this exercise again.

☐

6

### 8 Complete the sentences with *will* or *would*.

- a You ..... save a lot of electricity if you turned off all the lights.
- b ..... you visit me if I was in hospital?
- c If we decide to go to the cinema, I ..... call you.
- d We ..... be very happy if we pass the exam.
- e If I see Maria, I ..... tell her the news.
- f What ..... you do if you lost all your money?
- g If the car broke down, you ..... be cross.
- h If we miss the train, we ..... catch the bus.
- i ..... you play football if it's raining?
- j If I'm late, I ..... call you and let you know.

☐

10

## 9 Circle the correct alternatives.

- a I wouldn't have bought that food if I **had known** / **would have known** that it was genetically modified.
- b If we **didn't go** / **hadn't gone** to the party, we wouldn't have seen our friends.
- c If she had studied more, she **had passed** / **would have passed** the test.
- d If we **hadn't recycled** / **didn't recycle** those bottles, they would have gone to a landfill site.
- e My sister **had been** / **would have been** angry if I had told her about them.
- f If I had studied journalism, I **had found** / **would have found** a job in the media.

☐ 6

## 10 Complete the sentences with the correct form of the verbs in brackets. Use the passive form.

- a Craft products ..... (sell) at the art gallery.
- b The movie ..... (show) on TV next week.
- c The winner ..... (contact) by phone.
- d *Don Quijote* ..... (write) by Cervantes.
- e This sculpture ..... (make) of bronze.
- f This building ..... (build) last year.
- g The classroom ..... (use) by a lot of students.
- h The museum ..... (visit) by thousands of people every year.
- i The shop ..... (open) by the Queen yesterday.
- j Look! The walls ..... (cover) with graffiti!

☐ 20

## Reading

### 11 Read the text and answer the questions.

Sir Ranulph Fiennes is a British explorer, who was born in 1944. He was the first person to visit both the North and South Poles.

One summer's day in 2003, he was sitting in a plane at Bristol Airport when he suffered a heart attack. He was taken to a local hospital where a team of doctors saved his life.

Just four months later, Fiennes ran seven marathons in seven days on seven different continents. He ran the marathons (a distance of 42 km each) to raise money for charity. He ran with a friend and they completed the marathons in Patagonia (South America), the Falkland Islands (Antarctica), Sydney (Australia), Singapore (Asia), London (Europe), Cairo (Africa) and New York (North America). They slept on the plane, ate bananas and drank milk to give them energy.

Fiennes had some difficult moments. He almost stopped during the Singapore marathon. It was very hot and when he reached the end he thought that he couldn't run another one. But after he had eaten some food and had a short rest, he changed his mind. When people run a marathon, they usually have very tired legs the next day but Fiennes could still run and walk after seven marathons – incredible!

Although he is afraid of heights, in 2007 he climbed the north face of the Eiger, a terrifying climb even for experienced mountain climbers. Finally, in 2009, he reached the top of Mount Everest.

- a What happened to Ranulph Fiennes in the summer of 2003?

.....

- b What did he do just four months later?

.....

- c Where did he nearly stop?

.....

- d What did he eat and drink for energy?

.....

- e What did he do in 2007?

.....

☐ 40

## Writing

12 Read the job advertisement and write a formal letter of application for the job (5 sentences). Say where you saw the advertisement and why you want the job. Describe your personal qualities and work experience. The information does not have to be true.



The South-East Times, 22nd June

### VACANCIES IN CATERING

The Old Harbour fish restaurant needs part-time waiters for the busy summer season. We need smart, reliable, friendly and hard-working people, who are able to work well in a team. Please send a formal letter of application to . . .

40

VOCABULARY	<input type="text"/>	20 points
GRAMMAR	<input type="text"/>	60 points
READING	<input type="text"/>	40 points
WRITING	<input type="text"/>	40 points
SUB-TOTAL	<input type="text"/>	160 points
Divide by 2 = TOTAL	<input type="text"/>	80 points

## Vocabulary

### 1 Circle the correct alternatives.

- a Fear of enclosed spaces is called **xenophobia** / **claustrophobia**.
- b Stella doesn't like **heights** / **the dark** so she never climbs up high mountains.



