



Spotlight 8

Teacher's Book

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Express Publishing

Published by Express Publishing

**Liberty House, New Greenham Park, Newbury,
Berkshire RG19 6HW**

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<http://www.expresspublishing.co.uk>

© Virginia Evans — Jenny Dooley — Olga Podolyako — Julia Vaulina, 2009

Design and illustration © Express Publishing, 2009

First published 2009

Made in EU

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ISBN:

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Introduction

Spotlight 8 is an English course based on the Common European Framework of Reference and designed for B2 level students.

Spotlight 8 develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through pleasant tasks and topics, paying attention to their needs, feelings and desires) learning.

The coursebook consists of eight modules of nine lessons each. **Each module** is designed to be taught in **nine 50-minute lessons**. Each module ends with a Spotlight on Exams section as well as a Progress Check section.

COURSE COMPONENTS

Student's Book

The Student's Book is the main component of the course. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see *Elements of a Module*).

Workbook

The Workbook is in full colour.

The **Workbook** contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language presented in the Student's Book through a variety of exercises, incorporating all four skills.

My Language Portfolio

My Language Portfolio contains material to be used in a variety of tactile tasks throughout the course. This material is printed on pages which students may then cut out and file in their individual Language Portfolios (see *Students' Language Portfolios*).

Teacher's Book

The Teacher's Book contains detailed Teacher's notes, which provide:

- objectives of each unit in a clear and concise way
- step-by-step lesson plans and suggestions on how to present the material
- a full Key to the exercises in the Student's Book and Workbook
- tapescripts of all listening material

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course.

Student's Audio CD

The Student's Audio CD contains the recorded dialogues and the main texts in the Student's Book, and may be used for the purposes of homework, preparation and practice.

ELEMENTS OF A MODULE

Each module starts with a module presentation page to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module. Each module contains the sections described below.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly. Further Practice is provided in the Word Perfect section at the back of the book.

Reading

Dialogues

In each module there is a situational dialogue set in an everyday context in order to familiarise students with natural language. This dialogue also presents useful expressions so that students can practise everyday English.

Texts

Throughout each module there is a wide variety of reading texts such as e-mail, text messages, letters, articles, poems, etc, which allow skills such as reading for gist and reading for specific information to be systematically practised.

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. There is a Grammar Reference Section at the back of the Student's Book which offers detailed explanation of each grammar point. Further practice is provided in the Grammar Check section at the back of the book.

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module. Many tasks

included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Speaking

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities.

Pronunciation/Intonation

Pronunciation/Intonation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Everyday English

These sections provide practice in real-life communication skills and promote active learning. Standard expressions and language structures associated with realistic situations are presented through everyday situations and students are given the opportunity to fully activate the language taught.

Songs

There are song sheets at the back of the Student's Book containing songs connected to the theme of the modules as well as related tasks. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Games

These sections use the format of a team competition to consolidate the learning of vocabulary, expressions and grammar presented in the module. Games enable students to use new language in an enjoyable way and promote humanistic learning.

Study Skills

Brief tips, explanations and reminders, at various points throughout each module, help students to develop strategies which improve holistic learning skills and enable students to become autonomous learners of the English language.

Writing

In the fifth lesson of each module, students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed.

Further Writing Practice

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, descriptions, notes, postcards and articles.

Culture Corner section

In these interesting and informative pages, students are provided with cultural information and read about aspects of English speaking countries which are thematically linked to the module. The section also contains related tasks and creative projects, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Literature section

This section enables students to familiarise themselves with literature extracts from various authors in English.

Across the Curriculum section

This section enables students to link the theme of the module to a subject on their school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. These units contain

lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Going Green section

Through a variety of reading texts, these pages raise students' awareness of environmental issues.

Progress Check

These sections appear at the end of each module, and reinforce students' understanding of the topics, vocabulary and structures that have been presented. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

SUGGESTED TEACHING TECHNIQUES

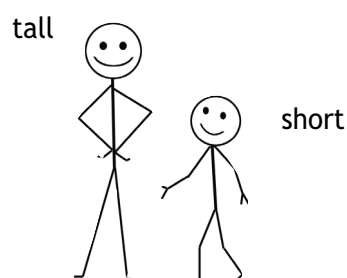
A – Presenting new vocabulary

Much of the new vocabulary in *Spotlight 8* is presented through pictures, or by encouraging students to refer to the Word List or their dictionaries. Vocabulary is always presented in context, and emphasis is placed on collocations, phrasal verbs, idioms and word association, since memorising new words is easier when they are presented in lexical sets.

Further techniques that you may use to introduce new vocabulary include:

- *Miming*. Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions*. Examples:
 - Present *store* by giving a synonym: *A store is a shop.*
 - Present *tall* by giving its opposite: *He isn't short, he's tall.*
 - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*

- Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*
- **Context.** Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Moscow is a city, but Suzdal is a town.*
- **Visual prompts.** Show photographs or drawings to make understanding easier.
- **Use of (bilingual/monolingual) dictionary.** Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- **Sketching.** Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Flashcards.** Make Flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B – Writing

All writing tasks in *Spotlight 8* have been carefully designed to guide students to produce a successful piece of writing.

- Always read the model text provided and deal in detail with the vocabulary tasks. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

When assigning writing tasks, prepare students as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned homework tasks include:

- **Vocabulary.** Students memorise the meaning of words and phrases.
- **Spelling.** Students learn the spelling of particular words without memorising the text in which they appear.
- **Reading aloud.** Assisted by the Student's CD, students practise at home in preparation for reading aloud in class.
- **Writing.** After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

All learners make errors; they are part of the process of learning. The way errors are dealt with depends on the activity.

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a notice board in the classroom or school, or give 'reward' stickers. Praise effort as well as success.

E – Class organisation

- *Open pairs.* The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.* Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.

Stages in pairwork:

- Organise students into pairs
- Set the task and time limit
- Rehearse the task in open pairs
- Ask students to do the task in closed pairs
- Go around the class and help students
- Pairs report back to the class

- *Groupwork.* Groups of three or more students work together on a task or activity. Class projects or role play are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Rolling questions.* A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

F – Using the Student's Audio CD

All dialogues and texts in the Culture Corner and Extensive Reading sections are recorded on the Student's Cassette or CD. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud.

STUDENTS' LANGUAGE PORTFOLIOS

At the beginning of the course, students should be asked to obtain a suitable folder, or sectioned document wallet, which they will bring to each lesson and which will hold their personal Language Portfolio.

This will be used to store not only the material cut out of the printed supplement, *My Language Portfolio*, but also a wide variety of other documents and material.

In practice, Language Portfolios may include projects or other written work; computer diskettes with work or drawings completed inside or outside the class; video cassettes with the students' favourite story, filmed performances of songs, school plays, Evaluation Sheets and reports from teachers, various realia or pictures and so on. In short, it is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language.

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both inside and outside the classroom. The main emphasis is on the process of learning, so that while compiling their Language Portfolios, learners develop the skill of working independently.

The aim of the Language Portfolio is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Learners are usually willing to experiment and try new things, but at the same time, can be discouraged if they are not sure what is required of them. Once a routine has been established and learners begin to develop their autonomy, they can be given more responsibility and freedom. Learners will still appreciate feedback and appraisal though, so it is important that their efforts are monitored and facilitated.

First Steps

It is suggested that work on the Language Portfolio is started a few weeks into the course once students have made some progress in the English Language. At this level a letter can be sent home to parents to inform them that the students will need a folder, plastic envelopes, etc. At the beginning of the first session, ask the students to turn to page three of their Language Portfolio. Go

through the letter together, making sure that the students have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they do not understand. Then give the students some time to arrange their Language Portfolio. Go around, providing any necessary help.

Once the students have arranged their Language Portfolio, go through each page together, commenting on the layout and pictures, and giving a brief explanation of the content of each page. Spend some time going through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the students to do the activities in the *Dossier* section.

How to approach each section

I) Language Passport

Read out the introductory paragraph as the students follow silently. Answer any questions they may have. Each time they are given something for this section, remind them to make a record and file it in the appropriate section of their Language Portfolio.

II) Language Biography

Spend some time on each section, making sure the students know what is required of them.

Here is a brief explanation of the rationale of each section:

- *All about me*: Students fill in their personal information and record their exposure to the English language.
- *How I learn*: Go through the section along with students, providing any necessary help. The purpose of this section is for both students and teacher to be able to determine each student's individual learning style (*i.e. visual, auditory, tactile/kinaesthetic*) and needs.

- *My World of English*: By updating the record, students get a sense of achievement in the target language.
 - *Now I can*: Students have the opportunity to assess their own learning. If a student moves to a new school his/her teacher will also be able to gauge this student's level.
 - *Future Plans*: Students record their intentions and ambitions concerning their improvement in the target language.
- *Visual Learners* need to see the teacher's body language and facial expression to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
 - *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.
 - *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

III) Dossier

The activities have been designed to reinforce the language covered in each module. They can be done upon completion of each module or at a time convenient to the teacher, provided that students have covered the corresponding module.

It is suggested that teachers participate in the activities by bringing in a completed version of an activity to be presented. Students need to be motivated and inspired, and the following is a suggestion on how to approach each activity. Every time students present an activity, give them due praise and attention, reward them with stickers, etc. In general, make them feel that they have done something special; in this way, all the class will be encouraged to do likewise.

TYPES OF LEARNING STYLES

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute 'best' method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning style in order to help the learners learn according to their personal learning styles.

ABBREVIATIONS

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	et cetera
sb	somebody
sth	something

Module 1

Look at Module 1

Refer Ss to the title of module, Socialising and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to how people interact with each other in their daily lives, with their families and friends. I think we will learn about how we socialise in different situations and in other countries.

Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 10).

- T: What page is the picture on?
 S1: It's on page 10. It's a group of friends.
 T: What do you think they are doing?
 S2: They are spending time together and having fun.
 T: How often do you spend time with your friends?
 S3: Every day after school.
 T: What do you do with your friends?
 S4: Sometimes we go out to the cinema, other times we go over to each other's house and talk.

Pic 2 (p. 12)

How old do you think this boy is? Do teenagers have a difficult time in social situations? Why? Is it difficult to meet people and make friends as a teenager?

Pic 3 (p. 13)

What are these people doing in the picture? Are they enjoying themselves? How do you think they feel? What things do you do with your friends?

Pic 4 (p. 21)

What is happening in this picture? What do you think the men are saying? When you meet people on the street what do you do and say? Are you friendly when you meet new people?

Socialising

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

notes (p. 15)

What do the notes say? What are they for? Why did a person write them? Do you ever write notes like these?

a comic strip (p. 14)

What is the comic strip about? Is it funny? Where do we find comic strips? Do you read comic strips? Why?

greeting cards (p. 18)

What are these cards trying to say? Why do people send them? To whom do people send these cards? Have you ever sent a greeting card? What kind of card? To whom?

a poem (p. 22)

What is a poem? What is this poem about? Why do we write poems? Do you read or write poems? What about?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

- Listening and Speaking section
- a Culture Corner
- an Across the Curriculum section
- an English in Use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.



Reading & Vocabulary

Objectives

Vocabulary: meeting new people; adjectives; body language

Reading: predicting text content; reading for specific information

Speaking: discussing the purpose of a text; role playing; discussing a topic

Reading

1 **Focus ►** Predicting text content

- Elicit/explain the meaning of “prediction” (saying what you think something will be about, based on the evidence you have)
- Ask Ss to look at the picture and title. Invite them to predict what the text will be about. Write suggestions on the board.
- Read text and check Ss’ predictions.

Suggested Answer Key

The title of the text means finding out what people are like by getting to know them. To start a conversation with someone I don't know, I would introduce myself and ask the other person what their name is and what they do.

2 **Focus ►** Reading for specific information

- Explain the task, reminding Ss that it is not necessary to understand all the words in order to answer the questions.
- Ss answer the questions individually and then compare answers with partner.
- Check answers with class, asking Ss to justify their answers.

Answer Key

- 1 T
- 2 T
- 3 DS
- 4 F *When you meet someone for the first time, it's better to smile.*
- 5 DS
- 6 F *You should show you're interested in others by asking them to speak too.*
- 7 F *You should make the effort to get to know people, even if you find it difficult.*

3 **Focus ►** Discussing the purpose of a text

- Refer Ss to the study skills box. Ask Ss to listen and read the text again.
- Have Ss form pairs and discuss what they think the author's purpose was in writing the text.
- Invite a few pairs to give their answers to the class.

Answer Key

The author's purpose is to inform us about how we can break the ice.

4 **Focus ►** Understanding new vocabulary

- Refer Ss to the bold words in the text. Discuss meaning.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete sentences individually and check.

Answer Key

opportunity – situation in which it is possible to do sth

blush – become red in the face because you feel embarrassed

approach – go up to, speak to

fancy – feel attracted to

bright – positive, full of light

benefit – get help, improve sth/sb

develop – grow or change over a period of time, acquire

avoid – keep away from sb/sth

- | | |
|-----------|-------------|
| 1 blushes | 3 benefited |
| 2 fancies | 4 avoid |

Vocabulary

5 **Focus ►** Understanding character adjectives

- Have Ss form groups of 3-4 and read out the descriptions. Groups make list of adjectives the headings positive and negative.
- Invite groups to read out a description to the class and give answers. Ask each group to justify their choice.



Reading & Vocabulary

Answer Key

- | | |
|---------------------|------------|
| 1 positive | 5 positive |
| 2 negative/positive | 6 negative |
| 3 positive | 7 negative |
| 4 positive | 8 negative |

6 Focus ► Matching adjectives to their opposites

- Check understanding with class of the list of adjectives. Explain what opposite means (has reverse/contrary meaning)
- Ss complete task individually.
- Have Ss listen to recording and check.

Answer Key

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

7 Focus ► Matching adjectives to descriptions

- Play recording to class. Have Ss match adjectives to the persons described.
- Invite three Ss to say their answers out in class and why they chose that adjective.
- Listen again and check.

Answer Key

Ann – sociable Sue – stubborn Billy – selfish

8 Focus ► Role playing: describing ourselves using adjectives

- Have Ss form pairs and role play exchanges like the example given.
- Monitor activity and assist when necessary.
- Invite several pairs to act out exchanges in front of class.

(Ss' own answers)

9 Focus ► Understanding body language

- Elicit/explain what “body language” means (gestures and movements of the body that communicate something)
- Read example sentences with class and have Ss complete task in pairs.
- Invite a few pairs to read out their sentences to the class and discuss.

Answer Key

- 2 Pete is scratching his head. He seems puzzled./He looks puzzled.
- 3 Alex is tapping his foot. He seems impatient./ He looks impatient.
- 4 Helen is biting her lip. She seems worried./ She looks worried.
- 5 Gus is crossing his arms. He seems bored./ He looks bored.
- 6 John is shrugging his shoulders. He seems unsure./He looks unsure.
- 7 Laura is clenching her teeth/fists. She seems furious./She looks furious.
- 8 Tom is raising his eyebrows. He seems surprised./He looks surprised.

10 Focus ► Discussing the topic of the text

- Have Ss form groups of 3-4 and discuss what they found interesting in the text.
- Monitor activity and offer assistance when necessary.

Suggested Answer Key

To break the ice you can smile at the new person. Then, you will feel more comfortable speaking to a new person. It is also a good idea to have something interesting to talk about – you should develop a passion! You should also develop good listening skills and show that you are interested in what other people have to say, etc



Listening & Speaking

Objectives

Vocabulary: meeting new people; family situations; social situations

Listening: listening for confirmation; listening for specific information; listening for intonation

Speaking: describing a picture; role playing social exchanges

1 **Focus ►** Describing a picture

- Refer Ss to picture on page 12 and elicit answers from class to the questions in the rubric.
- Write answers on the board and discuss.

Answer Key

- 1 The picture shows a girl sitting on a wall and a boy standing next to her. They are in the countryside.
- 2 They are talking to each other and smiling/laughing. They are enjoying each other's company.
- 3 They are wearing casual clothes. The girl is wearing jeans and T-shirt; the boy is wearing jeans, a T-shirt and a checked shirt.
- 4 They are feeling happy and relaxed.

2 **Focus ►** Identifying questions used when meeting someone for the first time

- Have Ss read out the list of questions. Elicit any new vocabulary.
- Discuss when we would ask these questions. Elicit from Ss different situations in which these questions could be asked.

Answer Key

You would ask these questions when you meet someone for the first time/when you are just getting to know someone.

3 **Focus ►** Completing a dialogue/listening for confirmation

- Have Ss read through dialogue and fill in questions individually.
- Listen to dialogue and Ss check their answers.

Answer Key

- | | |
|-----------------------|----------------------|
| 1 Have we met before? | 4 Have you got any |
| 2 Are you new here? | brothers or sisters? |
| 3 What's your name? | 5 How old are you? |

Speaking

4 **Focus ►** Role playing (meeting a new person) exchanging personal information

- Refers Ss to questions in Ex. 2 and dialogue in Ex. 3.
- Ss form pairs and role play meeting someone new at summer camp.
- Have Ss record their exchanges and listen to them in class. Invite feedback.
- Alternatively, Ss can act out exchanges in front of class.

Suggested Answer Key

- A: Hello, my name's Penny. What's your name?
 B: I'm Sally. Sally Borgenson.
 A: Nice to meet you, Sally. Where are you from?
 B: I'm from Sweden. You?
 A: I'm from Greece. Welcome to the camp.
 B: Thanks Penny. Have you been here long?
 A: I arrived here on Saturday. How old are you Sally?
 B: I turn fifteen in March. You?
 A: I'm fifteen in May. We're almost the same age.
 B: So, we might be in the same team. Do you like basketball?
 A: It's my favourite sport. Have you got any brothers or sisters?
 B: Just one brother. He's one year older than me. You?
 A: I'm an only child. Look, there's the camp leader. Let's ask him if we can be on the same basketball team.
 B: Yes, good idea. Let's go.

Listening

5 a **Focus ►** Understanding phrases used to describe family situations

- Refer Ss to the list of phrases. Elicit/explain any new vocabulary.



Listening & Speaking

- Ask Ss to choose a phrase that describes their family situation and why.
- Invite Ss to say their answer in front of class and reasons why.

Suggested Answer Key

I enjoy hanging out with my grandparents. I like to go and stay with them during the holidays. Grandma likes to chat about absolutely everything. I like going out for long walks with her and their dog, Husky. Grandma is a really good cook and prepares lovely meals. She also makes good cakes! Grandpa likes fixing things. He fixed my bike and I am really pleased! etc.

b FOCUS ► Listening for specific information

- Play the recording once and have Ss complete the task individually.
- Ss then compare answers with a partner.
- Play the recording again and check answers with class.

Answer Key

1 D 2 C 3 A 4 F 5 E

Everyday English

6 a FOCUS ► Matching phrases with responses/ listening for confirmation

- Explain task and check for understanding. Read through phrases and responses. Elicit/ explain any new vocabulary.
- Ss complete task individually.
- Write phrase on board and invite different Ss to give their responses.
- Play the recording and Ss check their answers.

Answer Key

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

b FOCUS ► Identifying the topic of exchanges (socialising)

- Have different pairs of Ss read out phrases and their correct responses (exchanges) in question 6a.

- Invite Ss to choose which of the 8 topics the exchange is about and discuss.

Answer Key

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

7 FOCUS ► Role playing (social exchanges)

- Refer Ss to sentences in Ex. 6a.
- Have Ss complete exchanges individually and in pairs act out exchanges.
- Monitor exchanges and check answers.

Answer Key

1 See you later! 4 Hello!
2 How are you? 5 Excuse me!
3 Well, thank you for inviting me.

Say It Right

8 FOCUS ► Understanding social exchange/ listening for confirmation

- Have Ss complete task individually.
- Ss then listen to recording and check answers.

Answer Key

1 a 2 b 3 b 4 a 5 b

Intonation

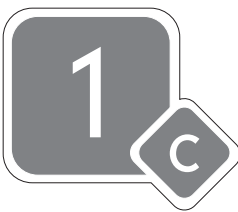
9 FOCUS ► Listening for intonation

- Refer Ss to the Study Box and explain intonation (the way your voice rises and falls as you speak).
- Ss listen to recording and complete task individually.
- Play recording again and after each speaker, stop recording and check Ss' answers. Ask if the speaker's intonation is rising or falling.

10 FOCUS ► Consolidating social exchanges

- Have Ss form pairs and write different social exchanges, according to the rubric.
- Invite pairs to act out exchanges in front of class. Ask for feedback from class.

(Ss' own answers)



Grammar in Use

Objectives

Grammar: present simple; present continuous; present perfect; present perfect continuous; stative verbs; will/going to; past simple and past continuous

Speaking: role playing future actions/plans; talking about school life

Writing: completing a message with correct verb tenses, writing sentences about school life.

1 **Focus ►** Presenting present simple, present continuous, present perfect, and present perfect continuous

- Read comic strip with Ss and refer them to the verb tenses in bold and write them on the board.
- Elicit what tenses the verbs in bold are in and what it is an example of from the rubric.
- Have Ss form groups of 3-4 and think up other examples and their uses of each verb tense.
- Invite groups to say answers in front of class and discuss.