- c Your perfume **smells** / **sounds** really nice.
- d The sun **sounds** / **feels** very hot today.
- e I think she has fallen in love **with** / **of** her new boyfriend.



- f She started going **off** / **out** with him last year.
- g We were **promised** / **invited** to a party last week.
- h I **explained** / **offered** to help her with her homework.
- i The view from the top of the mountain is **wonderful** / **dangerous**.
- j The hotel is warm and **comfortable** / **mysterious**.

☐ 10

### 2 Complete the adjectives with vowels.

- a r...l...x...ng bike ride
- b ...ncr...d...bl... fish
- c myst...r.....s place
- d p.....c...f...l countryside
- e f...m.....s building



☐ 5

### 3 Complete the sentences with the words in the box.

germs promised smells finished  
beautiful



- a We ..... not to stay out too late.
- b She's sad because he ..... with her.
- c People who are afraid of ..... wash their hands a lot.
- d Fresh bread always ..... delicious.
- e Cambridge is a ..... city.

☐ 5

## Grammar

### 4 Circle the correct alternatives.

- a He has lived in France for five years and he **can** / **has to** speak French very well.
- b It's Saturday tomorrow so we **mustn't** / **don't** **have to** go to school.
- c She has an exam next week so she **has to** / **can** study.
- d Air travellers **can't** / **must** show their passports when they check in.
- e I **can't** / **mustn't** find my dictionary. Have you seen it?
- f Turn off your mobile phone. You **don't have to** / **mustn't** use it in the plane.
- g We **have to** / **can** find the bridge to cross the river.
- h You **can't** / **don't have to** eat it if you don't like it.

☐ 8

### 5 Correct the sentences.

- a When I was at school I **must** wear a uniform.  
.....
- b My sister was lucky. She **hadn't to** wear a uniform.  
.....
- c I can speak English now but I **can't** speak it two years ago.  
.....
- d My brother **can** swim when he was four years old.  
.....
- e They **has to** recycle glass bottles.  
.....
- f They **doesn't** have to stay inside.  
.....
- g Birds **can't** fly.  
.....

☐ 7

### 6 Complete the sentences using *must*, *might* or *can't*.

- a John ..... be here. He's away on holiday.
- b They ..... be English but I'm not sure.
- c That ..... be his dictionary. It's got his name on it.
- d We ..... go to the cinema on Friday but we haven't decided yet.
- e She ..... be here somewhere. That's her coat.
- f She is having swimming lessons because she ..... swim.

☐ 6

### 7 Circle the correct alternatives.

- a She **said** / **told** that she had missed the bus.
- b He **said** / **told** the teacher that he had forgotten his homework.
- c They **said** / **asked** me if I spoke English.
- d We **told** / **asked** him if he lived near here.
- e He **said** / **told** that he lived in Omsk.
- f She **said** / **told** that she was tired.
- g I **told** / **said** her not to worry.
- h I **asked** / **said** him to repeat the question.

☐ 8

### 8 Complete the reported questions.

- a 'Do you speak Chinese?'  
He asked if I ..... Chinese.
- b 'Are you a student?'  
He asked if I ..... a student.
- c 'Did you pass the exam?'  
He asked if I ..... the exam.
- d 'Are you going to the party?'  
He asked if I ..... going to the party.
- e 'Do you like football?'  
He asked if I ..... football.
- f 'Have you seen the new *Batman* film?'  
He asked if ..... I the new *Batman* film.

☐ 6

## 9 Complete the sentences with the correct form of *used to*.

- a She ..... work in a restaurant.
- b They ..... live in France.
- c He ..... have long hair, he had short hair.
- d We ..... walk to school.
- e I ..... wear glasses when I was younger.
- f ..... they ..... work in retail? No, they didn't. They work in catering.
- g I ..... like cheese, but now I love it!
- h ..... she ..... live in France? Yes, she ..... speak French, but she learnt it at a language school.

☐ 10

## 10 Circle the correct alternatives.

- a Who **was written** / **writes** / **wrote** it? What else **he wrote** / **did he write** / **wrote he** ?
- b I **am meeting** / **meet** / **going to meet** my friends. We often **are going** / **go** / **will go** to the beach.
- c My parents **were buying** / **buy** / **bought** a new car last year. They used **travel** / **to travel** / **travelled** by train.
- d She **has lived** / **lives** / **was living** here for ten years.
- e While I **walk** / **was walking** / **have walked** home, I saw my friends.
- f *Hamlet* **is written** / **was written** / **wrote** by Shakespeare.
- g I **will be** / **would be** / **have been** very happy if I pass the exam.
- h What did he **say** / **said** / **was saying**? He **speaks** / **is speaking** / **was spoken** English.
- i I **didn't** / **haven't** / **did** know him before. We **were meeting** / **met** / **meet** on holiday.
- j They used to **celebrating** / **celebrated** / **celebrate** religious ceremonies there.

☐ 15

## Reading

### 11 Read the newspaper stories. Correct the sentences or answer the questions.

#### SHARK ATTACK

A shark badly injured a 15-year-old boy while he was surfing with his father at a Sydney beach. The boy was flown by helicopter to hospital. Police said the bites were deep but the boy did not have any broken bones. It was early in the morning when he was attacked. Police and lifeguards are searching for the shark.

#### AIRPORT CHAOS

Thousands of air passengers had to spend the night sleeping at airports yesterday after heavy snow closed several British airports. More than 200 flights were cancelled and the travel plans of more than 30,000 people were affected. The latest weather forecast says that the weather will be warmer today.

#### Shark attack

- a A shark attacked a swimmer.  
.....
- b He was driven by ambulance to hospital.  
.....
- c He was attacked in the early evening.  
.....
- d The police found the shark.  
.....

#### Airport chaos

- e Why were the airports closed?  
.....
- f How many people were affected?  
.....
- g Where did they sleep?  
.....
- h What is the latest weather forecast?  
.....

☐ 40

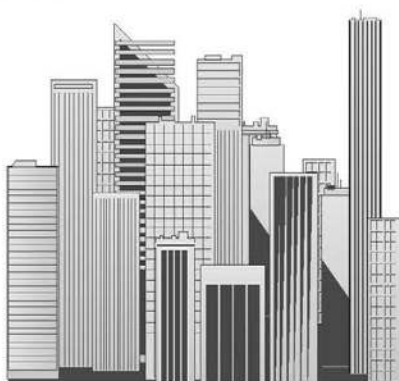


## Writing

**12** Read the two statements. Then complete the table with the advantages and disadvantages of living in a big city.

*'I love living in a big city. I enjoy visiting the museums and art galleries and there are so many other things to do as well.'*

'I hate living in a big city. There are so many people. It's also really expensive and sometimes it's dangerous too.'



Advantages:	
Disadvantages:	

10

**13 Write about the advantages and disadvantages of living in a big city (5 sentences). Complete the table with information to help you. Then use the statements in exercise 12 as a model. Use *because* to give reasons for your opinions.**

What is there to see or visit?	
What do you like about the place?	
What don't you like?	

[illegible]

30

VOCABULARY		20 points
GRAMMAR		60 points
READING		40 points
WRITING		40 points
SUB-TOTAL		160 points
de by 2 = TOTAL		80 points

## Vocabulary

### 1 Find and circle the odd one out in each group.

- a smell say  
taste feel
- b catering law  
education experience
- c punctual reliable  
relaxing mature
- d subway holiday  
elevator downtown
- e biography sculpture  
fantasy science fiction



☐ 5

### 2 Circle the correct alternatives.

- a She's wearing some plain **flowery** / leather shoes.
- b Children are not allowed to wear **shoelaces** / earrings at school.
- c Don't forget to **say** / tell thank you.
- d You **shrug** / shake your head to say 'no'.
- e The American word for underground is **subway** / mall.
- f His father is a farmer, so he wants to work in **retail** / agriculture, too.
- g She's very **ambitious** / punctual. She always arrives on time.
- h **Recycling** / Improving waste helps to protect the environment.
- i The *Mona Lisa* is one of the most famous **landscapes** / paintings in the world.
- j **Wool** / Wood is the material that comes from trees.