Answer Key

Are you = a permanent state (Present Simple)
I've been studying = an action which started in the past and continues up to the present with emphasis on the duration (Present Perfect Continuous)

I've learnt = an action that happened at an unstated time in the past (Present Perfect)
He's always lying = expressing anger or irritation about a repeated action (Present Continuous)

Present Simple also used for:

- *general truths and laws of nature e.g. Water boils at 100° Celsius.*
- *habits and routines e.g. John goes to the dentist's every six months.*
- *timetables e.g. The train arrives in Woking at two twenty six.*
- *sporting commentaries, reviews and narrations e.g. It's in! It's another goal for Liverpool.*
- *feelings and emotions e.g. I like Diana. She's a good friend.*

Present Perfect Continuous also used for:

- *for an action which started in the past and lasted for some time. It may be continuing or has finished already with the result visible in the present. e.g. Alex has been working in the garden all day and is really tired now.*
- *to express anger, irritation or annoyance. e.g. I don't believe it! Fiona has been using my perfume again!*
- *for repeated actions in the past continuing to the present. e.g. Harry has been practising a lot for the competition and is sure to do well.*

Present Perfect is also used for:

- *an action which started in the past and continues up to the present, especially with stative verbs such as be, have, like, know, etc. e.g. I have known Karen for five years.*
- *a recently completed action. e.g. I've washed the dishes.*
- *personal experiences or changes. e.g. Dee has lost weight.*

Present Continuous is used for:

- *for actions taking place at or around the time of speaking. e.g. Tim is talking on the phone.*
- *for temporary situations. e.g. We're staying in London this week.*
- *for fixed arrangements in the near future. e.g. I'm meeting Sarah at two o'clock.*
- *for currently changing and developing situations. e.g. The earth is getting warmer and warmer.*

2 **Focus ►** Practicing the present simple, present continuous, present perfect, present perfect continuous

- Explain task and have Ss complete it individually.
- Ss check answers with a partner.
- Monitor activity and check for understanding.

3 a **Focus ►** Presenting stative verbs

- Refer Ss to grammar box. Check for understanding.
- Ask Ss to find two examples in the text.



Grammar in Use

- Elicit other examples from Ss. Write them on the board and discuss.

Answer Key

know – I know how to do maths, too...
believe – I don't believe it.

b **FOCUS ►** Practising the present simple and present continuous

- Have Ss complete task individually.
- Check answers with class.

Answer Key

1 A: <i>is Billy being</i>	3 A: <i>looks</i>
B: <i>is</i>	B: <i>are looking</i>
2 A: <i>are you tasting</i>	4 A: <i>do you think</i>
B: <i>tastes</i>	B: <i>am thinking</i>

4 **FOCUS ►** Matching present simple and present continuous to their uses in the future

- Read through uses with Ss. Check for understanding.
- Have Ss complete task individually.
- Invite Ss to read out answers to the class.

Answer Key

1 <i>f</i>	3 <i>a</i>	5 <i>d</i>
2 <i>b</i>	4 <i>e</i>	6 <i>c</i>

5 **FOCUS ►** Practising future actions, using "will" and "going to"

- Refer Ss to uses in Ex. 4 and have them complete exchanges individually.
- Invite Ss to read out exchanges in class, check answers.

Answer Key

1 <i>am going to</i>	3 <i>will</i>	5 <i>am going to</i>
2 <i>are going to</i>	4 <i>will</i>	

6 **FOCUS ►** Role playing future actions (going to)

- Read rubric and example with class.
- Have Ss from pairs and role play exchanges.
- Monitor pairs and assist as necessary.

Answer Key

A: *What time does the concert start?*
 B: *9.30, so we're going to leave/we're leaving the house at 8.00.*

A: *What time does the film start?*
 B: *8 o'clock, so we're meeting/going to meet outside the cinema at 7.45.*

A: *What time does your ballet lesson finish?*
 B: *Six o'clock.*
 A: *So, I'll pick you up at 6.15.*

7 **FOCUS ►** Presenting past simple and past continuous

- Elicit example of the past simple and past continuous and write them on the board. Ask Ss when these actions took place.
- Have Ss complete matching task individually.
- Invite Ss to write each verb from Ex. 7 on the board, under the headings "past simple" or "past continuous" and how it is used.
- Have Ss give their own examples with their uses and write them under headings on the board.

Answer Key

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

8 **FOCUS ►** Consolidating verb tenses

- Have Ss complete message individually.
- Invite Ss to read out answers to class and why they chose that tense of the verb.

Answer Key

1 <i>haven't written</i>	6 <i>have had</i>
2 <i>have been</i>	7 <i>was walking</i>
3 <i>started</i>	8 <i>ran</i>
4 <i>am studying</i>	9 <i>took</i>
5 <i>am going to become</i>	10 <i>will write</i>

9 **FOCUS ►** Writing and talking at a particular point in time

- Refer Ss to list of words in rubric. Explain that these words indicate a period of time or frequency that will determine the tense of the verb.
- Write a few of the words from the list on the board and elicit example sentences with those words. Discuss the verb tense used and why.

Grammar in Use

1c

- Have Ss form pairs and write and exchange sentences about school life, using the words in the list from the rubric.
- Monitor pairs and assist as necessary.

Suggested Answer Key

S1: *I came to this school three years ago.*

S2: *Before I came to this school I went to a smaller school.*

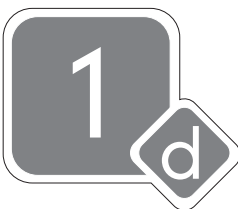
S3: *I still haven't done my biology homework.*

S4: *I have already played in two football matches for the school this year.*

S5: *I haven't decided yet what I want to do when I leave school.*

S6: *Tomorrow we have French and English in the morning.*

S7: *I have been studying German for two years. etc*



Vocabulary & Speaking

Objectives

Vocabulary: descriptions of people; relationships; idioms

Grammar: comparatives and superlatives; adverbs of degree

Listening: listening for specific information

Speaking: making comparisons; using idioms

Suggested Answer Key

He is a sports star in his thirties. He's tall with a strong muscular build. He has blond, very short hair. He has almond shaped, green eyes. He is humourous and has an unusual style. He is quite good-looking and his fans love him. He is the best football player in the world. Who is he? David Beckham

1 **Focus ►** Understanding new vocabulary (descriptions of people)

- Read through table with Ss. Elicit/explain any new vocabulary. Allow time for Ss to write down new vocabulary in notebooks.
- Read example description with Ss. Check for understanding.
- Invite Ss to describe a famous person, using the vocabulary from the table. Class tries to guess who it is.

2 **Focus ►** Presenting comparatives and superlatives

- Read table with Ss and check for understanding.
- Have Ss give their own examples of short adjectives/adverbs and long adjective/adverbs in the comparative and superlative. Write them on the board.
- Have Ss find examples in own L1.

(Ss' own answers)



Vocabulary & Speaking

3 Focus ▶ Comparing people

- Refer Ss to example exchange and check for understanding.
- Have Ss form pairs and act out exchanges, following the example.
- Direct Ss to compare the people using the adjectives in Ex. 1.
- Invite a few pairs to present exchanges to the class.

Suggested Answer Key

A: Sue is slimmer than Sarah.

B: Yes, but Sally is the slimmest. Who do you think is the oldest?

A: Probably Sarah is the oldest and Sally is the youngest.

4 Focus ▶ Practising the comparative and superlative

- Have Ss complete the task individually.
- Write the questions from the rubric on the board.
- Invite Ss to answer the questions by choosing sentences from the exercise.
- Check answers.

Answer Key

- | | |
|--------------------|---------------------|
| 1 as funny | 5 as good-looking |
| 2 the earliest | 6 the least |
| 3 the most popular | 7 sooner/better |
| 4 more/the angrier | 8 prettier/prettier |

Questions: Which shows that?

- one thing depends on another thing: 4. The more he said, the angrier I felt. 7. The sooner, the better
- sb/sth that changes continuously: 8. prettier and prettier
- there is a similarity between two people: 5. John isn't as good looking as his brother.
- there is a difference between two people: 1. Adam is twice as funny as Sean.

5 Focus ▶ Consolidating the comparative and superlative

- Refer Ss to the example in the rubric.
- Invite Ss to talk about family members, using the comparative and superlative.

- Ss can refer to Ex. 1 and 2 for adjectives to use.

(Ss' own answers)

6 Focus ▶ Listening for specific information

- Read rubric with Ss and play recording.
- Ss complete task individually.
- Play recording and Ss check their answers.

Answer Key

- | | |
|-------------------|-----------------|
| 1 D (Laura Smith) | 3 C (Mrs Jones) |
| 2 B (Roger) | 4 A (Bill) |

7 Focus ▶ Understanding new vocabulary (relationships)

- Refer Ss the word list.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete sentences individually and check.

Answer Key

- | | |
|----------------|--------------|
| 1 classmates | 5 neighbours |
| 2 acquaintance | 6 stepmother |
| 3 colleagues | 7 niece |
| 4 aunt | 8 nephew |

8 a Focus ▶ Presenting adverbs of degree

- Refer Ss to table and discuss. Elicit which question word (where, when, how, how often, how much) relates to the adverbs in the table. (how much refers to adverbs of degree).
- Have Ss find similar structure in own L1 and compare words.

(Ss' own answers)

b Focus ▶ Role playing, using adverbs of degree

- Refer Ss to the example exchange. Check for understanding.
- In pairs, Ss act out their own exchanges.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: What's your new teacher at school like?

B: Well, he is quite serious and very helpful.

A: That's good.

Vocabulary & Speaking

1d

B: Yes, but he can be a bit impatient at times.

A: Well, that's better than my teacher who is very bossy and a little annoying sometimes.

9 a **FOCUS ►** Understanding idioms

- Refer Ss to the Study Skills box on page 17, Check for understanding (words in an idiom take on different meanings than their usual meanings).
- Have Ss form groups of 3-4 and complete task, giving reasons for their answers. Ask Ss to find similar idioms in own L1.
- Invite groups to say their answers in front of the class and discuss.

Answer Key

- 1 *B – say honestly what you think about a situation, even if it might upset/offend people*
- 2 *A – to be annoying/irritating*
- 3 *F – to annoy/irritate*
- 4 *C – to make sb extremely annoyed*
- 5 *E – not say things that upset people*
- 6 *D – to make people who have not met before feel more relaxed with each other*

(Answers in Ss' L1)

b **FOCUS ►** Practising using idioms

- Have Ss complete task individually, using the idioms from Ex. 9a.
- Invite Ss to read out answers and check.

Answer Key

- | | |
|-------------------------|------------------------|
| 1 <i>hold, tongue</i> | 4 <i>pain, neck</i> |
| 2 <i>speak, mind</i> | 5 <i>gets, nerves</i> |
| 3 <i>driving, crazy</i> | 6 <i>break the ice</i> |

10 **FOCUS ►** Role playing using idioms

- In pairs, have Ss act out exchanges like in the example from the rubric.
- Invite several pairs to act out their exchanges in front of class.

Suggested Answer Key

A: Karen is so confident; she really speaks her mind.

B: Yes, but sometimes she should hold her tongue so as not to hurt other's feelings.

1

Writing Skills

Objectives

Vocabulary: messages from greeting cards

Writing: in an informal style; a greeting card

1 **FOCUS ►** Introducing the topic

- Refer Ss to the different greeting cards and have them describe the pictures on them.
- Ask Ss when we send greeting cards
- Read box with Ss and check answers.

Suggested Answer Key

In card A, I see someone in bed sick. In card B I see two rings joined together. Card C shows someone with a birthday cake and presents. Card D has a picture of a ring that is inside a heart and surrounded by flowers. Card E shows a stork carrying a little baby in its beak. Card F has two penguins playing in the snow. Card G shows a girl wearing a graduation gown dancing for joy with mortar boards all around her. Card H shows pretty flowers.

We usually send such messages to congratulate people or to wish people well.



Writing Skills

2 Focus ► Understanding new vocabulary

- Read with Ss the list of situations and check for new vocabulary. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete matching task individually.
- Check answers in class.

Answer Key

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

3 Focus ► Practising new vocabulary

- Read the message in the rubric with the class. Ask Ss to look for key words that suggest which card the message belongs in and write them on the board.
- Invite a S to match the message to a card. Discuss reason for writing the card.

Answer Key

Card A. Janet wrote the card to wish Helen a speedy recovery.

4 Focus ► Presenting informal style of writing

- Read Theory Box with Ss. Check for understanding.
- Have Ss find examples from the message in Ex. 3 and write them on the board.

Answer Key

short opening and closing remarks: Dear Helen, Hugs and kisses
abbreviations: What's, wasn't, I'm, you'll
colloquial phrasal verbs, idioms and everyday language: you'll be back on your feet in no time
the imperative: –
informal linkers: and

5 Focus ► Understanding informal style of writing

- Read message from cards with class. Check for understanding.
- Have Ss complete task individually and then compare answers with a partner.

Answer Key

A Jane has written to congratulate Tony on his new job.

Examples of informal style: Hi Tony, Well done, All the best

B Greg has written to Neil to suggest that they get together.

Examples of informal style: Hi Neil, How's it going? I'm, you're, Let's get together, Give me a ring, Catch you later

C Sarah has written to Amanda to apologise for not being able to go to her party.

Examples of informal style: Hey Amanda, can't, stuck, I'll, make it up to you, Kisses

6 Focus ► Practising new vocabulary

- Write questions from rubric on the board.
- Have Ss complete task individually.
- Have Ss find sentences from exercise that answer questions written on the board. Check answers.

Answer Key

1 thoughts (has a family problem)
2 recovery (had an accident)
3 proud (got his/her degree)
4 luck (is moving to another place)
5 day (celebrating his/her birthday)

7 Focus ► Practising writing in the informal style

- Read rubric with class.
- In pairs, have Ss rewrite rubric message in the informal style.
- Invite several pairs to read their message to the class and discuss.

Answer Key

Hi Matthew!

Happy birthday! Cheers for inviting me to your party next week! I'll definitely come!

Can't wait to see you all!

Love,

Paul

Writing Skills

1e

Writing

8 **Focus** ▶ Writing a greeting card

- Read rubric and check for understanding.
- Allow Ss time to write cards.
- Invite Ss to read their cards to the class. Ask for feedback from class.
- Alternatively, task can be assigned for HW.

Suggested Answer Key

Dear Kira,
 Congratulations on winning the summer school scholarship! I'm sure you'll enjoy studying and living in London. Best of luck with everything! Will be thinking of you,
 Love,
 Sarah

9 **Smile**

- Ss read the joke. Elicit from Ss possible answers to the question in the joke.
- Write suggested answers on board and have Ss choose the best one and explain why it is funny.

Answer Key

Another year (meaning: she got another year older which is something she really doesn't want).



English in Use

Objectives

Vocabulary: phrasal verbs (get)

Grammar: Forming adjectives; dependent prepositions; verb tenses

Speaking: role playing; a telephone conversation

Answer Key

2 successful	8 educated
3 traditional	9 rainy
4 romantic	10 boring
5 stylish	11 enjoyable
6 careless	12 horrible
7 generous	

Word Formation

1 a **Focus** ▶ Presenting adjective formations

- Refer Ss to Theory Box and check for understanding.
- Have Ss find similar formations in own L1.
(Ss' own answers)

b **Focus** ▶ Forming adjectives

- Refer Ss to the example.
- Have Ss complete task individually and check their answers in the dictionary.
- In pairs, Ss answer the questions.
- Invite a few pairs to give their answers in front of class.

Suggested Answer Key

- I think Vanessa Mae is the most successful musician.
- I think beef stroganoff is the best traditional dish.
- I think The Bold and the Beautiful is the worst romantic TV series.
- The most stylish outfit, in my opinion, is a silk tunic with black leggings.
- He is the most careless driver I know.
- My most generous friend is called Karen. She is always giving me presents!
- My neighbour, Dr Brown, is the most educated person I know. She has spent 8 years at university!



English in Use

- 9 *I think it is best to stay at home and watch DVDs on a rainy day.*
- 10 *The most boring film I have ever seen is The Da Vinci Code.*
- 11 *The least enjoyable holiday I ever had was when I went camping in Wales.*
- 12 *The most horrible food I've ever tasted was a Chinese takeaway from Far East.*

Phrasal Verbs: get

2 **FOCUS ►** Practising phrasal verbs (get)

- Write phrasal verbs with get on the board. Elicit possible meaning from Ss.
- Have Ss complete task individually.
- Invite Ss to read out their answer and check for understanding of verb meaning.

Answer Key

- | | | |
|----------|-------------|--------|
| 1 across | 3 over with | 5 over |
| 2 along | 4 down | |

Dependent Preposition

3 **FOCUS ►** Practising dependent prepositions

- Have Ss complete task individually.
- Invite Ss to read out answers in class. Explain that the bold words and filled in prepositions create phrases meaning something.
- Write these phrases on the board and invite Ss to say sentences with them about people they know. Refer Ss to the example in the rubric.

Answer Key

- | | | |
|---------|------|--------|
| 1 with | 4 of | 7 of |
| 2 about | 5 on | 8 to |
| 3 of | 6 at | 9 with |

Karen is **nervous about** acting in the school play.

Barbera was **jealous of** my new coat and bought the same one.

She is an excellent teacher and the students are very **fond of** her.

She is not **keen on** going sailing, as she gets seasick easily.

Marilyn has become quite **good at** tennis after only a few lessons.

Julia's parents are **proud of** her good grades.

Kelly is very **close to** her cousin and tells her everything.

How can he be a teacher? He's not **patient enough with** children!

Grammar Revision

4 a **FOCUS ►** Consolidating verb tenses

- Refer Ss to the email message and explain that they should pay attention to key words which indicate a period of time or frequency as they determine the tense of the verb.
- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- | | |
|---------------------|----------------------|
| 1 sent | 5 have never been |
| 2 was feeling | 6 have been studying |
| 3 cheered | |
| 4 have already been | |

b **FOCUS ►** Role playing; a telephone conversation

- In pairs Ss act out a telephone conversation following the e-mail message in Ex. 4a.
- Invite pairs to act out conversations in front of class. Ask class for feedback.

Suggested Answer Key

Claire: Hi Jane. It's Claire, how are you?

Jane: Oh hi Claire. Fine and how are you feeling?

Claire: I'm fine. I'm calling to thank you so much for the lovely card and flowers you sent last week. They really cheered me up as I was feeling very low.

Jane: You're very welcome, it's the least that I could do. How are you feeling now?

Claire: Much better, I have been back at school for a couple of days.

Jane: How is school going?

Claire: I have never been so busy, as I have a lot of schoolwork. For the past two nights, I have been studying until midnight to try and catch up.

Jane: Oh dear. You should try and get some rest.

Claire: I have almost finished the work I missed and then I am going to take a break.

Jane: Good. Call me when you finish and we can get together.

Claire: OK. Take care.

Jane: You too.

Culture Corner

1

Objectives

Vocabulary: social etiquette
Reading: reading for specific information
Speaking: discussing social etiquette
Listening: listening for confirmation
Writing: an article on social etiquette

1 **Focus ►** Introducing the topic

- Write the word “social etiquette” on the board.
- Elicit from Ss what they think the word means and discuss.

Answer Key

Social etiquette = customs & rules for polite behaviour

2 **Focus ►** Predicting the context of the text/
reading and listening for confirmation

- Refer Ss to the title of the text and the heading under the pictures. Discuss what people in these situations do.
- Students check answers by reading and listening to the text.

Suggested Answer Key

I think British people shake hands when they meet people for the first time. When they greet people they know well, I think they sometimes hug each other or kiss; sometimes they just wave to each other or smile.

I think the British like to talk about the weather and also about gardening and pets.

When British people go visiting people, I think they like to bring something for the host, maybe a little present or some flowers.

3 **Focus ►** Reading for specific information

- Refer Ss to the question in the rubric.
- Ss reread text and answer the questions.
- Check answers in class.

Answer Key

1 *They shake hands.*

2 *They kiss them on the cheek or give them a hug.*

3 *You can talk about family, friends, films, television, sport, studies, food, hobbies and weather.*

4 *You should be on time and bring a little gift for your hosts.*

4 **Focus ►** Understanding new vocabulary

- Refer Ss to the bold words in the text. Discuss meaning.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete sentences individually and check.

Answer Key

respect – have a good opinion of their character or ideas

kiss (sb) on the cheek – kiss sb on the side of their face

give them a hug – put your arms around them and hold them tightly

affectionate – showing love or fondness for sb

offended – upset because of sth sb has or has not done

small talk – conversation about unimportant things between people who do not know each other well

marital status – the state of being married or not

acceptable – good enough, appropriate

hosts – people who have guests

1 respect 3 acceptable 5 cheek

2 hug 4 hosts

5 **Focus ►** Discussing the topic of the text

- Refer Ss to the questions in Ex. 3 and elicit answers from class about their country.
- Discuss social etiquette in Ss' country

(Ss' own answers)

6 **Focus ►** Writing an article on social etiquette

- Explain task and refer Ss to their answers in Ex. 5 to help them write their article.
- Allow Ss time to write articles.
- Invite Ss to read their articles to class. Ask for feedback from class.
- Alternatively, assign task as HW

1

Culture Corner

Suggested Answer Key**Social Etiquette in Russia**

Russians are very warm and hospitable people. They enjoy meeting new people and like to invite people to their homes for food and conversation. But there are a few things you should remember when you go to Russia.

When you meet a Russian person for the first time, you should shake hands with him/her. Be careful – some people have a very strong grip! Try to smile as you introduce yourself. When you greet people you know well, you should kiss them on both cheeks to say hello and goodbye.

When talking to people in Russia, some topics are 'safer' than others. Suitable topics for small talk are TV programmes, pets, family or you can complain about public transport or the weather.

But you should avoid talking about politics or Russian history, or you might miss the last bus/tram home!

When you visit Russian people in their homes, it is fine to arrive five or ten minutes late – do not arrive early as your host might not be ready to receive you! It is good manners to take some flowers with you, or a little gift to show your appreciation. Do not be surprised when your host asks you to take off your shoes at the door and hands you a pair of slippers to wear – make yourself comfortable and feel at home! And be prepared to eat a lot of food! The guest always gets more than anyone else!

1

Across the Curriculum – PSHE

Objectives

Vocabulary: conflicts and feelings; opposites

Reading: reading to identify missing lexis

Speaking: giving advice on how to resolve conflicts; discussing a text

Writing: a poem about arguing

1 **Focus ► Predicting text content**

- Refer Ss to the title of the poem.
- Have Ss read and listen to the poem and ask how the title is related to the text.

Answer Key

The title of the poem is 'Argument' which is exactly what the poem is about. The words in the poem are made up of two people contradicting each other.

2 **Focus ► Discussing a poem**

- Elicit ideas from Ss on how to handle and deal with arguments.
- In pairs, have Ss discuss dealing with an argument.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: How do you deal with arguments?

B: I try not to argue with people. I hate arguments. If people are arguing, I try to keep out of it. What about you?

A: I don't like them either, but sometimes I argue for ages with people. I try to get them to see my point of view. I try not to shout or get emotional.

B: That's the best thing to do. etc

3 **Focus ► Reading to identify missing text/ understanding new vocabulary**

- Have Ss read the text and fill in the gaps individually. Ss compare answers with a partner.
- Refer Ss to the bold words in the text. Discuss meaning.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebook.

Across the Curriculum – PSHE

1

Answer Key

1 how 3 them 5 other
2 at 4 since/because/as

show up – appear

frustrated – feeling upset or angry because you are unable to do anything about a problem

annoyed – fairly angry about sth

disappointed – feeling sad because sth has not happened/because sth is not as good as you hoped

resolving – solving

process – series of actions carried out in order to achieve a particular result

blame – say sb is responsible for sth, even if they may not be

accuse – tell sb you think they did sth

boss me around – bully me

flexible – adaptable

4 Focus ➤ Expressing feelings

- Refer Ss to the statements and check for any new vocabulary and understanding.
- Allow time for Ss to write down new vocabulary in notebook.
- In pairs, Ss change the statements.
- Invite a few pairs to tell class their new statements and check.

Suggested Answer Key

2 I am disappointed that you are late again.
I don't feel I can rely on you.
3 I don't feel I can believe what you say anymore, as there have been so many lies.
4 I wish you would listen to me for once!

5 Focus ➤ Summarising a text

- Explain task and allow Ss time to make notes on the text.
- Invite Ss to say their advice to the class. Call for feedback from class.

Suggested Answer Key

You cannot resolve conflict when you are feeling angry. You must take a deep breath and calm down. Only then will you be able to discuss the problem. It may help to count to 10 or imagine that you are in a relaxing place – do something to make yourself feel better. When you speak, try not to blame or accuse the other person. Also, try to use 'I' statements. etc

6 Focus ➤ Writing a poem about arguing/ understanding opposites

- Explain task and refer Ss to words in the list
- In pairs Ss find opposites with dictionary and write their poems.
- Invite pairs to read poems to class. Call for feedback from class.

Suggested Answer Key

The never-ending argument

Happy!	Sad!	Will!	Won't!
Bad!	Good!	Hot!	Cold!
Come!	Go!	Young!	Old!
Fast!	Slow!	Day!	Night!
Do!	Don't!	Dark	Light!

7 Focus ➤ Discussing the text (dealing with conflict)

- Have Ss read text again.
- Ss form groups of 3-4 and discuss statements in text and whether they agree or not with them.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: I agree with the text about how easy it is for a conflict to become very bad with people screaming and even hitting. It has happened to me before.
B: I think it's really important not to blame or accuse people when discussing a problem, as it doesn't help.
C: Yes, I agree, it's important to use "I feel" statements also.
D: I agree that being flexible and listening to the way the other person sees the problem helps when solving a problem. etc



Progress Check

Progress Check 1 and Look at Module 2 should be done in one lesson.

Answer Key

- | | | | |
|-------------------------------|--|------------------------------|-------------|
| 1 1 clenched | 6 insincere | 4 1 on | 4 over |
| 2 sociable | 7 selfish | 2 down | 5 over with |
| 3 pessimistic | 8 shy | 3 across | |
| 4 patient | 9 shrugged | | |
| 5 reliable | 10 stubborn | 5 1 with 2 at 3 on 4 of 5 of | |
| 2 1 optimistic | 4 furious | 6 1 c 2 a 3 e 4 b 5 d | |
| 2 attractive | 5 boring | | |
| 3 generous | | | |
| 3 1 take | 6 dressed | | |
| 2 is looking | 7 'll have | | |
| 3 tastes | 8 has been working | | |
| 4 are tripping/
might trip | 9 is always shouting/
always shouts | | |
| 5 was cooking | 10 is thinking | | |

Food & Shopping

Module 2

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. *e.g. What do you do and say when you meet people? How do you solve conflicts with your friends and family?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 1.

Look at Module 2

- Refer Ss to the title of module, Food and Shopping, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title means things that we eat and buy. I think we will learn about different types of food, ways of shopping and places to shop.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 27).

T: What page is the picture on?

S1: It's on page 27. It's a ball of rice.

T: What is it in?

S2: Some kind of dish or package.

T: Where would you find this?

S3: Probably in a restaurant or lunch box.

T: Do you eat rice? Is this from our country?

S4: I never eat rice. I think it's from a country in Asia.

Pic 2 (p. 30)

What is this a picture of? What do the words mean? What do they celebrate? Why would you celebrate this? Are you careful about what you buy?

Pic 3 (p. 32)

What is in the picture? Do you eat this food? How is it prepared? Do you know how to cook?

Pic 4 (p. 34)

What's happening in this picture? What kinds of things are being sold? Who shops at this place? Where do you shop? Have you ever shopped at a place like this?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a flea market advertisement (p. 29)

What does the advertisement say? What information does it give? Where would you find such an advertisement? Would you go to the flea market? Why?

logos (p. 37)

What are logos? What do you usually find on them? Where do you find them? What kinds of groups have logos? Why do groups have them? Do you know a logo?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

- a Literature and Speaking section
- a Culture Corner
- a Going Green section
- an English in Use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading & Vocabulary

Objectives

Vocabulary: food; ways of cooking; collocations (food)

Reading: predicting text content; reading for specific information

Speaking: discussing a text; role playing (ways of cooking)

Listening: listening for specific information

Writing: completing sentences; an email about a traditional dish in your country

Reading

1 **Focus ►** Introducing the topic

- Elicit discussion on what Ss eat at school and where it comes from. Refer Ss to example in rubric.
- Check for understanding

Suggested Answer Key

I usually eat an apple or banana at school at break time, and then I have a cheese or ham sandwich for lunch with some salad. I take it all from home – my mum gives it to me in the morning before I leave.

2 **Focus ►** Predicting text content

- Ask Ss to look at the pictures and title. Listen to music.
- Invite them to predict what an “obento” is and where it is from.
- Write Ss answers on the board.

Suggested Answer Key

I think that an obento is a school meal. It is from Japan.

3 a **Focus ►** Reading for specific information/ listening for specific information

- Elicit questions from Ss about obentos and write them on the board.
- Have Ss read and listen to the text. Ask them to find answers to the questions on the board.

Suggested Answer Key

- *Do students make their own obentos?*
No, the children’s mothers make them.
- *What foods are obentos made with?*
They are made with rice, meat or fish, vegetables and fruit.
- *Why do they make attractive shapes with their food?*
Because they should be pleasing to the eye and/or they show the mothers’ love for their children.

b **Focus ►** Reading for specific information/ understanding new vocabulary

- Have Ss read text again and complete task individually.
- Check answers in class
- Refer Ss to the words in bold. Ss can use Word List to find meanings.
- Have Ss find meanings in own L1. Allow time for Ss to write down new vocabulary in notebooks.

Answer Key

- 1 ... a boxed meal.
- 2 ... the 5th century.
- 3 ... in theatres, airports or train stations.
- 4 ... rice, meat or fish, vegetables and fruit.
- 5 ... appealing.
- 6 ... small and sometimes include new foods for the children to try.

basically: mostly/more or less

date back: started/go back in time

nourishing: good for your health, giving you the food you need

take pride in: take pleasure to do something

appealing: pleasing and attractive

fussy eater: eat only familiar/ known foods

4 **Focus ►** Discussing the text

- In pairs, have Ss discuss the text and what three things they found interesting.
- Have pairs answer if they think “obentos” are healthy and give reasons why.
- Monitor activity and assist as necessary.

Reading & Vocabulary

2a

Suggested Answer Key

I found it very interesting that obentos date back to the 5th century. It's also very interesting that they are shaped like flowers, animals or even cartoon characters. I found it interesting that nursery schools have rules about how to prepare an obento.

Obentos are healthy because they contain meat, vegetables and fruit, which are all very nourishing.

Vocabulary

5 a **FOCUS ►** Understanding new vocabulary

- Direct Ss to the words referring to ways of cooking. Ss can use Word List to find meanings.
- Have Ss find meanings in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Ss complete task individually and check answers in class.

Suggested Answer Key

1 roast 3 scrambled 5 roast
2 pickled 4 mashed 6 scrambled

b **FOCUS ►** Role playing: ways of cooking

- Refer Ss to the example exchange in the rubric.
- In pairs, Ss act out ways they like their food cooked using the vocabulary in Ex. 5a.
- Monitor exchanges and assist as necessary
- Invite a few pairs to act out their exchanges in front of class.

Suggested Answer Key

A: *I love pickled vegetables. How about you?*
B: *I prefer them steamed. etc*

6 **FOCUS ►** Forming collocations (food)

- In pairs, have Ss fill out sentences and check their collocations in the Word List.
- Invite pairs to read out sentences in class.

Suggested Answer Key

1 salad 4 weight 7 chocolate
2 food 5 meal 8 vegetables
3 diet 6 sauce

7 **FOCUS ►** Consolidating new vocabulary

- Refer Ss to the example in the rubric and check for understanding.
- Ss complete task individually.
- Check answers in class.

Suggested Answer Key

2 *peanuts because*
3 *Mexican dishes because*
4 *grapefruits*
5 *sweets because*
6 *hamburgers because*

8 **FOCUS ►** Writing briefly about the topic of a text

- Read the rubric with Ss and check for understanding.
- Give Ss a few minutes to write a few sentences on the topic.
- In pairs, Ss read each other their sentences. Check answers.

Suggested Answer Key

Mothers show they care and love their children by cooking healthy food for them. Mothers love their children and want them to be healthy, so they want them to learn to eat healthy foods. Mothers that take the time to cook good dishes for their children show their children that they are important and that they want the best for them.

9 **FOCUS ►** An email on a traditional dish in your country

- Read questions with Ss from rubric. Allow Ss time to answer questions.
- Refer Ss to email in rubric and explain that they should use their answers to the previous questions in writing their email.
- Allow Ss time to write emails. Alternatively, assign task as HW.
- Invite Ss to read emails to the class and ask for feedback.



Reading & Vocabulary

Suggested Answer Key

- 1 A traditional dish in my country is called pelmeni.
- 2 Pelmeni is made from minced meat, dough and various spices
- 3 You prepare the dough using eggs, sometimes with milk or water added and use it to wrap the minced meat. You also add various spices such as pepper, onions and garlic. You can either boil or fry the pelmeni until they turn golden brown.
- 4 It tastes delicious and can be quite spicy, depending on how many spices you use.

Dear Matt,

There are a lot of nice dishes in Russian cuisine but my favourite is pelmeni. It's made from minced meat, dough and various spices.

You prepare the dough from eggs, sometimes with milk or water added and use it to wrap the minced meat. You also add various spices such as pepper, onions and garlic. You can either boil or fry the pelmeni until they turn golden brown.

They can taste really spicy! What's your favourite traditional dish?

Your friend,

Olga



Listening & Speaking

Objectives

Reading: kinds of shops; shopping

Speaking: describing a picture; role playing (shopping, giving directions)

Listening: listening for specific information; listening for confirmation; listening for intonation in questions

Writing: completing a dialogue

1 Focus ► Listening for specific information

- Refer Ss to pictures on page 28 and read out the name of each place.
- Have Ss listen to dialogues and identify which of the places they are taking place in.
- Check for understanding

Answer Key

The dialogues are taking place in a department store, at a car boot sale and in a shopping mall.

2 Focus ► Describing a picture

- Read study Skills Box with Ss and check for understanding.
- In pairs, Ss choose a picture and describe it to their partner.

- Monitor activity and assist as necessary.

Suggested Answer Key

Picture D shows us some people shopping at a busy flea market. You can probably hear a lot of noise as people are talking about what they want to buy and the stall-holders are trying to persuade people to buy things. The weather must be warm because they are wearing light clothes, such as T-shirts and shorts. The person working on the stall is wearing sunglasses. The stalls are selling clothes. This flea market is probably somewhere in the UK because I can see the UK flag at the top right hand corner of the picture.

3 a Focus ► Identifying shopping places

- Refer Ss to the list of different shops and elicit/ explain any new vocabulary.
- Invite different Ss to read out quotes and for others to answer which shop it could be heard in and why?

Listening & Speaking

2b

Answer Key

- | | |
|-----------------|-----------------|
| 1 clothes shop | 7 optician's |
| 2 hairdresser's | 8 post office |
| 3 butcher's | 9 florist's |
| 4 bakery | 10 fishmonger's |
| 5 chemist's | 11 newsagent's |
| 6 shoe shop | 12 jeweller's |

b FOCUS ► Understanding different shopping places

- Refer Ss to list of shops in Ex. 3a.
- Have Ss complete task individually.
- Check answers in class.

Answer Key

You can buy a packet of aspirin at the chemist's.
 You can buy a kilo of sausages at the butcher's.
 You can buy a pair of sunglasses at the optician's.
 You can buy some prawns at the fishmonger's.
 You can buy a bunch of tulips at the florist's.
 You can buy a dress at a clothes shop.
 You can buy a fruitcake at the bakery.
 You can buy a necklace at the jeweller's.

Everyday English**4 FOCUS ► Role playing: giving directions**

- Read the rubric and table with Ss. Check for understanding.
- In pairs, Ss act out exchanges asking and giving directions.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: I need to buy some stamps. Is there a post office near here?
 B: Yes, there's one between the bakery and the florist's. etc

5 FOCUS ► Completing a dialogue/listening for confirmation

- Have Ss complete dialogue individually and check with a partner.
- Ss listen and check their answers

Suggested Answer Key

- | | | |
|-----|-----|-----|
| 1 F | 3 B | 5 C |
| 2 A | 4 E | |

Listening**6 FOCUS ► Listening for specific information.**

- Direct Ss to the advertisement and the missing information.
- Ss listen to recording and complete task individually.
- Listen again to recording and Ss check answers.

Suggested Answer Key

- | | | |
|-------------|--------|-----------|
| 1 jewellery | 3 7 | 5 station |
| 2 500 | 4 5:30 | |

Intonation**7 FOCUS ► Listening for intonation in questions**

- Refer Ss to the theory box and check for understanding.
- Ss listen to recording and repeat questions with proper intonation.

(Ss' own answers)

Say it right**8 FOCUS ► Understanding social exchanges/ listening for confirmation**

- Have Ss complete task individually.
- Ss then listen to recording and check answers

Suggested Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 a | 2 a | 3 b | 4 a |
|-----|-----|-----|-----|

Speaking**9 FOCUS ► Consolidating social exchanges (role playing)**

- Have Ss form pairs and role play social exchanges, according to the rubric.
- Have Ss record themselves and ask for feedback from their partner.
- Invite pairs to act out exchanges in front of class. Ask for feedback from class.

Suggested Answer Key

A: What a nice scarf. Is it new?
 B: Yes, I bought it three days ago. I'm glad you like it.
 A: It really suits you. Where did you get it?
 B: At "Top Shop".
 A: Whereabouts is it exactly?
 B: In Karlova Street, opposite the post office.
 A: Was it very expensive?
 B: No, not at all. It was only €5.



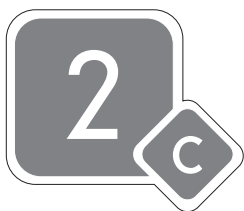
Listening & Speaking

10 Focus ► Consolidating vocabulary

- Elicit some example sentences with vocabulary from the unit and write them on the board.
- Have Ss write their sentences individually and compare with partner.

Suggested Answer Key

- 1 *At the optician's shop, they asked me if I am long or short-sighted.*
- 2 *Could you please get a bunch of tulips at the florist's for the party tonight?*
- 3 *My mother goes to the flea market and searches for antiques every Saturday.*
- 4 *This was a bargain and only cost 5£.*
- 5 *Those glasses really suit you.*
- 6 *The bakery is just around the corner.*



Grammar in Use

Objectives

Grammar: present perfect; present perfect continuous; past simple, has gone to/has been to/has been in; time expressions; definite and indefinite articles; quantifiers

Speaking: role playing: shopping, using time expressions

Reading

1 Focus ► Presenting the present perfect and present perfect continuous

- Refer Ss to the Grammar Box and read carefully. Check for understanding.
- Have Ss read text and find examples of present perfect and present perfect continuous. Write them on the board and discuss why.

Answer Key

Present perfect

- *It has always fallen*
- *students have brought in a few items*
- *We have decided*
- *We've walked to school*
- *We've asked our parents*

Present Perfect Continuous

- *People have been celebrating*
- *We have been working*

2 Focus ► Practising the present perfect and present perfect continuous

- Have Ss complete task individually.
- Invite Ss to read out exchanges with a partner and check.

Suggested Answer Key

- 1 A: *Have you seen*
B: *has been trying*
- 2 A: *have known*
B: *Has she been studying*
- 3 A: *has lost*
B: *has not been eating*
- 4 A: *Have you been cleaning*
B: *have just started*

3 a Focus ► Comparing the present perfect and the past simple

- Refer Ss to the exchange. Ask Ss when each action in the sentences happened.
- Elicit what tense the verbs are in and discuss why.

Suggested Answer Key

In the first sentence we have used the present perfect because it refers to an action that happened at an unstated time in the past. In the second sentence the simple past is used because it refers to an action that happened at a specific time in the past (last year).

Grammar in Use

2c

b **FOCUS ►** Role playing (present perfect and simple past)

- Refer Ss to the example exchange and check for understanding.
- In pairs, Ss act out similar exchanges, using present perfect and simple past.

Suggested Answer Key

A: Have you ever saved money for a reason?
 B: Yes, I have.
 A: What did you save it for?
 B: I saved it to buy a new bicycle.
 A: Have you ever visited a charity shop?
 B: Yes, I have.
 A: Did you buy anything?
 B: I bought a pair of earrings.
 A: Have you ever bought something you regretted afterwards?
 B: Yes, I have.
 A: What did you buy?
 B: I bought a very expensive pair of jeans.

4 **FOCUS ►** Practising the present perfect continuous

- Refer Ss to example exchange and explain that the adjectives describe a result of an action that has just stopped. The action, therefore, is in the present perfect continuous.
- In pairs, Ss act out exchanges.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: I am very tired lately.
 B: Have you not been sleeping well?
 A: I'm so angry at Tom!
 B: Has he been lying again?
 A: Sharon is happy lately.
 B: Has she been doing well in school?
 A: The children are sad.
 B: Have they been fighting?

A: Karen is scared.
 B: Has her brother been frightening her again?
 A: We are so surprised to hear the news!
 B: Have they been keeping it a secret?

5 **FOCUS ►** Understanding has gone to/has been to/ has been in

- Read grammar box with Ss and check for understanding.
- Ss complete task individually and check with partner.

Suggested Answer Key

1 to	3 been	5 gone
2 gone	4 in	

6 **FOCUS ►** Practising time expressions

- Refer Ss to list of time expressions. Elicit/ explain meanings and how they refer to periods of time.
- Have Ss complete task individually.
- Invite Ss to read out answers to class and check.

Answer Key

1 How long	5 just	9 so far
2 never	6 recently/yet	10 yet
3 last	7 ago	
4 since	8 ever	

7 **FOCUS ►** Practising definite and indefinite articles

- Have Ss complete task individually.
- Ss check their own answers with Grammar Reference Section.
- Invite Ss to read out answers and check.

Answer Key

1 the	5 the, a	9 the, —
2 The, the, —	6 the, an	
3 the, a	7 the	
4 —, a, the	8 —, the	

8 **FOCUS ►** Practising quantifiers

- Refer Ss to the Grammar Box and check for understanding.
- Have Ss complete task individually and check with a partner.
- Ss with their partner make their own sentences with quantifiers.
- Invite pairs to read out their sentences discuss.