☐ 10

### 3 Write the correct word from the box below each definition.

frown journalist to finish with someone  
to go sightseeing vertigo

- a a fear of heights  
.....
- b to stop going out with someone  
.....
- c an expression on your face when you are cross  
.....
- d someone who interviews people and writes articles in newspapers  
.....
- e when you visit a new place and look around  
.....

☐ 5



## Grammar

**4 Complete the sentences with the verbs in brackets. Use the present simple or present continuous.**

- a She is really tired. She ..... (study) hard for her English exam.
- b Pete only ..... (see) his girlfriend at weekends because they live in different cities.
- c What ..... (do) this evening?
- d My parents ..... (not want) me to spend so much time on my computer.
- e They usually ..... (play) tennis on Saturdays.
- f He ..... (watch) TV at the moment.

☐ 6

**5 Complete the table.**

infinitive	past simple	past participle
(a) go		
(b) find		
(c) think		
(d) have		
(e) be		

☐ 10

**6 Complete the sentences with the verbs in brackets. Use the past simple or past continuous.**

- a I ..... (have) lunch in my office yesterday when the telephone ..... (ring).
- b I ..... (not answer) it because I ..... (eat).
- c Then the receptionist ..... (come) into my office.
- d She ..... (tell) me someone ..... (wait) for me in Reception.
- e I ..... (go) down to Reception and (see) a man who ..... (wear) a long black leather coat.

☐ 10

**7 Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous or present perfect.**

- a We ..... (visit) a great beach on holiday last year.
- b What ..... you ..... (do) last weekend?
- c They ..... (live) here for 20 years.
- d ..... you ever ..... (be) to the USA?
- e I ..... (never see) such a beautiful painting.
- f I ..... (hear) something really strange last night.
- g I ..... (watch) TV when I ..... (hear) a bang.
- h While I ..... (read) my book I ..... (sit) on the sofa.

☐ 10

**8 Order the words to make reported questions with *if*.**

- a asked / She / if / I / farmer / was / a  
.....
- b the / asked / if / beautiful / view / was / She  
.....
- c could / She / if / swim / I / asked  
.....
- d asked / in / they / She / performing / if / worked / arts / the  
.....
- e liked / if / I / still / asked / life / She  
.....
- f would / her / lend / She / asked / I / if / my / ruler  
.....

☐ 6

## 9 Circle the correct alternatives.

- a If we **work / worked** hard, we will pass the test.
- b If she **hadn't gone / didn't go** to the party, she wouldn't have met Steve.
- c I would be very unhappy if I **fail / failed** the exam.
- d My sister **would be / would have been** very unhappy if I had read her diary.
- e What **will happen / would happen** if we didn't recycle our waste?
- f If they play well, they **will win / won't win** the match.

☐ 6

## 10 Circle the correct alternatives.

- a Who **did paint / painted** *The Girl with Peaches*?
- b I am **having / going to have** lunch with my friends tomorrow.
- c He **was buying / bought** a computer last week.
- d She left home only two minutes ago so she **can't / might** be at school yet.
- e While I **am walking / was walking** home, I saw a car accident.
- f The Guggenheim Museum Bilbao **was designed / designed** by Frank Gehry.
- g I **will be / would be** very angry if they don't arrive on time.
- h After I **have eaten / had eaten** dinner, I did my homework.
- i If you go outside you **get / will get** wet. It's raining!
- j **Are you doing / Do you** anything special at the weekend?
- k There are a lot of restaurants **where / that** they serve good food.
- l I really enjoy **watching / watch** sport on television.

☐ 12

## Reading

### 11 Read the text and choose the correct answers.

Leonardo DiCaprio was born in Los Angeles, California on November 11, 1974. He started acting when he was just five years old, despite the fact that he was rejected by an agent because his name sounded foreign.

His first film role was in 1991 in a film called *Critters 3* and his first major role came two years later in the film *This Boy's Life*. In 1993, he co-starred with Johnny Depp in the film *What's Eating Gilbert Grape* and was nominated for an Oscar for his performance. He had to wait more than ten years for his next Oscar nomination. This time it was for his performance in *The Aviator*. The following year he was nominated again for his role in *Blood Diamond*. Despite these nominations, DiCaprio has never won an Oscar.