Grammar in Use

Answer Key

- | | | |
|------------|--------|--------|
| 1 a lot of | 3 much | 5 many |
| 2 Very few | 4 few | |

(Ss' own answers)

9 Focus ► Role playing (using time expressions)

- Refer Ss to the example exchange and the time expressions "how long" and "for/since". Check for understanding.
- In pairs, Ss act out exchanges, using the phrases from the rubric and some of their own ideas.

- Invite a few pairs to act out exchanges in front of class and ask for feedback.

Answer Key

- A: *How long have you known your best friend?*
 B: *Since I was six./For ten years. How long have you been at this school?*
 A: *Since 2003./For four years. How long have you lived in this area?*
 B: *All my life. What about you? How long have you lived here?*
 A: *For eight years. How long have you been studying English?*
 B: *For six years.*
 A: *Me too. etc*



Vocabulary & Speaking

Objectives

Reading: food measures; food preparation; idioms (using food words)

Grammar: singular only and plural only nouns

Speaking: talking about preparing food; role playing (ordering food); describing a visit to a restaurant

Listening: Identifying positive and negative opinions; listening for specific information, listening for confirmation

Writing: an email describing a family meal out.

Suggested Answer Key

- I eat one or two bars of chocolate per week.*
- I drink about one litre of milk per week.*
- I don't take any teaspoons of sugar in my tea.*
- Yes, I add a pinch of salt to my salad.*
- I usually put one slice of cheese in my sandwich.*
- I usually buy one or two loaves of brown bread a week.*

1 Focus ► Understanding vocabulary about different measures of food

- Refer Ss to the list of different measures of food and elicit/explain meaning of each one. Allow time for Ss to write down any new vocabulary in notebooks.
- Ss complete task individually and write their own answers to the questions.
- Invite Ss to read out questions and answers in class and check.

Answer Key

- | | | |
|----------|-------------|----------|
| 1 bars | 3 teaspoons | 5 slices |
| 2 litres | 4 pinch | 6 loaves |

2 a Focus ► Understanding food preparation verbs

- Write verbs in a list on the board. Elicit/explain meaning of each one. Allow time for Ss to write down any new vocabulary in notebooks.
- Ss complete task individually.
- Check answers in class and invite Ss to add other food and drinks to the verb list. Write them on the board.

Answer Key

- | | | | |
|---------|---------|--------|--------|
| 1 grate | 3 beat | 5 pour | 7 chop |
| 2 melt | 4 slice | 6 peel | |

Vocabulary & Speaking

2d

Suggested Answer Key*grate: cabbage**beat: a mixture for a cake**slice: apple, fruit, pizza**pour: wine, juice, milk**peel: orange, cucumber, carrot***b FOCUS ► Role playing (preparing a food)**

- Refer Ss to the recipe and check for understanding.
- Read with Ss example exchange from rubric.
- In pairs, Ss act out exchanges, using verbs from Ex. 2a.
- Monitor activity and assist as necessary.

Suggested Answer Key*A: Have you melted the butter?**B: Yes, I have./No, I haven't melted it yet.**A: Have you grated the cheese?**B: Yes, I have./No, I haven't grated it yet.**A: Have you chopped the onion?**B: Yes, I have./No, I haven't chopped it yet.***3 FOCUS ► Consolidating vocabulary**

- Refer Ss to the text and discuss what kind of text it is and its purpose.
- Have Ss complete task individually.
- Invite Ss to read out text and check answers.

Answer Key*The text is a recipe.*

1 teaspoon	3 grate	5 chop
2 pinch	4 slice/cut	6 melt

4 FOCUS ► Role playing (ordering food)

- Refer Ss to pictures and explain task.
- Have Ss complete task individually and check answers with a partner.
- Refer Ss to example exchange. In pairs, Ss act out similar exchanges with phrases from the rubric.
- Invite a few pairs to act out exchanges in front of class and ask for feedback.

Answer Key

- a Sparkling or still?*
- b Steamed, fried or grilled?*
- c Rare, medium or well done?*
- d Fried, boiled or scrambled?*
- e White or brown?*

*A: I'd like some water, please.**B: Sparkling or still?**A: Still, please.**A: I'd like the fish, please.**B: Steamed, fried or grilled?**A: Grilled, please.**A: I'd like a T-bone steak, please.**B: Rare, medium or well done?**A: Medium, please.**A: I'd like some eggs, please.**B: Fried, boiled or scrambled?**A: Scrambled, please. etc***Grammar****5 a FOCUS ► Presenting singular only and plural only nouns**

- Read through Grammar box with Ss and check for understanding.
- Elicit similar forms from Ss L1 and discuss

*(Answers according to Ss' L1)***b FOCUS ► Practising the correct verb form with singular and plural only nouns.**

- Have Ss complete exchanges with correct verb form. Direct Ss to pay attention to whether the noun is used in the singular or plural form as this determines the verb form.
- Invite Ss to read out answers and give reasons for the verb form they chose.

Answer Key

1 is	4 are/these	7 doesn't
2 is/is	5 is	
3 is	6 is/it	

Idioms**6 FOCUS ► Understanding Idioms**

- Refer Ss to list of idioms.
- Have Ss form groups of 3-4 and complete task, giving reasons for their answers. Ask Ss to find similar idioms in own LL.



Vocabulary & Speaking

- Invite groups to say their answers in front of the class and discuss.

Answer Key

- 1 his cup of tea 4 with a pinch of salt
2 spill the beans 5 crying over spilt milk
3 a piece of cake

The picture shows the idiom “crying over spilt milk” (it means what has happened can’t be changed, so it’s better to accept it rather than be upset about it).

Listening

- 7 a **FOCUS ►** Identifying positive and negative opinions

- Elicit from Ss what is a negative opinion and what is a positive opinion and discuss.
- Have Ss listen to the two dialogues and identify which one is positive and which one is negative.

Answer Key

The first one gives a positive opinion and the second one a negative opinion.

- b **FOCUS ►** Listening for specific information/ listening for confirmation

- Refer Ss to the phrases in the rubric.
- Have Ss match phrases to one of the dialogues.
- Ss listen again to dialogues and check answers.

Answer Key

First dialogue

First of all, there were so many dishes to choose from.
The portions were huge.
I was really full when we finished.

Second dialogue

When we left I was still hungry.
The prices turned out to be reasonable.
The waiter mixed up our order.
I wouldn’t recommend it.
There was a really long queue.
They tried to overcharge us.

Speaking

- 8 **FOCUS ►** Describing a visit to a restaurant

- Explain task and check for understanding.
- In pairs, Ss describe a visit to a restaurant, using vocabulary from Ex. 7b.
- Have Ss record themselves.
- Alternatively, Ss can describe a restaurant to the class and ask for feedback.

Suggested Answer Key

My family and I had dinner at an Italian restaurant at the weekend. The food was great and the portions were just right. The waiter was friendly and welcoming and helped answer all of our questions. At the end of our meal, he even brought us a plate of fruit, on the house! I would definitely like to go there again.

Writing

- 9 **FOCUS ►** Writing an email describing a family meal out.

- Have Ss write emails, using answers from Ex. 8.
- Invite Ss to read emails to class and ask for feedback.
- Alternatively, assign task as HW.

Suggested Answer Key

To: Jane

Re: My weekend

Hi Jane!

How are things with you? What did you do to this weekend?

My family and I went out to a really nice Italian restaurant – it was brilliant!

The food was so tasty and it wasn’t expensive either. The waiter made us feel really welcome and gave us a lovely plate of fruit at the end of our meal – free of charge! We should go there when you come over to visit us in the summer!

Bye just now,

Lucy



Writing Skills

Objectives

Vocabulary: relating to flea markets

Reading: skimming for main ideas; identifying opening and closing remarks; interpreting a rubric

Grammar: identifying adjectives; order of adjectives

Speaking: describing a picture

Writing: an informal email about an open-air market

1 **FOCUS ►** Describing a picture

- Refer Ss to the picture and elicit what is in the picture.
- Have Ss read through phrases in the rubric and check for understanding. Allow Ss time to write down any new vocabulary in their note books.
- In pairs Ss describe what they see in the picture, using the phrases.
- Monitor activity and assist as necessary.

Answer Key

The picture shows people shopping at a flea market.

The picture shows a flea market. There are many open-air stalls full of second hand items, as well as handcrafted goods such as silk scarves and silver jewellery. Most of these things can be bought at reduced prices. The street vendors are usually friendly and quite loud, to draw your attention. Many excited shoppers are enjoying the colourful atmosphere

2 a **FOCUS ►** Planning the content of an email

- Read the rubric with Ss, elicit answers to the questions and write them on the board.
- Discuss plan for email.

Answer Key

- 1 *an email.*
- 2 *my American penfriend, Jack.*
- 3 *cheap places where Jenny's sister can go shopping*

b **FOCUS ►** Presenting informal letters/emails

- Elicit answers from the class to the questions in the rubric and write them on the board.
- Read theory box with Ss and check for understanding.

Answer Key

*I'm going to write in an informal style.
I'm going to start my letter with an informal greeting such as Dear Jack and I'm going to choose an informal ending such as Take care.*

3 **FOCUS ►** Matching topics and paragraphs (skimming for main ideas)

- Have Ss read the email and match headings to paragraphs. Ss should note key words.
- Invite Ss to read the paragraphs and give answer for which heading and why.

Answer Key

A 2 B 3 C 1

Grammar

4 a **FOCUS ►** Identifying adjectives

- Have Ss reread email and identify adjectives used to describe the market.
- Invite Ss to read out sentences with adjectives and write them on the board.

Answer Key

colourful, indoor, outdoor, international, vintage, beautiful, embroidered, second-hand, rare, leather

b **FOCUS ►** Presenting order of adjectives

- Read through table with Ss and check for understanding.
- Have Ss complete task individually.
- Check answers in class.



Writing Skills

Answer Key

- 1 Ann bought a small, square, wooden table.
- 2 Steve wore a second-hand, navy blue, woollen pair of gloves.
- 3 Sarah gave them a beautiful, round, silver frame.
- 4 Her grandmother has an old, Russian, gold pair of earrings
- 5 He bought her a modern, striped, cotton bag.

5 **Focus ►** Identifying opening and closing remarks

- Elicit function of opening and closing remarks in a letter. (Opening remarks start the email by asking how the person is and state reason for writing. Closing remarks end the email by sending wishes and encourage further contact.)
- Refer Ss to the sentences in the rubric. Ss complete task individually and compare answers with a partner.
- As an extension exercise, ask Ss to write their own opening and closing remarks and discuss them in class.

Answer Key

Opening remarks: A, D

Closing remarks: B, C, E, F

Replace – Hi! How are you? **with** Hi! How's everything going? **Or** How are things?

Replace – Have to go now. I've got a project to finish for Monday **with** I'd better go and do some work!

6 **Focus ►** Understanding a rubric

- Read study Skills Box with Ss and check for understanding.
- Have Ss read rubric and find key words.
- Ss answer questions individually and compare with a partner.

Answer Key

Key words: part, letter, penfriend, write, letter

- 1 My American penfriend, Jim, is going to read my letter.
- 2 To give my friend some information about open air markets in my town.
- 3 They are in the city centre.

4 You can buy anything from vintage clothing to antiques.

5 I can start with: Dear Jim and end with I'd better go and do some work! Take care.

7 **Focus ►** Writing an informal email about an open-air market.

- Refer Ss to the plan and instruct them to answer questions first before writing their emails.
- Allow Ss time to write emails.
- Invite Ss to read emails to class and ask for feedback.
- Alternatively, assign task as HW.

Answer Key

Dear Jim,

Hi, how are you? I am fine, although I have been very busy with school. I got your letter and I was happy to hear you enjoyed Paris.

You asked me if there are any similar markets in my city. There are some – let me tell you about them.

We do have a few open-air markets here, but they only operate during the summer months. The largest one is alongside the river. It is in the city centre, so it is easy for everyone to get to and it is quite enjoyable. You can buy clothes, toys, handicrafts, furniture, and even confectionery. It is a unique experience.

If you come for a visit this summer I will take you and show you round. We can shop and then have lunch at one of the food stalls after. Hope to see you soon.

Take care,

Pam



English in Use

Objectives

Vocabulary: phrasal verbs (go)

Grammar: forming negative adjectives, nouns and verbs; dependent prepositions; verb tenses

Speaking: role playing (using dependent prepositions); conducting an interview

Phrasal verbs: go

1 a) **FOCUS ►** Understanding phrasal verbs (go)

- Write the list of phrasal verbs with go on the board and elicit meanings.
- Have Ss check meanings in Appendix 1.
- Have Ss complete task individually and compare answers with a partner.

Answer Key

- | | | |
|---------|-------------|------|
| 1 after | 4 down with | 7 up |
| 2 with | 5 through | |
| 3 off | 6 without | |

b) **FOCUS ►** Identifying a picture with a phrasal verb (go)

- Refer Ss to the picture and elicit what is happening in it.
- Have Ss use answer to tell their partner about a similar situation they have experienced.
- Monitor activity and assist as necessary.

Answer Key

The man is going after the bus.

Suggested Answer Key

I sometimes wake up late and have to go after the school bus. It's very stressful because if I miss it, I end up being late for school.

Word Formation

2 **FOCUS ►** Forming negative adjectives, nouns and verbs

- Read through Grammar Box with Ss and check for understanding.
- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- | | |
|---------------|--------------------|
| 1 misbehaving | 4 misunderstanding |
| 2 misplaced | 5 disrespect |
| 3 dishonest | 6 disadvantages |

Dependent Prepositions

3 a) **FOCUS ►** Practising dependent prepositions

- Have Ss complete dialogue individually with prepositions in list.
- Invite Ss to read out answers in class and check.

Answer Key

- | | | |
|-------|-----------|------|
| 1 in | 3 by | 5 in |
| 2 out | 4 by/with | |

b) **FOCUS ►** Practising dependent prepositions

- Refer Ss to the prepositions and bold words in Ex. 3a and explain that they make phrases.
- Write the phrases on the board.
- In pairs, Ss act out a similar dialogue as in Ex. 3a, using the phrases.

Suggested Answer Key

- A: *Can I help you?*
 B: *Yes, please. Do you have a copy of "Harry Potter and the Goblet of Fire"?*
 A: *Let me see. I'm afraid it's out of stock at the moment. How about "Harry Potter and the Order of the Phoenix" instead?*
 B: *OK, I'll take that.*
 A: *Would you like to pay in cash or by credit card?*
 B: *Is it possible to pay by cheque?*
 A: *Of course it is. Just make it out to WH Smith.*
 B: *Thank you very much.*

2f

English in Use

Grammar Revision

4 a) **FOCUS ►** Consolidating verb tenses

- Refer Ss to the text and explain that they should pay attention to key words which indicate a period of time or frequency, as they determine the tense of the verb.
- Have Ss complete task individually.
- Invite Ss to read out answers in class and discuss.

Answer Key

1 makes	5 is entering
2 writes	6 wants
3 plans	7 has always
4 has been	dreamed/dreamt
experimenting	8 brings/will bring

b) **FOCUS ►** Role playing: an interview

- In pairs, Ss act out an interview following the text in Ex. 4a.
- Direct Ss to pay attention to verb tenses from the text and use them in the interview.
- Invite pairs to act out interviews in front of class and ask for feedback.

Suggested Answer Key

Interviewer: Amanda you have been cooking ever since you were a little girl. What exactly are you doing now with your cooking?

Amanda: Well I make up my own recipes and write the successful ones down in my own cookery book, which someday I plan on publishing.

Interviewer: Do you have a favourite cooking style?

Amanda: Recently I have been experimenting with different cooking styles and spices from around the world and I find them all interesting, so I don't really have a favourite.

Interviewer: I see, so what do you plan to do next?

Amanda: Next week, I am entering an international cooking competition that I really want to win, as the first prize is a scholarship to a well-known catering school in France.

Interviewer: That's exciting!

Amanda: Yes, I have always dreamed of becoming a qualified chef!

Interviewer: Well good luck to you! I hope your dish brings home first prize.

Amanda: Thank you very much.

2

Culture Corner

Objectives

Reading: reading for confirmation; reading to identify missing text

Writing: writing briefly about a topic; writing an article about charity organisations in your country

1 **FOCUS ►** Introducing the topic/reading for confirmation

- Refer Ss to the title of the text and discuss possible meanings.
- Next direct Ss to the logos and read through them.

- Have Ss brainstorm how the title and logos are related.
- Ss read text and check their answers.

Answer Key

The title of the text means that people should think of the needs of people who live near to them before they think about helping anyone else.

The title refers to charity and all these logos are logos of charities in the UK.

Culture Corner

2

2 Focus ► Reading to identify missing text

- Refer Ss to text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Have Ss complete task individually and check answers with a partner.

Answer Key

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

3 Focus ► Writing briefly about the topic of a text

- Read the rubric with Ss and check for understanding.
- Give Ss a few minutes to write a few sentences on the topic, paying attention to the questions in the rubric.
- In pairs Ss read their sentences to each other. Monitor activity and check answers.

Answer Key

A: Do you think it is a good idea to have big charity organisations?

B: Yes, because people tend to trust them more. They can get help from the government and they can help more people in need. What do you think?

A: I agree that it is important to help those in need. I prefer to give money to big charity organisations rather than beggars in the street.

4 Focus ► Writing an article about charity organisations in your country

- Read the rubric with Ss and check for understanding.
- Allow Ss time to collect information and write article.
- Invite Ss to read their articles to the class and ask for feedback.
- Alternatively, assign task as HW.

Suggested Answer Key

One charity organisation in my country is called 'Good Deed.' It aims to help elderly people. They help in many ways, such as visiting people in their homes, providing them with food, medicine, vitamins and someone to talk to. They also help finance visits to doctors and specialists. Another well-known charity in Russia is called 'Caring Heart.' It has many programmes to help the needy.

These organisations are able to help people thanks to the support of international humanitarian organisations, commercial companies and government agencies.

Going Green

2

Objectives

Grammar: forming verbs to show repetition

Reading: reading for confirmation

Speaking: role playing (persuading someone to use reusable bags); discussing the meaning of a quote

Listening: listening for confirmation

1 Focus ► Introducing the topic

- Read question in the rubric with Ss and discuss their answers.

(Ss' own answers)

2 Focus ► Organising information

- Refer Ss to Study Skills Box and read. Check for understanding.
- Have Ss copy chart in notebooks.
- Have Ss read the title of the text and complete individually, the first two rows of the chart.

Suggested Answer Key

What I already know: I know that shopping bags are made of paper and plastic and that paper can be recycled more easily than plastic.

2

Going Green

What I want to know: I want to know which type of bag is friendlier to the environment.

3 **Focus ►** Reading/listening for confirmation

- Refer Ss to the statements in the rubric
- Have Ss complete tasks individually.
- Have Ss check their answers by reading and listening to the text.

Answer Key

- | | |
|----------------|----------------|
| 1 Paper bag. | 4 Plastic bag. |
| 2 Plastic bag. | 5 Plastic bag. |
| 3 Plastic bag. | |

4 **Focus ►** Understanding new vocabulary

- Direct Ss to the underlined words in the text.
- Ss complete task individually and check answers in class.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.

Answer Key

- **Confuse with:** mistake for
- **damage:** harm
- **break up:** decompose
- **not heavy:** light
- **only a little:** minimal
- **get rid of them:** throw them away
- **making:** manufacturing
- **a large deep hole where we bury rubbish:** landfill site

5 **Focus ►** Organising information

- Direct Ss to the chart in that they have already copied into their notebooks Ex. 2.
- Have Ss complete last two rows of table.
- In groups of 3-4, Ss compare charts and discuss.

Answer Key

I learned that the best way to carry my shopping is a reusable bag because it takes minimal energy to make, it's light and it lasts for years.
I can learn more through the Internet.

6 **Focus ►** Forming verbs to show repetition

- Refer Ss to the Grammar Box and check for understanding.
- Have Ss scan text for verbs showing repetition and write them on the board.
- Invite Ss to write verbs in rubric with the prefix re- on the board and discuss how their meanings change.

Answer Key

Examples in the text: recycle, reusable

- | | |
|-----------|--------------|
| 1 remarry | 5 rewrite |
| 2 rename | 6 reprint |
| 3 reopen | 7 reappear |
| 4 restart | 8 rediscover |

7 **Focus ►** Role playing (persuading someone to use reusable bags)

- Refer Ss to the diagram in the rubric and check for understanding.
- Have Ss in pairs, using information from the text and the diagram to guide them, act out a conversation to persuade someone to use reusable bags.
- Invite a few pairs to act out exchanges in front of the class and ask for feedback.

Suggested Answer Key

- A: *You shouldn't use plastic bags when you shop, because they take 1000s of years to decompose when they end up in landfills.*
 B: *I see your point. How about paper bags? They are very easy to recycle and more environmentally friendly.*
 A: *Perhaps, because we use less energy and chemicals to recycle them. However, it takes a great number of trees to make paper.*
 B: *So, what should I do?*
 A: *You could use reusable bags. They last a long time and we don't waste so much energy to make them.*
 B: *I guess you're right.*

Going Green

2

8 **Focus ►** Understanding the meaning of a quote

- Refer Ss to the quote.
- Invite Ss to say what they think the meaning is and discuss.

Suggested Answer Key

The quote means we make a strong effort to do something when we have an important reason behind it.

Progress Check

2

Progress Check 2 and Look at Module 3 should be done in one lesson.

Answer Key

- | | | | | |
|-------------|-----------------|----------|-------------|-----------|
| 1 1 pickled | 5 rare | 9 grated | 4 1 after | 4 without |
| 2 pinch | 6 litre | 10 dark | 2 off | 5 through |
| 3 sparkling | 7 overcooked | | 3 down/up | |
| 4 bar | 8 peel | | | |
| 2 1 dislike | 4 disadvantages | | 5 1 by/with | 4 in |
| 2 misplaced | 5 misunderstand | | 2 by | 5 out |
| 3 dishonest | | | 3 in | |
| | | | 6 1 d | 2 e |
| | | | 3 c | 4 a |
| | | | 5 b | |
- 3 1 has gone
 2 Have you been working
 3 has Helen spent
 4 Has Mum been baking
 5 has Tom been saving
 6 has never been
 7 he has been working
 8 haven't bought
 9 has been cleaning
 10 Have you ever eaten

Module 3

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. *e.g. Do you like the food served at the canteen at school? Do you think you eat healthy foods? What kinds of things do you spend your money on? Do you like shopping?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 2.

Look at Module 3

- Refer Ss to the title of module, Great Minds, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to great people in history who have contributed or achieved something important. I think we will learn about great people and what they have accomplished.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 42).

T: What page is the picture on?

S1: It's on page 42. It's a sheep in a hot air balloon.

T: Why do you think it is in there?

S2: It has something to do with the history of the hot air balloon. Maybe they tested the balloons on animals first.

T: Why?

S3: To be sure it's safe.

Pic 2 (p. 48)

Who is this a picture of? What kind of information is in the text? Do you find inventors interesting? Do you know any inventors? Who? What did they invent?

Pic 3 (p. 53)

Who is this a picture of? Why is she famous? Do you like to read about famous people? Why? Who do you read about?

Pic 4 (p. 50)

What's happening in this picture? What did they discover? Have you ever found or discovered anything important? Do you know of a famous discovery?

Great minds

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a map (p. 54-55)

What does this map show? Why do we look at maps? Do you like to study maps? Why or why not?

a person's biography (p. 48)

What is a biography? What kind of information does it contain? Who is this biography about? Why do we read biographies?

a job advertisement (p. 45)

What is this advertisement about? What kind of information does it contain? Who would read a job advertisement?

an email (p. 47)

What are some reasons that we write emails? Do you write and send emails? To whom? Why do you send emails instead of using the telephone?

a quotation from a famous person (p. 55)

What is a quotation? Who said this one? Why is she famous? Do you know any quotations from famous people?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

- Listening and Speaking section
- a Culture Corner
- an Across the Curriculum section
- English in Use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading & Vocabulary

Objectives

Vocabulary: related to inventing; fields of science

Grammar: past simple; infinitive

Reading: reading to predict text content; reading for confirmation; reading for specific information

Listening: listening for confirmation

Speaking: role playing (being an inventor)

Writing: writing a letter, summarising the text

- Invite Ss to read out answers to the class and check.

Answer Key

came to the conclusion: decided

lift: raise

capture: catch

experiments: tests

presented: showed

safe and sound: not in danger

Reading

- 1 **FOCUS ►** Predicting text content/reading and listening for confirmation

- Refer Ss to the title and introduction of the text.
- Have Ss predict what they expect the text to be about and write their suggestions on the board.
- Ss listen and read text, checking their predictions.

Answer Key

Hot-air balloons can fly to high altitudes. They have carried humans since the late 18th Century.

The text may be about the history of the hot-air balloon.

- 2 **FOCUS ►** Reading for specific information

- Read with Ss the Study Skills box and check for understanding
- Have Ss complete the task individually.
- Invite Ss to read out answers and refer to where they found them in the text.

Answer Key

1 c 2 b 3 a 4 c 5 c

- 3 a **FOCUS ►** Understanding new vocabulary

- Refer Ss to the bold words in the text. Discuss meanings.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete matching task individually.

- b **FOCUS ►** Understanding the simple past and infinitive of verbs

- Have Ss skim text and find all verbs that are in simple past tense and write them in their infinitive form.
- Ss check answers with a partner.

Answer Key

began (begin), noticed (notice), was/were (be), threw (throw), happened (happen), came (come), had (have), loved (love), wanted (want), started (start), began (begin), became (become), realised (realise), presented (present), made (make), burned (burn), helped (help), put (put), hung (hang), landed (land), gathered (gather), asked (ask), agreed (agree), took (take), reached (reach), floated (float)

- 4 **FOCUS ►** Consolidating new vocabulary

- Write the three verbs on the board and elicit meanings and differences between them.
- Invite Ss to read out sentences and fill in with correct verb.

Answer Key

1 put ... up 2 raised 3 lift

Vocabulary

- 5 a **FOCUS ►** Introducing new vocabulary

- Refer Ss to the table and check for understanding of new vocabulary
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.



Reading & Vocabulary

- Invite Ss to tell class which field interests them most, following the example in the rubric.

(Ss' own answers)

b **Focus ▶** Consolidating new vocabulary

- Have Ss complete task individually and check answers with a partner.

Suggested Answer Key

- | | |
|--------------------|--------------|
| 2 Computer Science | 5 Psychology |
| 3 Astronomy | 6 History |
| 4 Politics | |

Speaking

6 **Focus ▶** Role playing (being an inventor)

- Allow Ss a few minutes to reread the text and plan what they are going to say.
- Invite Ss to talk to the class about their invention and how they feel.
- Ask for feedback from the class.

Suggested Answer Key

I have invented a balloon that floats high in the sky and that can carry people. I got the idea when I threw some small pieces of paper into the fireplace and watched them float upwards. I began performing experiments and came to the conclusion that heat had the power to lift things. I presented, with my brother, the first balloon which was made from paper and cloth. We burned straw to help the balloon float. On the first trip we put a sheep, a duck and a chicken in the basket. Shortly afterwards, the king gave us permission to send men up in the balloon. Our first trip with human passengers took place in Paris with great success.

I was very nervous at first, but when I saw the flight with the animals I knew that my idea could work with people. I was very excited to watch the balloon travel high above Paris and hope that all people someday will try a trip on a hot-air balloon high in the sky.

Writing

7 **Focus ▶** Writing a letter summarising the text

- Read the rubric with Ss and check for understanding.
- Ss complete task individually, using information from the text.
- Invite Ss to read out letters to the class and check.

Answer Key

Dear Jean-Francois,
We finally made it. The first hot-air balloon is finally up in the air! We made it from paper and cloth. To make it float, we burned some straw underneath it. The first passengers were a sheep, a duck and a chicken. King Louis XVI and many members of the royal family watched this first flight. The king has agreed to send men up in the balloon. Would you like to join us in the next flight?
Best Regards,
Joseph Montgolfier



Listening & Speaking

Objectives

Vocabulary: different types of jobs; related to working

Listening: listening for confirmation; listening for specific information

Speaking: identifying pictures; talking about jobs; role playing (giving/reacting to news); echo questions

Writing: completing a dialogue

1 a **FOCUS ►** Identifying pictures/understanding new vocabulary

- Refer Ss to the pictures on p. 44 and discuss what they show.
- Have Ss complete task individually.
- Check answer in class.

Answer Key

- 1 John might be drawing designs to construct a building. I think he is an architect.
- 2 Steve is operating a machine. I think he is an air traffic controller.
- 3 Kim seems to be exchanging some money for a customer. I think she is a bank teller.
- 4 Bill is giving someone a pizza. I think he is a pizza delivery boy.

b **FOCUS ►** Consolidating new vocabulary

- Refer Ss to the list with different jobs.
- Direct Ss to the table of different fields of study on p. 43.
- Ss complete task individually.
- Invite Ss to read out answers to class and check.

Answer Key

To become a computer programmer, you should study Computer Science.
To become an accountant, you should study Economics.
To become a geologist, you should study Earth Science.
To become a mechanic, you should study Engineering.
To become a teacher, you should study Education.

2 a **FOCUS ►** Understanding vocabulary/listening for confirmation

- Refer Ss to the word list and check for understanding.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete task individually.
- Ss listen to recording and check their answers.

Answer Key

- | | |
|-------------|---------------|
| 1 desk | 6 pay rise |
| 2 full-time | 7 deadlines |
| 3 overtime | 8 shift |
| 4 uniform | 9 part-time |
| 5 salary | 10 freelancer |

b **FOCUS ►** Talking about jobs

- Refer Ss to the example in the rubric. Explain that they should use vocabulary from Ex. 1 and 2.
- Invite Ss to tell class about their parent's jobs.
- Ask for feedback from class.

Suggested Answer Key

My mum is a nurse. She works various shifts and she has to wear a uniform at work. My dad is a computer programmer. He works full-time in a big company and he often has to work overtime. They both earn good salaries.

3 a **FOCUS ►** Consolidating vocabulary/completing a dialogue

- Read rubric with Ss and check for understanding.
- Have Ss complete dialogue individually.

Answer Key

The dialogue is about jobs and salaries.

- 1 E 2 B 3 C 4 A



Listening & Speaking

b **FOCUS ►** Listening for confirmation

- Have Ss listen and check their answers in Ex. 3a.
- In pairs have Ss read out dialogue and check.

(Ss' own answers)

Everyday English

4 **FOCUS ►** Role playing (giving/reacting to news)

- Write on the board 'good news' and 'bad news'. Elicit from Ss the meanings of the two words and a few examples.
- Refer Ss to the table and read through phrases. Check for understanding.
- In pairs Ss act out exchanges for the situations stated in the rubric. Exchanges follow the example in the rubric.
- Invite Ss to act out exchanges in front of class and check.

Answer Key

- 2 A: *I didn't get the part-time job, I'm afraid.*
B: *Really? What happened?*
- 3 A: *Guess what! My mum got a promotion!*
B: *Wow! That's brilliant!*
- 4 A: *I've got some good news! My dad got a pay rise!*
B: *That's fantastic!*

Say it Right

5 **FOCUS ►** Understanding social exchanges/ listening for confirmation

- Have Ss complete task individually.
- Ss then listen to recording and check answers

Answer Key

1 a 2 b 3 a 4 b 5 b

Listening

6 a **FOCUS ►** Understanding types of information

- Refer Ss to the job advertisement and the missing information in it.
- Elicit from Ss what types of information are missing and write their answers on the board.

Answer Key

Information about the age you have to be and what kind of personality you need to get the job; what the job involves and what the pay is.

b **FOCUS ►** Listening for specific information

- Have Ss listen to the recording and complete the missing information individually.
- Ss compare answers with a partner and check.

Answer Key

1 16	4 serve
2 well-organised	5 payments
3 hours	6 £5.50/hour

Intonation

7 a **FOCUS ►** Introducing echo questions

- Refer Ss to the Theory Box and check for understanding.
- Ss listen to the recording, paying attention to the rising intonation at the end of the echo questions.
- Have Ss practice saying the echo question with a partner.

(Ss' own answers)

b **FOCUS ►** Practicing echo questions

- Refer Ss to the two comments in the rubric.
- In pairs Ss practice exchanges with echo questions.
- Monitor activity and assist as necessary.

Answer Key

*You saw **Brad Pitt** at the club yesterday?*
*You saw **who** at the club yesterday?*
***Who** did you see at the club yesterday?*
*You saw **who**?*
*You saw Brad Pitt **where** yesterday?*

*You're leaving for **Brazil**?*
*You're going **where**?*
***Where** are you leaving for?*

Listening & Speaking

3b

8 **Focus ▶** Role playing (what your parents do for a living)

- Refer Ss to the exchange in Ex. 3.
- In pairs Ss act out a similar dialogue.
- Have Ss record themselves and check.

Suggested Answer Key

- A: What does your dad do for a living?
 B: He works as a teacher.
 A: Does he like his job?
 B: Yes, he really likes working with young people.
 A: How long has he been working as a teacher?
 B: For 18 years.
 A: What's the pay like?
 B: Quite good, but the holidays are even better!
 etc

3

Grammar in Use

Objectives

Grammar: past perfect; past perfect continuous; past simple; past continuous

Speaking: telling a story in the past tense

Writing: completing a dialogue and an email; writing an email about a strange event in the past.

had discovered (past perfect): past action which finished in the past and whose results were visible in the past

Reading1 **Focus ▶** Presenting past perfect and past perfect continuous

- Refer Ss to the Grammar Box and check for understanding.
- Have Ss find similar tenses in own L1.
- Ss scan text looking for examples of past perfect and past perfect continuous, giving reasons why.
- Check answers in class.

Answer Key

(Answers according to Ss' L1)

had been experimenting (past perfect continuous): past action in progress, putting emphasis on the duration, which finished before another past action

had left (past perfect): past action which finished before another past action

2 **Focus ▶** Practising the past perfect and past perfect continuous

- Read example with Ss and check for understanding.
- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- 2 Her sister had mopped the floor.
 3 He had already had lunch.
 4 She had arranged to go out with her parents.
 5 She had seen the film before.
 6 She had been waiting an hour
 7 She had already left.
 8 She had been working on the computer all morning.

3 **Focus ▶** Practising the past perfect

- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.



Grammar in Use

Suggested Answer Key

- 1 *had ... cooked.*
- 2 *the children had already gone to bed.*
- 3 *she had fought with her brother.*
- 4 *he had passed his English exam.*
- 5 *he had finished his homework.*

4 **Focus ►** Consolidating the past perfect

- Refer Ss to the example sentences in the rubric.
- Have Ss write their own sentences and read them to a partner.
- Monitor activity and check for understanding.

(Ss' own answers)

5 **Focus ►** Understanding the difference between the past simple and past perfect.

- Have Ss fill in exchanges individually. Explain to Ss that they need to pay attention to a past event that happens before another past event and a past event which results were visible in the past as these are indications of the past perfect.
- Invite pairs of Ss to read out exchanges in front of class and check.

Answer Key

- 1 *Did you manage/had already left/got*
- 2 *did Helen do/arrived/made/went*
- 3 *was Sarah/came/had got*
- 4 *Did the children see/drove/had already fallen*

6 **Focus ►** Practising the past perfect continuous

- Refer Ss to the example in the rubric. Direct Ss to the emphasis on the duration of the event that happened before another event in the past.
- Have Ss write their own sentences individually.
- Invite Ss to read out their sentences to the class and check.

Answer Key

- 2 *He had been looking for his glasses for over an hour before he found them.*
- 3 *They had been playing football for over an hour before Tom scored.*

- 4 *She had been driving for over two hours before she had reached the Smith's cottage.*
- 5 *He had been working in the company for ten years before he decided to leave.*

7 **Focus ►** Consolidating the past perfect and past perfect continuous

- Refer Ss to example in rubric and check for understanding
- Have Ss complete the sentences individually and compare answers with a partner.
- Monitor activity and assist as necessary.

Suggested Answer Key

- 2 *Our teacher was angry because we had been noisy.*
- 3 *She had a terrible headache because she had been driving in traffic for over two hours.*
- 4 *The children came back home very tired because they had been playing football all afternoon.*
- 5 *She was late because she had missed the bus.*
- 6 *They were wet because they had fallen into the pool.*

8 **Focus ►** Practising the past perfect and past perfect continuous.

- Refer Ss to the exchanges and direct them to look for emphasis on duration (indicates past perfect continuous) when deciding which tense to use.
- Have Ss complete exchanges individually.
- In pairs Ss read out exchanges and check answers.

Answer Key

- | | |
|---------------------------|---------------------------|
| 1 <i>had been working</i> | 4 <i>had been waiting</i> |
| 2 <i>had left</i> | 5 <i>had gone</i> |
| 2 <i>hadn't finished</i> | |

9 **Focus ►** Consolidating the use of the past perfect, past perfect continuous, past simple and past continuous.

- Refer Ss to the email.

Grammar in Use

3c

- Elicit/explain when we use each tense (Past perfect = past action that happens before another past action or a past action which finished and whose results were visible. Past perfect continuous = a past action with emphasis on the duration which finished before another past action. Past simple = actions that happened immediately one after another in the past. Past continuous = a past action that was in progress when another action interrupted it.)
- Have Ss complete email individually.
- Invite several Ss to read out the email in class and check.

Answer Key

1 happened	11 had found
2 was walking	12 went
3 spotted	13 examined
4 started	14 announced
5 turned	15 had been waiting
6 grabbed	16 came
7 was trying	17 dug
8 took	18 didn't find
9 saw	19 had come
10 knew	

Speaking10 **Focus ►** Telling a story in the past tense.

- Refer Ss to the pictures and the verb list.
- Invite Ss to tell the story, using the past tenses they have learned in the unit to the class. Ask for feedback from the class.

Suggested Answer Key

... when she heard someone crying.
 She looked inside the well and found a little boy there. He had been crying for help for a long time before Mandy arrived to save him.
 She pulled him out of the well. The boy was very happy that she had rescued him.
 His parents thanked her very much.

Writing11 **Focus ►** An email in the past tense (about a strange event)

- Read the rubric with Ss and refer them to the email in Ex. 9 and the story they told in Ex. 10 as examples. Emphasise the use of past tenses in their emails.
- Allow Ss time to write their emails.
- Invite Ss to read their emails to the class and ask for feedback from the class.
- Alternatively assign task as HW.

Suggested Answer Key

To: pamela@mail.com

Re: So strange!

Hi Pam!

How are you? Hope you are fine. I am a little bit upset – something strange happened to me at the weekend.

On Saturday night everything was normal. My cat, Sandy, was sleeping on the sofa when I said goodnight to her and went to bed. In the morning, though, I couldn't find her anywhere at all. As you know, I live on the fifth floor and I never let my cat out. She only goes on the balcony sometimes. I looked on the balcony and all through the house but she wasn't there. Where had she gone? I can only imagine that she fell down from the balcony. I looked outside our building and didn't see her either. I called her and called her. Strange!

I hope I find her soon!

Bye for now,

Anna



Vocabulary & Speaking

Objectives

Vocabulary: related to biographies; stages of life, idioms

Grammar: verb tenses

Speaking: talking about life experiences and changes

Reading: reading for confirmation; to identify missing text; reading for specific information

Listening: listening for confirmation; listening for specific information

Writing: writing sentences about family life experiences; writing a biography

1 **Focus ►** Introducing the text/ understanding new vocabulary

- Refer Ss to the text and elicit information about who the text is about.
- Have Ss write down three questions they would like to know about the person in the text.
- Ss read text and see if they can answer their questions.
- Elicit from Ss meaning of words in bold.
- Allow Ss time to write down any new vocabulary in their notebooks.

Answer Key

The woman in the picture is Marie Curie. She discovered radium and got a Nobel Prize.

What did she study? How old was she when she got the Nobel Prize? What did she die of?

medicine: field of study of the treatment of illness and injuries.

studied: to learn about a particular subject

graduated from: to successfully complete a degree at university or college.

research: studying something and try to discover facts about it.

elements: a substance that consists of only one type of atom such as copper or gold.

radioactive: produces energy in the form of powerful and harmful rays.

designed: to plan and make a detailed drawing of something.

2 **Focus ►** Reading to identify missing text

- Refer Ss to Study Skills box on p. 48 and check for understanding
- Refer Ss to text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Have Ss read and listen to text to check answers.

Answer Key

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

The writer considers Marie Curie to have been successful because she was awarded two Nobel prizes and because she was the first woman to ever receive this award.

3 **Focus ►** Understanding a biography

- Elicit/explain the meaning of a biography (an account of someone's life written by someone else)
- Refer Ss to the text and have them make a list of the life events in the order they happened.
- Invite Ss to discuss the life of the person in the text using their lists.

Answer Key

- 1867: Marie Curie was born
- 1877: Marie Curie's mother died
- Marie Curie became a tutor
- Marie Curie's sister got married
- Marie Curie moved to Paris and studied Physics and Maths
- Marie Curie got her Master's degree
- Marie Curie started researching magnetism
- Met Pierre Curie and got married
- Studied uranium and radioactivity with her husband
- Discovered radium
- 1903: won a Nobel Prize in Physics
- 1906: her husband died
- 1911: got a Nobel Prize in Chemistry
- 1934: Marie Curie died

Vocabulary & Speaking



4 a **FOCUS ►** Understanding new vocabulary

- Have Ss listen and repeat words and find these words in own L1.
- Allow Ss time to write down any new vocabulary in their notebooks.

Answer Key

(Answers according to Ss' L1)

b **FOCUS ►** Consolidating new vocabulary

- Invite Ss to use new vocabulary on the stages of life to talk to class about what stage they are at and others members of their family.
- Ask for feedback from the class.

Suggested Answer Key

I am a teenager. My parents are adults and my brother is a toddler. My grandparents are senior citizens.

5 a **FOCUS ►** Choosing the correct form of the verb/listening for confirmation

- Refer Ss to the list of verbs and have them fill in sentences individually (explain to Ss to pay attention to time cues and verb tenses)
- Ss compare answers with a partner.
- Have Ss listen to recording and check answers.

Answer Key

- 1 studied/got/working/are getting
- 2 had/move
- 3 leave/start
- 4 gets/buy
- 5 change/moving

b **FOCUS ►** Making sentences about your life and your family's life experiences

- Explain task and give Ss a few example sentences about yourself.
- Ss make their own sentences using phrases in Ex. 5 and compare answers in groups of three.
- Monitor activity and assist as necessary.