The film that made DiCaprio into a superstar was *Titanic* (1997) in which he starred with Kate Winslet. The film won 11 Oscars, including Best Film and Best Director, but DiCaprio was not nominated for an award.

- 1 DiCaprio was born in ...
  - a New York.
  - b San Francisco.
  - c Los Angeles.
- 2 He was rejected by an agent because ...
  - a he was only five years old.
  - b his name sounded foreign.
  - c his acting wasn't good enough.
- 3 He was first nominated for an Oscar for his performance in ...
  - a *Critters 3*.
  - b *This Boy's Life*.
  - c *What's Eating Gilbert Grape*.
- 4 DiCaprio ...
  - a hasn't won any Oscars.
  - b has won two Oscars.
  - c has won three Oscars.
- 5 *Titanic* won an Oscar for ...
  - a Best Actress.
  - b Best Actor.
  - c Best Director.

☐ 40

## Writing

12 Read about Sarah. Circle the reasons why she is unhappy. Then write an e-mail to Sarah giving her advice (5 sentences).



Sarah is a 17-year-old English girl from Manchester. She is really unhappy at the moment because her parents want to emigrate to Canada. Sarah doesn't want to leave her school, her friends or her boyfriend.

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40

VOCABULARY	<input type="text"/>	20 points
GRAMMAR	<input type="text"/>	60 points
READING	<input type="text"/>	40 points
WRITING	<input type="text"/>	40 points
SUB-TOTAL	<input type="text"/>	160 points
Divide by 2 = TOTAL	<input type="text"/>	80 points

# Tests Answer Key

## Diagnostic Test

- 1 a unlucky  
b dangerous  
c strong  
d easy  
e useless
- 2 a garage  
b cafe  
c hospital  
d police station  
e office
- 3 a is/ 's  
b is/ 's  
c 'm  
d is  
e are  
f 'm  
g are  
h 're  
i 'm  
j are
- 4 a my  
b his  
c Her  
d your  
e our
- 5 a 2  
b 1  
c 2  
d 3  
e 2
- 6 a are  
b does  
c wasn't  
d can  
e 'm not
- 7 a on  
b -  
c at  
d at  
e in
- 8 a was  
b decided  
c did you get  
d walked

- e was  
f arrived  
g were  
h didn't swim  
i did you do  
j talked

- 9 a a  
b some  
c is  
d some  
e any

10 *Students' own answers.*

11 *Students' own answers.*

## Unit 1 Progress Test

- 1 a leather  
b denim  
c velvet  
d cotton  
e tartan
- 2 a style  
b glasses  
c bag  
d varnish  
e rings
- 3 a is doing  
b do  
c spends  
d is wearing  
e am reading
- 4 a often do you go  
b are you doing  
c do you usually do  
d is Vanessa sitting  
e are you meeting
- 5 a What is she wearing?  
b Where does he live?  
c What time does the lesson finish?  
d When is she meeting her friends?  
e How often do you go to the cinema?
- 6 a who  
b where

- c which  
d where  
e which

- 7 a who  
b where  
c when  
d which  
e where

- 8 a greenhouse gases  
b people burning fuel  
c it is slowly beginning to melt  
d by saving energy and using public transport  
e by making it cheaper to travel by public transport

- 9 Hi, I'm Peter. I am sixteen years old and my birthday is in September. I've got a brother called Tom and a sister called Helen. I live in London. How about you?

10 *Students' own answers.*

## Unit 2 Progress Test

- 1 a say  
b make  
c make  
d take  
e tell  
f take
- 2 a role play  
b bestseller  
c fantasy  
d autobiography  
e film script  
f comic  
g legend  
h science fiction
- 3 a wanted  
b were talking  
c were making  
d asked  
e told  
f went  
g was watching  
h decided



- i came
  - j were talking
- 4 a have made  
b has read  
c hasn't seen  
d haven't been  
e has given  
f has met
- 5 a Have you ever been to London?  
b Have you ever read a biography?  
c Has he ever had an accident?  
d Have you ever met a famous person?  
e Has your teacher given you a lot of homework?  
f Have you ever bought a comic?
- 6 a He is a fisherman.  
b It is 84 days since he caught a fish.  
c He catches an enormous marlin / fish.  
d It takes two days.  
e Its head, tail and bones are left.
- 7 A boy was rescued by a walker when he fell into a river. He was playing with a friend when he fell in. His mother, Susan Smith, told reporters that he is resting at home in Oxford.

8 *Students' own answers.*

### Unit 3 Progress Test

- 1 a shrug your shoulders  
b laugh  
c hold hands  
d frown  
e wink
- 2 a since  
b for  
c for  
d for  
e since
- 3 a have lived, moved  
b went, haven't visited  
c finished, haven't called  
d have been

- e started
  - f have known, met
- 4 a had lived, learnt  
b came, had never travelled  
c had finished, met  
d called, had just had  
e had studied, took
- 5 a He could speak (Spanish / Italian / French / German / Chinese / Basque / Russian / German / Arabic / Polish).  
b He was 92 years old when he died.  
c He started working for the BBC during the Second World War.  
d He retired in 1974.  
e He learnt Spanish and Italian at junior school.

6 *Students' own answers.*

7 *Students' own answers.*

### Unit 4 Progress Test

- 1 1 d  
2 e  
3 a  
4 c  
5 b
- 2 1 are you meeting c  
2 are you doing a  
3 Are you going b  
4 Is Lucy coming e  
5 are you meeting d
- 3 a 'll / will  
b 'll / will  
c won't  
d 'll / will  
e will
- 4 a are going to visit  
b are going to come  
c am going to see  
d we are going to have  
e am going to stay
- 5 a learning  
b to find  
c getting  
d listening  
e to work
- 6 a 53% work during the holidays.

- b They work in tourism, agriculture, retail and catering.
- c They can find work in a supermarket.
- d They find work helping in summer camps.
- e They are cafés, restaurants and bars.

7 *Students' own answers.*

### Unit 5 Progress Test

- 1 a damage  
b protect  
c recycle  
d improvement  
e demonstrate
- 2 a doesn't  
b hurry  
c if  
d won't  
e will
- 3 a won  
b used  
c failed  
d saw  
e wouldn't be
- 4 1 will, do, c  
2 would, feel, a  
3 would, live, e  
4 will, do, b  
5 would, go, d
- 5 a would have helped  
b had protected  
c hadn't used  
d would have become  
e would have passed
- 6 a false  
b false  
c false  
d true  
e false  
f true  
g true  
h true  
i true  
j false

7 *Students' own answers.*

### Unit 6 Progress Test

- 1 a silver  
b bronze

- c stone
  - d gold
  - e wooden
  - f fashion design
  - g landscape
  - h portrait
  - i sculpture
  - j graffiti
- 2 a are made  
b is read  
c is spoken  
d is used  
e are recycled
- 3 a was painted  
b is visited  
c was caused  
d was designed  
e was discovered  
f was written  
g wasn't chosen  
h was bought
- 4 a are painted  
b is recorded  
c was made  
d was built  
e will be opened  
f will be sold
- 5 a Are cars made here?  
b Is English spoken in Canada?  
c Was the window broken yesterday?  
d Will the gallery be closed on Sunday?
- 6 a is, made  
b were, given  
c was, published  
d will, be announced  
e are, sold
- 7 a His most famous paintings are his collection called *Sunflowers*.  
b His most famous paintings were painted during the last four years of his life.  
c He shot himself.  
d He painted 900 paintings.  
e Attacks of depression helped him to paint well.
- 8 *Students' own answers.*

## Unit 7 Progress Test

- 1 a heights  
b flying  
c spiders  
d the dark  
e germs
- 2 a sounds  
b smells  
c looks  
d tastes  
e feels
- 3 a can't  
b don't have to  
c mustn't  
d have to  
e can
- 4 a couldn't  
b couldn't  
c had to  
d didn't have to  
e couldn't
- 5 a can't  
b might  
c must  
d can't  
e might
- 6 a must  
b can't  
c might  
d must  
e might
- 7 a They are all afraid of flying. / They are all aerophobic.  
b Ten million people in this country are afraid of flying.  
c It can prevent people from going on holiday, visiting family and friends and travelling for work.  
d Claustrophobia, acrophobia or a fear of not being in control can all cause a fear of flying.  
e The best solution is education and to find out about aviation.
- 8 *Students' own answers.*