Suggested Answer Key

My parents got married in 1990. My dad studied law and my mum studied medicine. My dad works as a lawyer and my mum works as a doctor. We have just moved into a nice new house and I will be starting at a new school this September.

Listening

6 a **FOCUS ►** Listening for specific information

- Refer Ss to list of statements and read them with class.
- Have Ss listen carefully to recording and complete task individually.
- Ss compare answers with a partner and listen again to check.

Answer Key

1 D 2 F 3 C 4 A 5 B

b **FOCUS ►** Talking about life changes.

- In pairs have Ss talk about life changes they have made recently.
- Direct Ss to use vocabulary from Ex. 5 and Ex. 6a.
- Monitor pairs and assist as necessary.

Suggested Answer Key

I changed schools two years ago. It was very difficult for me in the beginning as I felt very lonely. But now I have made lots of new friends and I'm very happy here.

Idioms

7 a **FOCUS ►** Understanding idioms

- Refer Ss to the list of idioms.
- Have Ss form groups of 3-4 and complete task, giving reasons for their answers. Ask Ss to find similar idioms in own L1.
- Invite groups to say their answers in front of the class and discuss.



Vocabulary & Speaking

Answer Key

1 B 2 D 3 A 4 E 5 C

1 step by step 4 All in all
2 again and again 5 on and on
3 round and round

b FOCUS ► Practising using idioms

- Have Ss make up sentences individually.
- Invite Ss to read out sentences in class and check.

Suggested Answer Key

I go over my work again and again to see if I have made any mistakes.

I don't go to the fairground very often because I don't like it when my head goes round and round after being on the rides.

All in all, I have had a good year at school.

I didn't understand algebra at first but then my teacher explained it to be step by step. Now I find it easy.

8 FOCUS ► Writing a biography about a famous person

- Read rubric with Ss and check for understanding.
- Allow Ss time to collect information on a famous person, using the plan in the rubric and write biography.

- Invite Ss to read out their biographies to the class and ask for feedback.
- Alternatively assign the task as HW.

Suggested Answer Key

Wassily Kandinsky was born in Moscow on December 4, 1866. He spent his early childhood in Odessa and learned the piano and cello at an early age. He would become one of the most influential artists and theorists of the 20th century.

In 1886, however, he studied Law and Economics, at Moscow University. It wasn't until 1896 that he went to Munich to study art. In 1911, along with other German painters, he formed an art group called 'Der Blaue Reiter.' He produced many abstract paintings during this time, full of brilliant colours and complex patterns.

At the beginning of World War I, Kandinsky returned to Russia and became a teacher. It was then that he married 16-year-old Nina de Andrejevski.

After the war, Kandinsky returned to Germany and became professor at the 'Bauhaus of Weimar.' Kandinsky received German nationality in 1928 but he moved to France and settled there with his wife. He died there in 1944 at the age of 78. Many people admire Kandinsky's beautiful paintings to this day and recognise him as one of the first explorers of abstract art.



Writing Skills

Objectives

Grammar: linking words

Speaking: telling a story

Listening: listening for specific information

Writing: in the narrative style; writing a story; editing a story

Reading

1 a FOCUS ► Predicting text content

- Refer Ss to the picture and title of the text and discuss what they think the text is about.
- Write their predictions on the board.

Writing Skills

3e

Answer Key

The story is probably about some ancient paintings that a group of people discovered.

b FOCUS ► Introducing the topic/listening for specific information.

- Have Ss write down questions about the story and write a few of them on the board.
- Ss listen and check to see if they can answer their questions and check their predictions.

Answer Key

- 1 Who are these people?
- 2 Where are they?
- 3 How did they find this place?
- 4 Who should they tell about the paintings?
- 5 Who made these paintings?

2 FOCUS ► Introducing how to write a story

- Refer Ss to theory box and check for understanding.
- Have Ss in groups of 3-4 read the story in Ex. 1 and check if it follows plan in rubric.
- Check answers in class.

Answer Key

It is an adventure story. Yes, it follows the plan.

3 FOCUS ► Understanding the format of a story

- Refer Ss to the questions in the rubric and have Ss complete task individually.
- Ss compare answers with a partner and check.
- Ss tell story to their partner using their plot line.
- Monitor activity and assist as necessary.

Answer Key

- 1 The main characters are four young boys.
- 2 The story takes place during a beautiful afternoon in the woods near the village of Montignac.
- 3 They felt proud.
- 4 The writer has used: and, so that, as, when, by this time, after, later

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

The climax event is finding the painting.

(Ss' own answers)

4 FOCUS ► Joining sentences using linking words

- Refer Ss to linking words in brackets and have Ss join sentences individually.
- Invite Ss to read out answers in class and check.

Answer Key

- 1 He was walking slowly down the road when it started raining.
- 2 The birds were singing while the sun was shining.
- 3 She ran towards the police officer and asked for help.
- 4 I returned the wallet as soon as I found the owner's address.
- 5 She hid the letter in the drawer before she opened the door.

5 FOCUS ► Presenting the narrative style

- Read with Ss the theory box and check for understanding.
- Have Ss find adjectives from text used to describe words in list.
- Invite Ss to read out sentences with these adjectives from the text.

Answer Key

- | | |
|-----------------------|---------------|
| 1 beautiful afternoon | 5 small, dark |
| 2 blue sky | 6 loud gasp |
| 3 autumn leaves | 7 colourful |
| 4 tall trees | 8 fantastic |

6 FOCUS ► Practising the narrative style

- Have Ss complete task individually and write their own sentences using the phrases.
- Invite Ss to read out their sentences in class and check.

Answer Key

- 1 happily 2 quickly 3 immediately
(Ss' own answers)

Writing

7 FOCUS ► Writing a story

- Read rubric with Ss.
- Ss answer questions individually.



Writing Skills

- Allow Ss time to write their stories following the plan in Ex. 2.

Suggested Answer Key

- 1 a short story for a teenage magazine
- 2 short story – It happened to me ...
- 3 me and some friends
- 4 last summer holidays, Balblair beach
- 5 We decided to go for a picnic.
Packed the picnic basket.
We cycled to Balblair beach. Roy, my dog, followed us.
We all sat on the picnic rug and enjoyed our picnic.
Noticed Roy was digging a hole.
Roy came back with a bottle. Inside there was a message: in a foreign language.
Showed the message to mum. She managed to translate it.
We put the message back into the sea.
- 6 finding the message/bottle
- 7 send our own messages
- 8 proud, happy

It was an unusually hot summer's day for the Highlands of Scotland. Eileen, Debbie and I lazed happily on the lawn sunbathing and fantasised about far-away lands we would like to visit. Then I had an idea – to go for a picnic at Balblair beach.

We all met at my house in order to pack the picnic basket. We had enough lovely food to feed an army! We cycled happily towards the beach. Roy, my retriever, did not want to miss out on the fun so he followed us.

After about half an hour we arrived feeling really hungry and thirsty. So we lay the rug down on the sand and started tucking in to the delicious food we had prepared. But Roy was nowhere near. I spotted him digging a deep hole somewhere in the dunes.

We thought nothing of it until Roy came back with a bottle covered in seaweed. He lay it down and started barking. My friends told me to take a closer look. I picked it up and saw that there was something inside – a message. As none of us could understand what the message said, we headed home. I showed it to my mum and she told us it was German. She also managed to tell us what it said: "If you find this, make a wish. Put me back into the sea when the sky is blue. Only then will your wish come true!"

The next day was another lovely sunny day and so we returned to the same part of the beach. We all made wishes and I threw the bottle back into the sea. I felt proud that my mum had translated the message. I also felt excited at the thought of my wish coming true.

8 Focus ► Editing your writing

- After Ss have written stories refer them to rubric and read through check list (explain that editing means to examine and check written work and make any necessary changes)
- Allow Ss time to make any changes or corrections.
- Invite Ss to read out their stories to the class and ask for feedback.

(Ss' own answers)



English in Use

Objectives

Vocabulary: phrasal verbs (bring)

Grammar: forming verbs; dependent prepositions; verb tenses

Speaking: discussing a text

Phrasal Verbs: *bring*

1 **Focus ►** Understanding phrasal verbs (bring)

- Write the list of phrasal verbs with bring on the board and elicit meanings.
- Have Ss check meanings in appendix1
- Have Ss complete task individually and compare answers with a partner.

Answer Key

1 back	3 about	5 round
2 up	4 in	6 out

Word Formation

2 **Focus ►** Forming verbs

- Refer Ss to the theory box and check for understanding.
- Ss complete task individually.
- Invite Ss to read out sentences in class and check.

Answer Key

1 memorised	4 modernise
2 apologised	5 characterised
3 summarise	6 criticises

3 **Focus ►** Consolidating vocabulary

- Have Ss complete task individually and check definitions in Word List.
- Ss write their own sentences with other words.
- Invite Ss to read out their sentences in class and check.

Answer Key

1 invented	3 employees
2 job	4 salary

(Ss' own answers)

Dependent Prepositions

4 a **Focus ►** Practising dependent prepositions

- Have Ss complete quiz individually with prepositions in list.
- Invite Ss to read out quiz and the answers in class and check.

Answer Key

1 at/under 2 At 3 in 4 in/at

b **Focus ►** Practising dependent prepositions

- Allow Ss time to make up own quiz questions using preposition phrases from Ex. 4a.
- Ss ask quiz question to a partner.
- Monitor activity and check for understanding.

Suggested Answer Key

Even (at) ... a young age Sergei Rachmaninoff showed great skill (in) ... composition.
Alexander Pushkin became the father of Russian literature (in) ... the 19th century.

Grammar Revision

5 **Focus ►** Consolidating verb tenses/discussing a text

- Refer Ss to the text and explain that they should pay attention to key words which indicate a period of time or frequency, as they determine the tense of the verb.
- Have Ss complete task individually.
- Invite Ss to read out answers in class and discuss.
- In pairs have Ss ask and answer questions about the text.
- Monitor activity and assist as necessary.

Answer Key

1 had invented	5 lived
2 was working	6 was experiencing
3 stumbled	7 will always
4 was trying	remember

3f

English in Use

Suggested Answer Key

S1: Why will we always remember Alexander Graham Bell?

S2: He invented the telephone.

S1: How did Alexander Graham Bell invent the telephone?

S2: He was working on a hearing device when he stumbled on the invention of the telephone.

S1: Why was he trying to help deaf people?

S2: He lived with his deaf mother and wife and was experiencing deaf people's problems first hand. etc

3

Culture Corner

Objectives

Vocabulary: forming derivatives; phrases

Reading: reading for confirmation; reading to identify missing text; reading for specific information

Speaking: talking about banknotes in your country

Listening: listening for specific information

1 **FOCUS ►** Introducing the topic/reading for confirmation

- Refer Ss to the pictures and title of the text.
- Discuss who the people are in pictures and how they are related to banknotes.
- Have Ss read text to check their answers.

Suggested Answer Key

Yes, I know Adam Smith, he's famous for his theories in economics. I think that all these people are famous for something and they all appear on the English banknotes.

2 a **FOCUS ►** Reading to identify missing text/ forming derivatives

- Have Ss read again text and fill in gaps with derivatives of the words in the brackets.
- Invite Ss to read out answers in class and check.

Answer Key

1 illustration	3 various	5 composer
2 prisoners	4 recently	6 building

b **FOCUS ►** Reading/listening for specific information

- Read rubric with Ss and have them listen and read text again.
- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Answer Key

You can see Queen Elizabeth II on all banknotes in the UK. – Queen of England

You can see Elizabeth Fry on the back of a 5-pound note. – improved living conditions for woman in European prisons

Edward Elgar used to be on the old 20-pound note. – British composer

You can see Adam Smith on the new 20-pound note. – economist

3 **FOCUS ►** Understanding new vocabulary

- Direct Ss to the bold words in the text.
- Ss complete task individually and check answers in class.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.

Answer Key

improving: making better

developed: invented

evolution: gradual development

governor: director

site: location

Culture Corner

3

4 **Focus ► Understanding phrases**

- Have Ss complete sentences individually.
- Elicit meanings of phrases and ask Ss to find similar phrases in own L1.

Suggested Answer Key

- 1 called (insulted by saying unpleasant things)
- 2 made (became well-known)
- 3 name (identify sb by giving a name)

(Answers in Ss' L1)

5 **Focus ► Talking about banknotes in your country**

- Allow Ss time to collect information on banknotes in their country and prepare to present it.

- Ss make presentation to class and ask for feedback from class.

**Suggested Answer Key**

The 10-Ruble banknote is dark-green and dark-brown in colour. On the one side there is an engraving showing a bridge across the River Yenisei in Krasnoyarsk and a chapel on a multi-coloured background. On the other side there is the Bank of Russia logo.

Across the Curriculum – History

3

Objectives

Reading: reading for specific information; scanning for specific information

Speaking: summarising a text; discussing the meaning of a quote

Listening: listening for specific information

1 **Focus ► Introducing the topic**

- Refer Ss to the map on p. 54-55. Elicit the meaning of the word continent (*a very large area of land that usually consists of several countries*).
- Invite Ss to list the continents shown on the map.

Answer Key

I can see Europe, Africa, North America, South America, Asia and Australia.

2 **Focus ► Listening for specific information**

- Have Ss think up questions about Sir Francis Drake and write them down in their notebooks.
- Ss listen to recording and try to find answers to their questions.

Suggested Answer Key

What is he famous for?
Where did he travel?
How did he travel there?

3 **Focus ► Reading for specific information**

- Have Ss read text and complete task individually.
- Ss compare answers with a partner and check.

Answer Key

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

4 **Focus ► Scanning text for specific information**

- Refer Ss to the list of words in rubric.
- Ask Ss to scan text for these words and read about how they are related to Sir Francis Drake.
- Invite Ss to tell their answers to the class and check.

Answer Key

- Plymouth – place he left from in 1577
- The Golden Hind – his ship

3

Across the Curriculum – History

- *The Pacific* – the ocean where one of his ships was destroyed/crossed to get to The Meluccas Islands
- *The New World* – where the gold was
- *The Meluccas Islands* – travelled here after North America
- *Africa* – sailed around the southern tip before returning to England to complete his round the world tour
- *Elizabeth I* – knighted him

5 **Focus ►** Understanding new vocabulary

- Refer Ss to the bold words in the text. Explain to Ss that they should use content to help them understand meaning of new words.
- Have Ss complete matching task individually and check answers in class.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.

Answer Key

- 1 **b** *on board*: on the ship
- 2 **e** *remaining*: left
- 3 **c** *route*: way
- 4 **a** *violent*: strong
- 5 **d** *ports*: harbours
- 6 **h** *treasure*: valuable objects
- 7 **g** *Eventually*: In the end
- 8 **f** *fortune*: sum of money

6 **Focus ►** Summarising the text

- In pairs Ss find the journey of Sir Francis Drake on the map and label the places he visited.
- Invite pairs to present the journey, using the map to the class and ask for feedback.

Suggested Answer Key

Francis Drake first travelled across the Atlantic Ocean to South America. He travelled all around South America and then sailed to North America before travelling to the Moluccas Islands in the Pacific. He then sailed around the southern tip of Africa and finally returned to England.

7 **Focus ►** Understanding the meaning of a quote

- Refer Ss to the quote.
- Invite Ss to tell what they think the meaning is and discuss.

Suggested Answer Key

The quote means that how we think is very important and that if we are negative and pessimistic in our thinking then we will never accomplish great things.

3

Progress Check

Progress Check 3 and Look at Module 4 should be done in one lesson.

Answer Key

- | | | | | | |
|----------------------|-----------------------|---------------|----------|---------|------|
| 1 1 vet | 5 author | 9 Chemistry | 4 1 back | 3 up | 5 in |
| 2 uniform | 6 overtime | 10 deadlines | 2 round | 4 out | |
| 3 Linguistics | 7 salary | | 5 1 in | 3 under | 5 by |
| 4 freelancer | 8 cashier | | 2 in | 4 at | |
| 2 1 summarise | 3 fantasises | 5 sympathised | 6 1 a | 2 c | 3 b |
| 2 apologise | 4 characterise | | | 4 e | 5 d |
| 3 1 had been waiting | 6 had been performing | | | | |
| 2 had gone | 7 had been looking | | | | |
| 3 had been playing | 8 had written | | | | |
| 4 hadn't ordered | 9 had been studying | | | | |
| 5 had he finished | 10 had eaten | | | | |

Be Yourself

Module 4

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. *e.g. Do you like reading about famous people and their accomplishments? Why? What other inventions have changed our lives? Who are some important inventors or explorers?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 3.

Look at Module 4

- Refer Ss to the title of module, *Be Yourself* and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to acting and accepting yourself as you are and not trying to be something that you are not.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 64).

T: What page is the picture on?

S1: It's on page 64. It's Penelope Cruise, the actress.

T: Why is she famous?

S2: She is a good actress and very beautiful.

T: Do you think she always looks good?

S3: No. I'm sure there are times when she is not so beautiful.

Pic 2 (p. 60)

Who is this a picture of? What kind of clothes is he wearing? Why? Do you wear different clothes when you go on holidays?

Pic 3 (p. 62)

What is this a picture of? What kind of costumes are they wearing? Have you ever worn a costume for a play or performance? What other times do we wear costumes?

Pic 4 (p. 70)

What are the girls in this picture wearing? What kind of clothes are they? What kind of clothes do you wear? Are you concerned of what and how the clothes you wear are made?

Find the page number(s) for...

Allow Ss time to browse through the module and find the relevant information. Then, ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

a map (p. 69)

What does this map show? Why do we look at maps?

Why do people dress in different ways in different places? When do we dress in traditional ways?

A paragraph plan (p.67)

What does this plan show? Why is it important to follow a plan when we write? What happens if we don't?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

- a Listening and Speaking section
- a Culture Corner
- a Going Green section
- an English in use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading and Vocabulary

Objectives

Vocabulary: related to body image and self-esteem; appearance

Reading: identifying headings of paragraphs in the text

Speaking: discussing the topic of the text (our appearance)

Writing: writing sentences about the topic (self-esteem); writing advice (about someone's appearance)

Reading

1 **Focus ►** Predicting text content

- Have Ss read the title and the headings in the rubric.
- Discuss with class what the headings are about and choose an answer for each heading.

Answer Key

The title of text is 'Do you feel at home in your body?' so I think the text is about body image.

Heading A	b	Heading D	b
Heading B	a	Heading E	b
Heading C	b		

2 **Focus ►** Identifying headings of paragraphs in a text.

- Refer Ss to the Study Skills box and check for understanding. Explain that a heading should summarise the main focus of the paragraph and that Ss should underline key words when reading.
- Have Ss read text and match headings to paragraphs.
- Invite a few Ss to read out paragraphs with their headings and key words.

Answer Key

The authors' purpose is to explain that how we feel about ourselves is very important and that we should ignore what the media shows us and concentrate on what we like about ourselves.

Suggested Answer Key

- 1 D *looking, mirror, too skinny, taller, more muscular, thicker hair, longer legs, better teeth, smaller nose, pimple*
- 2 E *bodies change, growing up*
- 3 C *compare yourself to friends, see if you are 'normal', doesn't happen at the same speed for everyone*
- 4 A *media images, advertising, affect your self-esteem, magazines, put pressure on you, unrealistic image*
- 5 B *focus on things you like about yourself, walk with confidence*

3 **Focus ►** Understanding new vocabulary

- Refer Ss to the bold words in the text. Discuss meaning.
- Ss complete matching task individually and check answers with a partner.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete sentences individually and check.

Answer Key

muscular – well built

staring – looking

remarks – comments

affects – influences

matures – develops

obsessed – too concerned

fit – match

unrealistic – false

vanity – false pride

focus – concentrate

The athlete was tall and muscular.

Stop staring at that man! It's not polite.

My teacher's remarks were all very positive and I felt good about my work.

The amount of sleep I get affects my energy levels.

One's body matures a lot during adolescence.

It isn't good to be obsessed with losing weight.

The punishment should always fit the crime.

Reading and Vocabulary

4a

If you have unrealistic expectations, you might be disappointed.

Expensive beauty products appeal to people's vanity.

I am trying hard to focus on my school work now that I am in my final year.

Vocabulary

4 **Focus ►** Understanding new vocabulary

- Have Ss complete task individually.
- Ss compare answers with a partner and check.
- Invite Ss to show drawings of their cartoon characters to the class and describe them with the vocabulary from the exercise.

Answer Key

1 spotty	3 bushy	5 short
2 curly	4 thick	

Suggested Answer Key

Fred Flintstone is tall, overweight, and has thick, straight hair. He has got small ears and a big nose. His eyebrows are thick. etc

5 **Focus ►** Consolidating vocabulary

- Have Ss complete task individually and check answers in their dictionary.
- As an extended task have Ss write their own sentences with words in bold from the exercise and invite them to read the sentences to the class.

Answer Key

1 go, on	3 grown, got	5 join, lose
2 grown	4 been	

Speaking

6 **Focus ►** Discussing the topic of the text (body image)

- In pairs, Ss discuss what they would like to change about their appearance.
- Direct Ss to use new vocabulary in Ex. 4 & 5 in their discussion.

Suggested Answer Key

I can't stand my eyebrows. They are too bushy.

7 **Focus ►** Writing about the topic of the text (body image)

- Have Ss listen and read the text again.
- Read rubric with Ss and check for understanding.
- Direct Ss to answer questions in the rubric in sentences.
- Allow Ss time to write their sentences.
- Invite Ss to read out their sentences to the class and ask for feedback.

Answer Key

Self-esteem is how you feel about yourself. Teenagers can feel uncomfortable about their body because of the rapid changes. They might feel worried if they see they are putting on weight suddenly or getting taller/wider at the shoulders.

Writing

8 **Focus ►** Writing advice about the topic (worried about appearance)

- Refer Ss to the rubric and direct them to the words used when giving advice.
- Allow Ss time to write paragraphs of advice.
- In groups of 3-4, have Ss read to each other their advice and discuss.
- Monitor activity and assist as necessary.

Suggested Answer Key

You shouldn't think you are fat because you aren't. Don't think that people are staring at you and stop looking at yourself in the mirror all the time! You shouldn't have a negative image of yourself – believe in yourself! You may put on a little bit of weight as you develop into an adult – this is normal – your body is growing. You shouldn't compare yourself to the models you see in the media. It is unrealistic to want to be like them. Eat healthily and focus on all the good qualities you have. You should feel confident about who you are!



Listening & Speaking

Objectives

Vocabulary: related to clothing and fashion

Grammar: too-enough

Reading: reading for specific information

Listening: listening for confirmation; listening for specific information; identifying the stressed syllable in words

Speaking: discussing clothing and fashion; role playing: expressing (dis)approval; getting dressed for a party; saying the stressed syllable in words; talking about fashionable clothes

Suggested Answer Key

The woman in picture B looks comfortable.

The woman in picture C looks fashionable.

The man in picture D looks casual.

The woman in picture E looks classy.

Speaking

2 Focus ► Discussing clothing and fashion

- In groups of 3-4, have Ss discuss and answer the questions in the rubric.
- Monitor activity and assist as necessary.

1 a Focus ► Describing pictures

- Refer Ss to the pictures on p. 60 and read through the list of words.
- Have Ss check meanings in the Word List and use words to describe the clothes in each picture.
- Invite Ss to describe pictures to the class and ask for feedback.

Answer Key

The woman in picture B is wearing loose-fitting, checked trousers and a smart long jacket.

The woman in picture C is wearing a tight-fitting, striped dress and an elegant hat.

The man in picture D is wearing a casual, woollen jumper, a plain shirt and a pair of scruffy jeans.

The woman in picture E is wearing a plain, tight-fitting cotton dress with a smart jacket and patterned scarf around her waist.

b Focus ► Practising new vocabulary

- Refer Ss to the phrases in the rubric. Elicit/discuss meanings.
- Allow Ss time to write any new vocabulary in their notebooks.
- Have Ss write sentences like example sentence, using the phrases from the rubric.
- Invite Ss to read out their sentences to the class and check.

Suggested Answer Key

A: What kind of clothes do you like to wear?

B: I like to wear casual clothes. I feel comfortable in them. What about you?

C: I like to wear cotton clothes. I like plain colours best.

A: Me too. But I also have a few patterned things in my wardrobe. I like wearing silk tops.

B: I sometimes wear floral designs. I like wearing bright colours like red.

C: What do you usually wear on a cold day?

A: I wear trousers or jeans and a woollen jumper.

B: So do I. I also wear a leather jacket to keep me warm.

C: I wear comfortable clothes to school, sometimes a skirt, but mostly trousers.

A: I try not to look too scruffy for school. At home I wear anything I like – usually jogging trousers and a T-shirt.

B: Me too. But when I go somewhere special I like to wear something smart, like a dress.

C: Or something trendy. Do you try to keep up with the latest fashions?

A: Not really. I like to wear what I like, not what the magazines tell us to wear.

B: I like to experiment with clothes and see what looks good.

C: I really like getting dressed up. It feels good to make an effort.

A: Yes, you're right.

Listening & Speaking

4b

3 **Focus ►** Practising new vocabulary/listening for confirmation

- Have Ss fill in gaps individually, paying attention to verb tense.
- Ss compare answers with a partner and check.

Answer Key

- | | |
|--------------|----------|
| 1 A: fit | 3 A: try |
| 2 A: matches | B: suit |
| B: worn | 4 B: go |

Everyday English

4 **Focus ►** Role playing: expressing (dis)approval

- Read with Ss the rubric and check for understanding.
- In pairs, Ss act out exchanges, using phrases from the table in the rubric.
- Invite a few pairs to act out exchanges in front of the class and ask for feedback.

Suggested Answer Key

- 1 A: How do I look in this?
B: I don't think it suits you. It's too plain.
- 2 A: Do you like this?
B: It's really nice. etc

5 **Focus ►** Listening/reading for specific information

- Read the rubric with Ss.
- Have Ss listen to recording and read dialogue.
- Invite Ss to tell class what the girl in the dialogue is going to wear.

Answer Key

a black, silk dress

6 **Focus ►** Reading for specific information

- Refer Ss to the questions in the rubric.
- Have Ss read dialogue and answer questions individually.
- Invite Ss to read out their answers to the class and check.

Answer Key

- 1 She can't decide what to wear.
- 2 It is too casual.
- 3 They don't fit her any more.
- 4 He wants to look as smart as Lisa.

7 a **Focus ►** Understanding Too-Enough

- Read the rubric with Ss and elicit answer.
- Refer Ss to the Grammar Reference section for further understanding (Too and Enough are used with adverbs and adjectives too indicate the degree)

Answer Key

- 1 too 2 enough

(Answers in Ss' L1)

b **Focus ►** Practising Too-Enough

- Have Ss complete task individually
- Ss compare answers with a partner and check.

Answer Key

- | | |
|----------|---------------|
| 1 too | 3 too |
| 2 enough | 4 enough, too |

Listening

8 **Focus ►** Listening for specific information

- Read with Ss the statements in the rubric and check for understanding.
- Have Ss listen to recording and complete task individually.
- Invite Ss to read out answers in class and check.

Suggested Answer Key

A dialogue between two people who are out shopping

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



Listening & Speaking

Speaking

9 **Focus ►** Role playing: getting dressed for a party

- Refer Ss to the dialogue in Ex. 6 as a guide to exchanges they will act out.
- In pairs Ss act out dialogue described in rubric.
- Pairs record their dialogues and listen.

Suggested Answer Key

A: *I don't know what to wear to the party! Can you help me, please?*
 B: *What do you fancy wearing? Something casual, smart or trendy?*
 A: *Something trendy would be good.*
 B: *I like those black leggings. You could wear them with this long purple top.*
 A: *And I have earrings to match as well. Good idea!*

- Have Ss listen to recording and identify individually the stressed syllable of each word.
- Ss listen again to recording and check answers. Have Ss repeat words with correct stressed syllable.

Answer Key

EXcellent! BRILLiant!
DisGUSTing! DREADful!
AmAZing!

11 **Focus ►** Talking about fashionable clothes

- Have Ss review unit and the vocabulary they have learned.
- Allow Ss time to write a few sentences that answer the question in the rubric.
- Invite Ss to read their sentences to the class and ask for feedback.

Suggested Answer Key

I think a person who dresses smart and wears fashionable clothes looks better. Clothes should always be comfortable and suit the person. It's important to look good but not too trendy. Fashionable clothes don't change the way a person looks but it can improve their appearance. A person should wear clothes that match the occasion.

Intonation

10 **Focus ►** Identifying/saying the correct stressed syllable in words

- Write the word Fantastic on the board and have Ss break it into three syllables.
- Repeat with Ss the word emphasising the stressed syllable FanTastic and have Ss indicate which syllable is stressed.



Grammar in Use

Objectives

Grammar: passive voice; *by* or *with*; questions in the passive voice

Reading: identifying the passive voice

Writing: a quiz in the passive voice

Reading

1 **Focus ►** Introducing the passive voice

- Read with Ss the grammar box and check for understanding of how the passive voice is formed (*to be + past participle*) and when it is used (*to give emphasis on the action or when the person who does the action is unknown or unimportant*).
- Have Ss find similar structures in their language.

Grammar in Use

4c

2 **FOCUS ►** Identifying the passive voice

- Have Ss read the text and find examples of the passive voice and the tense of the verb.
- Invite Ss to read out answers in class and check.

Answer Key

known (as) – present simple
is chosen – present simple
has been translated – present perfect
has been shown – present perfect
(has been) seen – present perfect
were designed – past simple
will be remembered – future simple
must be seen – modals

3 a) **FOCUS ►** Understanding the difference between the passive voice and the active voice

- Refer Ss to the Theory Box and check for understanding. Explain that the object in the active voice becomes the subject in the passive voice.

b) **FOCUS ►** Changing sentences into the passive voice

- Refer Ss to the example in the rubric.
- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Answer Key

- 2 *Three hundred people are employed by the company. (present simple)*
 3 *A new cinema complex has been built near the airport by B & K. (present perfect)*
 4 *The essay was written by John. (past simple)*
 5 *The new theatre will be opened by the Mayor this Sunday. (future simple)*

4 **FOCUS ►** Understanding the agent in the passive voice (by or with)

- Read with Ss the Theory Box and check for understanding.
- Have Ss complete task individually.
- Invite Ss to read out answers to the class and check.

Answer Key

- 1 *with* 3 *by* 5 *by*
 2 *by* 4 *with*

5 **FOCUS ►** Practising the passive voice

- Have Ss complete task individually.
- Invite Ss to read out sentences to the class and check for understanding.

Answer Key

- 1 *The opera house will be opened next week.*
 2 *He wasn't invited to the party.*
 3 *The food is being prepared by the chef.*
 4 *The costumes were designed by Donna Karan.*
 5 *The article hasn't been checked yet by the editor.*

6 **FOCUS ►** Practising different ways to write the passive voice

- Refer Ss to the theory box and check for understanding.
- Refer Ss to example in exercise and have them rewrite sentences as in the example.
- Ss check answers with a partner.

Answer Key

- 2 *The children will be brought some DVDs by Robert. / Some DVDs will be brought to the children by Robert.*
 3 *The costume designer has been offered a job by the film producer. / A job has been offered to the costume designer by the film producer.*
 4 *Laura was sent an email by the director. / An email was sent to Laura by the director.*

7 **FOCUS ►** Forming questions in the passive voice

- Read with Ss the Theory Box and check for understanding.
- In pairs, have one S read out questions in the active voice and the other form the questions in the passive voice.
- Monitor task and assist as necessary.



Grammar in Use

Answer Key

- 2 *When will the show be staged?*
- 3 *Were the costumes prepared before the director arrived?*
- 4 *Was the play translated?*
- 5 *Was the music written by Andrew Lloyd Webber?*
- 6 *Will this film be directed by Steven Spielberg?*
- 7 *Who was the first pair of jeans designed by?*
- 8 *What was the fire caused by?*
- 9 *Who was the television invented by?*
- 10 *What is silver used for?*

8 **Focus ►** Consolidating the passive voice

- Have Ss complete exchanges in the passive voice.
- Invite Ss to read out exchanges to the class and check.

Answer Key

- 2 *I 'm afraid cameras are not allowed in the museum.*
- 3 *It hasn't been cleaned for days.*
- 4 *It hasn't been repaired yet.*
- 55 *It will be delivered tomorrow.*

9 **Focus ►** Writing question in the passive voice

- Allow Ss time to collect information and write their questions.
- In pairs, Ss ask each other their quiz questions.
- Monitor activity and assist as necessary.

Suggested Answer Key

Who was the Mona Lisa painted by?
Who was the telephone invented by?
Who were the pyramids built by?



Vocabulary & Speaking

Objectives

Vocabulary: idioms (referring to body parts)

Grammar: causative form

Reading: to identify missing text; reading for confirmation

Speaking: asking questions with in the causative form

Listening: listening for confirmation

Writing: writing about the topic of the text (changing one's looks)

Reading

1 **Focus ►** Introducing the topic of the text

- Refer Ss to the pictures and title of the text.
- Elicit discussion about the people in pictures and how they are related to the title.

Answer Key

The pictures are of Brad Pitt and Penelope Cruz. They are famous film stars. They are popular all over the world. The title of the text is 'Altered Images' which means that pictures are changed, probably to make famous people like Brad Pitt and Penelope Cruz look even better than they are.

2 a) **Focus ►** Reading to identify missing text

- Refer Ss to text and explain task, reminding them that it is not necessary to understand all the words in order to fill in the gaps.
- Have Ss read out text and check answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 B | 3 A | 5 C |
| 2 D | 4 A | 6 D |

Vocabulary & Speaking

4d

b **FOCUS ►** Reading /listening for confirmation

- Have Ss read and listen to the text
- Elicit discussion on the purpose of the text.

Answer Key

The purpose of the text is to explain why famous people in the media always look so good and to persuade us not to let their pictures make us feel bad about ourselves.

Grammar3 a) **FOCUS ►** Introducing the causative form

- Refer Ss to the pictures and have them match sentences to the pictures.
- Elicit from Ss which picture shows someone else doing something for someone. Explain that this is the causative form.

Answer Key

A2, B1

Sentence B means that someone else is doing something for someone.

b **FOCUS ►** Understanding the causative form

- Read theory box with Ss and check for understanding.
- Have Ss find similar structures in own L1.

Answer Key

(Answers according to Ss' L1)

4 **FOCUS ►** Asking questions, using the causative form

- Refer Ss to the example from the rubric.
- In pairs, have Ss ask and answer questions, using causative form.
- Monitor activity and assist as necessary.

Answer Key

2 A: *Have you ever had your teeth straightened?*
B: *Yes, I have.*

3 A: *Have you ever had your nails done?*

B: *Yes, many times.*

4 A: *Have you ever had a hair extension added?*

B: *No, I haven't.*

5 A: *Have you ever had your teeth whitened?*

B: *No, I haven't.*

6 A: *Have you ever had your hair dyed?*

B: *Yes, I have.*

7 A: *Have you ever had your eyes checked?*

B: *Yes. I get them checked every two years.*

8 A: *Have you ever had an x-ray taken?*

B: *Yes, several times.*

5 **FOCUS ►** Practising the causative form

- Refer Ss to the dialogue and have them complete it with the verbs in brackets in the causative form and correct tense.
- Invite Ss to read out dialogue and check answers in class.

Answer Key

- 1 *is having her hair straightened*
- 2 *is having her make up done*
- 3 *have false nails put on*
- 4 *has had his teeth whitened*
- 5 *'m having my eyes tested*
- 6 *have my hair cut*

6 **FOCUS ►** Consolidating the causative form

- Refer Ss to the example in the rubric.
- Have Ss write their sentences, reminding them to be careful of the verb tense.
- Invite Ss to read out their sentences in class and ask for feedback.

Answer Key

- 2 *She will have a dress made.*
- 3 *He had his car fixed yesterday.*
- 4 *She had her nails done yesterday.*
- 5 *He's having his shoes mended.*
- 6 *She's having the house painted.*
- 7 *He's having his suits cleaned.*
- 8 *They're having the film developed.*



Vocabulary & Speaking

Idioms

7 a) **FOCUS ►** Brainstorming parts of the body

- Have Ss brainstorm different parts of the body and write them down on a paper.
- Ss compare their answers with a partner.

Answer Key

chest, heart, leg, knee, toe, ankle, wrist, shoulder, stomach, waist, hips, eyes, mouth, ears, lips, nose etc

b) **FOCUS ►** Understanding idioms

- Have Ss fill in gaps with correct body part.
- In pairs, Ss fill out sentences with idioms and check in appendix 3 for meanings.

Answer Key

- | | | |
|-----------|--------|--------|
| 1 hair | 3 leg | 5 hand |
| 2 fingers | 4 head | 6 foot |
- 1 pulling your leg
2 put her foot down
3 keep my fingers crossed
4 lost her head
5 made my hair stand on end
6 give me a hand

8 **FOCUS ►** Writing about the topic of the text (changing one's looks)

- Have Ss review unit for vocabulary and grammar.
- Allow Ss time to write their sentences.
- In pairs, Ss read their sentences to each other.
- Monitor activity and assist as necessary.

Suggested Answer Key

I think people change their looks to feel better about themselves.

People can't help but compare themselves to the perfect media images of famous people. They have their hair coloured, their teeth whitened and their bodies improved to look more like these unreal media images. They have their appearance changed to become more like the famous people they see in the media.



Writing Skills

Objectives

Vocabulary: related to giving advice

Writing: writing sentences giving advice; making notes (following a plan); writing a letter of advice

Reading

1 **FOCUS ►** Introducing the topic

- Have Ss read the extracts and elicit what the different problems are of each person.
- Discuss what other problems teenagers have today.

Answer Key

Stuart – is being bullied at school

David – his parents want him to quit the football team because of his poor grades

Sarah – doesn't like the way she looks

Karen – her parents don't want her to go on holiday on her own

Suggested Answer Key

Other problems:

low self-esteem, not having enough money/freedom, parents worry too much, pressure of exams, parents not liking friends etc

Writing Skills

4e

2 **Focus ►** Understanding letters of advice

- Read with Ss the Theory Box and check for understanding.
- Have Ss read letter and elicit answers to questions in the rubric.

Answer Key

The letter is for Sarah.

Claire's advice

start doing some exercise, follow a healthy diet

Possible results

keep fit and healthy/body will grow in best way, possibly lose weight/provide skin with necessary vitamins/look healthy and bright

3 **Focus ►** Writing sentences giving advice

- Refer Ss to the table and check for understanding.
- Have Ss complete matching task individually and check answers in class.
- Allow Ss time to write sentences, like the example in the rubric, using the vocabulary from the table.
- Invite Ss to read out their sentences to the class and check.

Answer Key

a David c Stuart
b Karen d Sarah

b If I were you in your position, I would get a part-time job. Then, you would be able to save some money.

c Why don't you talk to a teacher? If you do this, you will feel better because you won't have to suffer in silence any more.

d Have you thought about doing some exercise? This would help you lose the extra weight.

4 **Focus ►** Understanding opening and closing remarks

- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Answer Key

1 C 3 C 5 C
2 O 4 O 6 O

5 **Focus ►** Understanding the rubric/planning a letter of advice

- Have Ss read through rubric.
- Elicit answers to the questions and discuss in class.

Answer Key

- a*
- I'm sorry you've been having problems at school. Here's what you can do to improve your situation.*
- 1b, 2a, 3e, 4d, 5c*
- I hope that my advice helps and everything turns out all right.*
- a*

6 **Focus ►** Practising giving advice and results

- Have Ss choose advice and results from Ex. 5 and write their own sentences, using vocabulary from Ex. 3.
- In pairs, Ss read each other their sentences and check.

Suggested Answer Key

Have you thought about talking to the school counsellor, your parents or a teacher? If you do this, bullies won't pick on you because they will know that somebody is supporting you. Another good idea is to try to overcome your shyness. This way you would be able to make some friends and start enjoying your time at school. If bullies see that you have friends, they will leave you alone.

Writing

7 a) **Focus ►** Making notes, following a plan

- Read through plan with Ss and check for understanding
- Allow Ss time to make notes.
- Check Ss notes and ensure they follow plan in rubric.



Writing Skills

Suggested Answer Key

Para 1

Dear Stuart

Sorry you've been having problems at school.
Here's what you can do to improve your situation.

Para 2

Talk to the school counsellor, parents or a teacher – won't pick on you if know sb supporting you

Overcome your shyness – make some friends

Para 3

Hope advice helps/everything turns out OK
Diana

- Invite Ss to read out their letters to the class and ask for feedback.
- Alternatively, assign task as HW.

Answer Key

Dear Stuart,

I'm sorry to hear you've been having problems at school. Here's what you can do to improve your situation.

Have you thought about talking to the school counsellor, your parents or a teacher? If you do this, bullies won't pick on you because they will know that somebody is supporting you. Another good idea is to try to overcome your shyness. This way you would be able to make some friends and start enjoying your time at school. If bullies see that you have friends, they will leave you alone.

I hope that my advice helps and everything turns out all right.

Yours,
Diana

b FOCUS ► Writing a letter of advice

- Allow Ss time to write their letters. Explain that they use their notes from Ex. 7 to write their letters.



English in Use

Objectives

Vocabulary: phrasal verbs (put)

Grammar: dependent prepositions; forming opposite adjectives

Listening: listening for confirmation

Writing: rewriting a text into the passive voice

Phrasal Verbs: put

1 FOCUS ► Understanding phrasal verbs (put)

- Write the list of phrasal verbs with put on the board and elicit meanings.
- Have Ss check meanings in appendix 1.
- Have Ss complete task individually and compare answers with a partner.

Answer Key

1 away	3 through	5 out
2 off	4 on	6 up with

Dependent Prepositions

2 FOCUS ► Practising dependent prepositions/ listening for confirmation

- Have Ss complete dialogue individually with prepositions in list.
- Invite Ss to listen to dialogue in class and check.

Answer Key

1 to	3 to	5 to	7 in
2 for	4 with	6 in	

Word Formation

3 FOCUS ► Forming opposite adjectives

- Read through Theory Box with Ss and check for understanding.
- Ss complete task individually.
- Invite Ss to read out sentences in class and check.

Answer Key

- | | |
|-----------------|-------------|
| 1 impatient | 4 illogical |
| 2 irresponsible | 5 illegal |
| 3 impossible | 6 informal |

4 **Focus ► Consolidating vocabulary**

- Have Ss complete task individually and check definitions in dictionary.
- Ss write their own sentences with other words.
- Invite Ss to read out their sentences in class and check.