## Unit 8 Progress Test

- 1 a fancied  
b asked  
c went

- d got  
e finish
- 2 a explained  
b refused  
c promised  
d complained  
e agreed
- 3 a said  
b told  
c told  
d asked  
e said
- 4 a had  
b had  
c wouldn't  
d couldn't  
e was learning
- 5 a She said that she didn't like sport.  
b Peter said that he was watching television.  
c She told her parents that she hadn't seen Emma.  
d He said that he would do it later.  
e He said that he couldn't find his dictionary.
- 6 a had seen  
b my teacher was  
c could speak  
d if I knew  
e was learning
- 7 a 'Are you Russian?'  
b 'Do you live in Kaluga?'  
c 'Do you like music?'  
d 'Did you pass the exam in December?'  
e 'Will you get married in the future?'
- 8 a More than seven million copies of tabloid newspapers are sold every day.  
b *The Sun* is the biggest-selling daily newspaper.  
c *The Daily Telegraph* sells over 850 000 copies a day.  
d Broadsheet newspapers have news stories from around the world and editorial sections on travel, arts and education.

- e Rupert Murdoch owns *The Times*, *The Sun* and Sky TV.

9 *Students' own answers.*

### Unit 9 Progress Test

- 1 a mysterious  
b incredible  
c comfortable  
d peaceful  
e relaxing
- 2 a take  
b go  
c see  
d buy  
e hire
- 3 a used to have  
b used to walk  
c didn't use to drive  
d used to think  
e didn't use to use
- 4 a use to have  
b use to play  
c use to live  
d use to take  
e use to be
- 5 a I saw my friend.  
b No one saw me.  
c She married Peter.  
d Peter married her.  
e They got married.
- 6 a past perfect  
b past continuous  
c present simple  
d present continuous  
e present perfect
- 7 a would be  
b hadn't studied  
c have had  
d was playing  
e had studied
- 8 a It took him 66 days.  
b He swam 5,265 kilometres.  
c The longest river in the world is the Nile.  
d Piranhas, alligators, snakes and sharks all live in the Amazon.  
e He doesn't plan to swim the Nile because it is too easy for him.

9 *Students' own answers.*

### End-of-Term Test Units 1–3

- 1 a sunglasses  
b scarf  
c take  
d say  
e autobiography  
f legend  
g shake  
h smile  
i vacation  
j shopping centre
- 2 a headband  
b nose stud  
c shoelaces  
d hairstyle  
e handbag
- 3 a fries  
b soccer  
c elevator  
d movie  
e awesome
- 4 a doesn't go  
b start  
c don't like  
d is watching  
e is Lucy crying  
f do you get up  
g is Sarah doing  
h is wearing
- 5 a was walking  
b saw  
c was talking  
d waved  
e didn't see  
f wasn't wearing
- 6 a who  
b which  
c where  
d where  
e which  
f who
- 7 a has given  
b have visited  
c have lived  
d haven't finished  
e have you been  
f have known
- 8 a has lived  
b was  
c has bought  
d has used

- e decided  
f won  
g took  
h has been

- 9 a had already studied, came  
b had seen, wanted  
c had never travelled, went  
d had already finished, arrived  
e had been, visited
- 10 a have you lived  
b who  
c is she doing  
d were you doing  
e for  
f haven't done  
g had already met  
h is wearing  
i tell  
j I'm taking
- 11 a Arthur Williams is a circus owner.  
b Yesterday he hit an animal rights protestor.  
c They were protesting about the circus using bears.  
d Mr Williams is at the circus.  
e Mr Johnson is planning to protest outside the circus again.

12 *Students' own answers.*

### End-of-Term Test Units 4–6

- 1 a catering  
b education  
c fit  
d punctual  
e solar power  
f global warming  
g recycle  
h pollution  
i painter  
j fashion designers  
k stone  
l ice
- 2 a agriculture  
b performing arts  
c the media  
d construction  
e catering  
f education  
g law  
h tourism

- 3 a pollution  
b improvement  
c development  
d protection

- 4 a is going to  
b is going to  
c is going to  
d are going to  
e are going to

- 5 a won't  
b will  
c will  
d won't  
e won't

- 6 a What time are you meeting your friends this evening?  
b What are you doing after school?  
c When are they going on holiday?  
d Are you staying at school tomorrow?

- 7 a to give  
b reading  
c answering  
d finding  
e to find  
f to do

- 8 a would  
b Would  
c will  
d will  
e will  
f would  
g would  
h will  
i Will  
j will

- 9 a had known  
b hadn't gone  
c would have passed  
d hadn't recycled  
e would have been  
f would have found

- 10 a are sold  
b will be shown  
c will be contacted  
d was written  
e is made  
f was built  
g is used  
h is visited

- i was opened  
j are covered

- 11 a He had a heart attack.  
b He ran seven marathons in seven days on seven different continents.  
c He nearly stopped in Singapore.  
d He ate bananas and drank milk.  
e In 2007 he climbed the north face of the Eiger.

12 *Students' own answers.*

### End-of-Term Test Units 7–9

- 1 a claustrophobia  
b heights  
c smells  
d feels  
e with  
f out  
g invited  
h offered  
i wonderful  
j comfortable

- 2 a relaxing  
b incredible  
c mysterious  
d peaceful  
e famous

- 3 a promised  
b finished  
c germs  
d smells  
e beautiful

- 4 a can  
b don't have to  
c has to  
d must  
e can't  
f mustn't  
g have to  
h don't have to

- 5 a had to  
b didn't have to  
c couldn't  
d could  
e have to  
f don't  
g can

- 6 a can't  
b might  
c must  
d might  
e must  
f can't

- 7 a said  
b told  
c asked  
d asked  
e said  
f said  
g told  
h asked

- 8 a spoke  
b was  
c had passed  
d was  
e liked  
f had seen

- 9 a used to  
b used to  
c didn't use to  
d used to  
e used to  
f Did, use to, used to  
g didn't use to  
h Did, use to, didn't use to

- 10 a wrote  
b did he write  
c am meeting  
d go  
e bought, to travel  
f has lived  
g was walking  
h was written  
i will be  
j say  
k speaks  
l didn't  
m met  
n celebrate

- 11 a A shark attacked a boy while he was surfing.  
b He was flown by helicopter.  
c He was attacked in the early morning.  
d The police are looking for the shark.  
e They were closed because of heavy snow.  
f More than 30 000 people's travel plans were affected.

- g They slept at the airport.
- h It will be warmer today.

12 *Students' own answers.*

13 *Students' own answers.*

### End-of-Year Test Units 1–9

- 1 a say  
b experience  
c relaxing  
d holiday  
e sculpture

- 2 a leather  
b earrings  
c say  
d shake  
e subway  
f agriculture  
g punctual  
h Recycling  
i paintings  
j Wood

- 3 a vertigo  
b to finish with someone  
c frown  
d journalist  
e to go sight seeing

- 4 a is studying  
b sees  
c are you doing

- d don't want
- e play
- f is watching

- 5 a went, gone  
b found, found  
c thought, thought  
d had, had  
e was / were, been

- 6 a was having, rang  
b didn't answer, was eating  
c came  
d told, was waiting  
e went, saw, was wearing

- 7 a visited  
b did, do  
c have lived  
d Have, been  
e have never seen  
f heard  
g was watching, heard  
h was reading, sat

- 8 a She asked if I was a farmer.  
b She asked if the view was beautiful.  
c She asked if I could swim.  
d She asked if they worked in the performing arts.  
e She asked if I liked still life.  
f She asked if I would lend her my ruler.

- 9 a work  
b hadn't gone  
c failed  
d would have been  
e would happen  
f will win

- 10 a painted  
b going to have  
c bought  
d can't  
e was walking  
f was designed  
g will be  
h had eaten  
i will get  
j Are you doing  
k where  
l watching

- 11 1 c  
2 b  
3 c  
4 a  
5 c

12 *Students' own answers.*