Answer Key

- | | | |
|----------|-------------|-----------|
| 1 match | 3 worthless | 5 genuine |
| 2 borrow | 4 trend | |

Suggested Answer Key

- I liked the dress very much but when I tried it on it didn't suit me at all.
My new trousers fit me perfectly and make me look slim.*
- If you want, I can lend you my CD player until yours gets fixed.
When we go on holiday as a family, we usually rent a car so we can travel around easily.*
- I thought our old table was worth nothing but we found out it was a priceless piece of furniture.
I gained invaluable experience when I worked at the nursery last summer.*
- A local custom in Scotland is to clean your house before the New Year.
I don't need to eat chocolate bars – it's just a bad habit I have.*
- I wish my boss would give more realistic deadlines – I have difficulty getting things done in time.
My friend Sarah is always full of original ideas.*

Grammar Revision5 **Focus ► Rewriting a text into the passive voice**

- Have Ss read text and check for understanding.
- Ss rewrite text into the passive voice.
- Invite a S to read out text in class and check.

Answer Key

Last week Bluemoore's new shopping mall was opened by the Mayor. He was given a tour and he was introduced to some shop owners. Then, he was taken to lunch in the restaurant. They were told by the Mayor that his visit had been enjoyed very much.

6 **Focus ► Consolidating vocabulary from the unit.**

- Have Ss review the unit and what they have learned.
- Allow Ss time to write their own sentences with words and phrases learned from the unit.
- Invite Ss to read out their sentences to the class and ask for feedback.

Suggested Answer Key

*He is so immature for his age and the teacher will not put up with his behaviour anymore.
Long dresses are the latest trend but they don't appeal to me. I like informal dresses and casual clothes.
This handbag is made of genuine leather and with its classic style it's sure to always be in fashion.*

4

Culture Corner

Objectives

Vocabulary: articles of clothing

Listening: listening for specific information

Speaking: describing a picture (of a costume)

Writing: writing about a traditional costume in your country

Reading

1 **Focus ►** Understanding new vocabulary

- Refer Ss to the words in bold in the texts and discuss meanings, checking the Word List.
- Have Ss find the new vocabulary in the pictures.
- Allow Ss time to write new vocabulary in their notebooks.

Answer Key

long-sleeved dress, knee-high white socks, black shoes – Picture A

pleated woollen skirts, pin, goatskin bag, cloak – Picture B

tall black hat, lace cap, long full skirt, white apron, black shoes, stockings, basket – Picture C
white trousers, loose white shirt, pad of bells, ribbons, handkerchiefs – Picture D

2 **Focus ►** Listening for specific information/ repeating new vocabulary

- Have Ss listen to recording of text and find which costumes are worn when people dance.
- Have Ss repeat new vocabulary.

Answer Key

Irish traditional costumes and Morris dancing costumes

3 **Focus ►** Reading for specific information

- Ss read text and answer questions in rubric.
- Ss compare answers with a partner and check.

Answer Key

1 I 2 S 3 S 4 E 5 W

4 **Focus ►** Describing a picture (of a costume)

- In pairs, Ss describe one of the costumes from the pictures, using the vocabulary from the text.
- Monitor activity and assist as necessary.

Suggested Answer Key

The traditional Irish costume is a long-sleeved dress, knee-high white socks and black shoes. The dresses have lovely Celtic designs on them.

5 **Focus ►** Writing about a traditional costume in your country

- In groups of 3-4, Ss collect information on a traditional costume in their country and write a paragraph about it.
- Invite groups to read out their paragraphs in class and ask for feedback.

Suggested Answer Key

Traditional Cossack costume consists of a white cotton smock with a high collar and bright baggy trousers. It is worn by men and is associated with Russian Cossack dancing. On top, they wear a full-length, back coat and a sheepskin hat. It is also traditional to carry a sword. Its origins lie in 18th century Ukraine and Southern Russia. You can still see men wearing Cossack costume today in some villages.

Going Green

4

Objectives

Vocabulary: clothing; types of fabrics; forming derivatives

Reading: reading to identify missing text

Speaking: role playing (persuading someone to buy eco-friendly clothes); discussing the meaning of a quote

Listening: listening for specific information

1 **Focus ►** Activating vocabulary

- Have Ss brainstorm vocabulary they know related to clothes and write them on a paper.
- Ss compare notes with a partner.

Answer Key

scarf, top, pullover, cardigan, tights, waistcoat, tie, coat, gloves, vest, T-shirt, pyjamas etc

2 **Focus ►** Understanding new vocabulary

- Have Ss look at the labels of their clothing and find what they are made of from the list of words in the rubric.
- Elicit discussion of the meanings of the words.

Suggested Answer Key

The clothes I am wearing are made of cotton, wool and polyester.

3 **Focus ►** Introducing the topic of the text

- Write the word eco clothes on the board and elicit from Ss what they know about them.
- Write a few of the answers on board and discuss.
- Have Ss write questions they would like to know about eco clothes.

Suggested Answer Key

Eco clothes are kind to the environment.

- 1 *How are eco clothes made?*
- 2 *Are they more expensive to buy?*
- 3 *Are they popular nowadays?*

4 **Focus ►** Reading to identify missing text/ forming derivatives

- Have Ss read text and fill in gaps with the correct derivatives of the words in the brackets.

- Invite Ss to read out answers in class and check.
- Have Ss check to see if their questions were answered in the text.

Answer Key

- | | |
|------------------------|----------------------|
| 1 <i>better</i> | 4 <i>different</i> |
| 2 <i>third</i> | 5 <i>quickly</i> |
| 3 <i>Unfortunately</i> | 6 <i>fashionable</i> |

Suggested Answer Key

I found out how eco clothes are made but I did not find out about the cost/the popularity of them.

5 **Focus ►** Discussing the text

- Have Ss listen and read the text again.
- In pairs, have Ss discuss the text and what three things they found interesting.
- Monitor activity and assist as necessary.

Suggested Answer Key

*Natural fabrics are not always the best for the environment.
You can make pullovers out of recycled plastic.
Bamboo clothing is good to wear when it is hot and when it is cold.*

6 **Focus ►** Role playing (persuading someone to buy eco-friendly clothes)

- Have Ss in pairs, using information from the text to act out a conversation to persuade someone to buy eco-friendly clothes.
- Invite a few pairs to act out exchanges in front of the class and ask for feedback.

Suggested Answer Key

*A: You should buy eco friendly clothes, Ben!
B: Why? What's good about them?
A: They are better for the environment, that's what! Do you know how many pesticides it takes to make cotton clothes? Why not try bamboo instead?
B: It feels soft, but will it keep me warm?
A: Try it on and see! And here's an eco fleece as well. This is really cosy!
B: Looks nice! I should give it a go! etc*



Going Green

7 **Focus ▶** Understanding the meaning of a quote

- Refer Ss to the quote.
- Invite Ss to tell what they think the meaning is and discuss.

Suggested Answer Key

The quote means that the environment and people are one thing. Whatever harm we do to the environment we are doing to ourselves as it directly affects us.



Progress Check

Progress Check 4 and Look at Module 5 should be done in one lesson.

Answer Key

- 1 1 protruding 5 frizzy 9 suits
 2 join 6 try 10 slim
 3 overweight 7 bushy
 4 crooked 8 fit
- 2 1 impatient 3 illegal 5 independent
 2 irresponsible 4 immature
- 3 1 This dress was designed by Calvin Klein.
 2 A new bridge is being built.
 3 A pink sweater will be knitted for me by my mother.
 4 James was sent an invitation by Karen.
 5 Where was the car parked?
 6 Who was the music for *Cats* written by?

- 7 My flat was being painted when I arrived.
 8 The meal had been cooked before the lights went off.
 9 Many famous operas were composed by Puccini.
 10 The cake was decorated with flowers and chocolate pearls.
- 4 1 out 3 off 5 on
 2 up with 4 away
- 5 1 by 3 to 5 from
 2 for 4 into
- 6 1 e 2 d 3 c 4 a 5 b

Global Issues

Module 5

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. *e.g. Do you like shopping? Why or why not? When do you wear national costumes? Why do we wear them?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 4.

Look at Module 5

- Refer Ss to the title of module, *Global Issues* and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to different problems that affect everyone in the world such as environmental problems. We will probably learn about weather and environmental problems around the world.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 74).

T: What page is the picture on?

S1: It's on page 74. It's a tidal wave (tsunami).

T: Have you ever experienced a tsunami? What do you think it would be like?

S2: Very scary and dangerous!

T: Why dangerous?

S3: It hits the coast line with great force causing extensive flooding and drowning people.

Pic 2 (p. 75)

What is this a picture of? When does this occur? Is it dangerous? How can you tell when one is happening?

Pic 3 (p. 78)

What is this a picture of? Have you ever seen one? Where? What are they like?

Pic 4 (p. 81)

What is the cartoon showing? Does the saying match the picture? Could the words mean something else? Is your mood ever affected by the weather?

Find the page number(s) for...

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

sayings about the weather (p. 81)

What do the cartoons show? What are these sayings? Do they mean exactly what they say? Do you have sayings in your L1 about the weather?

instructions for making a tornado (p. 87)

Why would we want to make a tornado? What science experiments have you done? What did you learn? Why do we try to understand the weather?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

- a Listening and Speaking section
- a Culture Corner
- an Across the Curriculum section
- an English in use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading & Vocabulary

Objectives

Vocabulary: related to natural disasters

Grammar: identifying passive voice; active voice

Reading: identifying clues to the speaker in a text; reading for specific information; reading for confirmation

Speaking: role playing an interview; discussing natural disasters

Listening: listening for confirmation

Reading

1 **Focus ►** Introducing the topic of the text

- Have Ss look at the pictures and listen to the recording.
- Ask Ss to imagine the scene and elicit answers to the questions in the rubric.

Suggested Answer Key

I am on the beach and I see huge waves coming towards me. People are screaming and running to safety. I feel really scared.

2 **Focus ►** Identifying clues to the speaker/ reading and listening for confirmation

- Have Ss read first sentences in extracts and identify people according to the questions in the rubric.
- Ss read and listen to the text to check their answers.

Answer Key

a member of a rescue team – Jason

a journalist – Alex

a holiday maker – Bill

a doctor – Sue

3 **Focus ►** Reading for specific information

- Have Ss complete task individually.
- Invite Ss to read out answers in class and have them refer to the text to justify their answers.

Answer Key

- 1 *Bill (we were rescued by some local men and taken to the hospital)*
- 2 *Sue (my colleagues and I were helping injured people, gave them emergency first aid, some of the injuries we had to treat); Jason (distributing food, searching for more survivors, we managed to find a 13-year-old girl)*
- 3 *Bill (people around me were screaming)*
- 4 *Alex (07.59 local time)*
- 5 *Bill (pulled me out of the water)*
- 6 *Jason (managed to find a 13-year-old girl who was still alive)*

4 a **Focus ►** Identifying passive verbs and writing them in the active voice

- Have Ss read the text again and identify the passive voice.
- Ss individually write the sentences in the active voice.
- Invite Ss to read out sentences in class and check.

Answer Key

Text A:

She had been buried underneath a five-storey building for 52 hours.

A five-storey building had buried her.

Text B:

After a few hours we were rescued by some local men and taken to the hospital.

After a few hours some local men rescued us and took us to the hospital.

Text C:

... they were taken to the hospital.

We took them to the hospital.

The streets outside were littered with fallen palm trees and huge pieces of wood and metal.

Outside, fallen palm trees and huge pieces of wood and metal littered the streets.

Reading & Vocabulary

5a

b FOCUS ► Understanding new vocabulary

- Refer Ss to the bold words in the text. Ss can check in Word List for meanings.
- Have Ss find meanings in own L1. Allow time for Ss to write down new vocabulary in notebooks.

Answer Key

pieces – bits

pulled me out – took me out of the water

we were rescued – were saved

tinned fish – fish in tins

supplies – provisions, food and water

survivors – people who have are still alive after facing a danger

cracked – with lines, damaged

collapsed – fallen down

buried – with things lying on top so that you can't escape

horrific – very bad

occurred – happened

generated – caused

massive waves – very big waves

- Discuss causes and have Ss identify any of them in the pictures in Ex. 8

Answer Key

(Answers according to Ss' L1)

drought – caused by lack of rain

flood – caused by too much water

tornado – caused by a tall column of air spinning around

tsunami – caused by an earthquake happening in the sea

earthquake – caused by movement of the earth's crust

cyclone – caused by air going round and round during low atmospheric pressure

avalanche – caused by a large amount of unstable snow on a mountain

hurricane – caused by low pressure areas formed over warm water

Picture A – tornado

Picture B – drought

Picture C – earthquake, tornado or hurricane

Picture D – flood

5 FOCUS ► Role playing: an interview

- Have Ss form groups of five and act out an interview with one S as the interviewer and the other four Ss are the people from the text.
- Have Ss change roles and act out again.
- Invite groups to act out interviews in front of class and ask for feedback.

Suggested Answer Key

A: Where did the tsunami happen?

B: In southern Asia. How many people were killed?

A: Over 10, 000 people. Why did it happen?

B: An 8.9 magnitude earthquake occurred under the Indian Ocean. What time did the earthquake happen?

A: At 07.59 local time. etc

7 FOCUS ► Consolidating vocabulary

- Refer Ss to list of verbs in rubric. Explain that Ss can check meanings in the Word List.
- Have Ss complete task individually.
- Ss compare answers with a partner and match sentences with the natural disasters in Ex. 6.
- Check answers in class.

Answer Key

1 left

2 drowned, lost

3 cracked, collapsed, feared

4 snowed, covered

1 tsunami/earthquake/flood

2 flood

3 earthquake

4 avalanche

Vocabulary

6 FOCUS ► Understanding new vocabulary

- Refer Ss to the dictionary entries and check for understanding.
- Elicit meaning in Ss own L1. Allow Ss time to write down new vocabulary in their notebooks.



Reading & Vocabulary

Speaking

8 **Focus ▶** Discussing natural disasters

- Refer Ss to the pictures in the rubric.
- Elicit discussion about the pictures and natural disasters that occur in Ss' country.

Suggested Answer Key

I see a tornado, a drought, a flood and destruction from an earthquake or a hurricane. Forest fires and floods are the most common natural disasters in Russia. Tornadoes occur quite often and cause a lot of damage in populated areas near Moscow.

9 **Focus ▶** Role playing: an interview about natural disasters

- In pairs, Ss act out an interview with a survivor of a tsunami.
- Instruct Ss to use the vocabulary from the unit in their interviews.
- Invite Ss to act out their interviews in front of class and ask for feedback.

Suggested Answer Key

Journalist: What were you doing when the tsunami struck?

Survivor: I was lying on the beach.

Journalist: What were your first thoughts when you saw the huge wave approaching?

Survivor: At first I didn't think it was anything unusual. But then I saw it coming nearer and I started to panic.

Journalist: What did you do?

Survivor: I grabbed on to a palm tree. I had no time to go anywhere else.

Journalist: And then what happened?

Survivor: Luckily, I was swept towards a ruined building and I managed to find somewhere safe to hide until someone came to rescue me.

Journalist: Were you injured?

Survivor: Yes. I had a few broken bones, but nothing too serious. I was really lucky.



Listening & Speaking

Objectives

Vocabulary: phrases (interacting in a conversation)

Reading: to identify subjects of different texts; reading for specific information

Speaking: discussing solutions to child labour; role playing (a conversation about child labour)

Listening: listening for specific information; identifying tone groups

2 **Focus ▶** Identifying subjects of different texts

- Have Ss read texts and match them to the pictures and their headings.
- Instruct Ss to look for key words that help in identifying the subject of the text.
- Elicit answers in class and which words helped in identifying the texts.

Reading

1 **Focus ▶** Introducing the topic

- Refer Ss to the pictures on page 76-77.
- Read out heading of each picture and elicit meaning in Ss own L1.

Answer Key

(Answers in Ss' L1)

Listening & Speaking

5b

Answer Key**Text A:**

global warming (climate change, greenhouse gases; Earth warmer)

Text B:

famine (too many people to feed; sending food)

Text C:

poverty/child labour (everybody has to work or there won't be enough food, support, children get an education)

Text D:

endangered species (animals' habitats, destroyed, hunt, protect areas where animals live)

Listening**3 FOCUS ► Listening for specific information**

- Have Ss read through statements in rubric.
- Ss listen to recording and complete matching task individually.
- Ss compare answers with a partner and decide which global issue each statement is talking about.
- Check answers in class

Answer Key

- 1 D pollution
- 2 B homelessness
- 3 F global warming
- 4 E child labour
- 5 C endangered species
- 6 A war

Everyday English**4 FOCUS ► Introducing phrases: interacting in a conversation**

- Read box from rubric with Ss and check for understanding of words and phrases.
- Elicit similar expressions in Ss L1.

Answer Key

(Answers in Ss' L1)

5 a FOCUS ► Reading/listening for specific information

- Have Ss read and listen to the dialogue.
- Elicit answers to the questions in the rubric.

Answer Key

- 2 – amount of money in dollars that people live on per day
- 3 billion – number of people in the world living on \$2/day
- 30, 000 – number of children dying every day because of lack of food and medicine/permanent home

All of the expressions are in the dialogue except ...'you know what I mean?'

b FOCUS ► Discussing solutions to child labour

- In pairs, Ss answer and discuss the questions in the rubric.
- Monitor activity and assist as necessary.

Suggested Answer Key

There should be free education available to all children in every country and governments must enforce strict laws against hiring children. I can support organisations that fight against child labour and write letters to governments or newspapers of countries with no child labour laws to create awareness of the problem.

Say it right**6 FOCUS ► Understanding interacting in a conversation/listening for confirmation**

- Have Ss complete task individually.
- Ss then listen to recording and check answers

Answer Key

1 b 2 a 3 a

Intonation**7 FOCUS ► Identifying tone groups in sentences**

- Read Study Skills box and example with Ss and check for understanding.
- Have Ss listen to recording and complete task individually
- Invite Ss to read out answers and check

5b

Listening & Speaking

Answer Key

- 2 *I didn't know/such things/existed!*
- 3 *Yes,/they have been around/for a while now.*
- 4 *For lots/of reasons!*
- 5 *They certainly can't/all/fit in there.*
- 6 *And look,/it is so small/and easy to park.*

Speaking

- 8 **Focus ►** Role playing: a conversation about child labour

- In pairs Ss act out a dialogue about child labour, following the instructions in the rubric.
- Pairs record themselves and check.
- Monitor activity and assist as necessary.

Suggested Answer Key

- A: *Did you know that one in six children is involved in child labour? That is 246 million children!*
 B: *Really?*
 A: *Yes. It's shocking, isn't it?*
 B: *I had no idea it was so many.*
 A: *And what's more, 300, 000 children around the world are currently serving as soldiers.*
 B: *Goodness me! That's terrible!*
 A: *It is, isn't it?*
 B: *So, what can we do to help?*
 A: *I think governments should make schooling compulsory and make companies pay huge fines if they use child labour. It shouldn't be allowed to happen.*
 B: *I agree. etc*

5C

Grammar in Use

Objectives

Grammar: infinitive/-ing forms; meaning differences in the infinitive/-ing forms; used to-be used to-get used to

Writing: writing a story with the infinitive/-ing forms; sentences with used to

Reading

- 1 a **Focus ►** Understanding infinitive/-ing forms

- Have Ss read text and refer them to the highlighted -ing and infinitive forms.
- Write different cases from rubric on the board and have Ss find examples in text and which form is used in each case.
- Elicit answers and write them under each case on the board and check for understanding.

Answer Key

after modal verbs = bare infinitive form

e.g. *could mean, should take, may know*

to show purpose = infinitive form e.g. *trying to tell you*

after certain verbs (decide, appear) = infinitive form e.g. *decide to run*

after prepositions = -ing form e.g. *of predicting*

as a noun = -ing form e.g. *hearing*

after expressions (I'm busy etc) = -ing form e.g. *were very busy looking*

after certain verbs (fancy, start, avoid, spend, imagine, suggest etc) = ing form e.g. *started acting*

- b **Focus ►** Practising the infinitive/ -ing forms

- Have Ss complete task individually.
- Ss check answers with a partner.

Answer Key

- | | | |
|------------|------------|---------|
| 1 to study | 3 to say | 5 visit |
| 2 to play | 4 watching | 6 to go |

Grammar in Use

5c

2 **FOCUS ►** Practising the infinitive/-ing forms

- Have Ss complete sentences individually.
- Invite Ss to read out answers in class and check.

Suggested Answer Key

- 1 *I usually avoid walking under ladders as it is believed to be unlucky.*
- 2 *I'm happy to study at this school.*
- 3 *It's not worth worrying about things you can't change.*
- 4 *There's no point trying to look like models you see in magazines.*
- 5 *I spend a lot of time hanging out with my friends.*
- 6 *I don't mind helping with the housework.*
- 7 *I can't stand waiting for people.*
- 8 *I'd prefer to be poor and happy than rich and miserable.*
- 9 *I love walking barefoot in the sand.*
- 10 *I really want to be successful in my career.*

3 **FOCUS ►** Understanding the differences in meaning for the same verb in infinitive and -ing

- Read the Grammar Box with Ss and check for understanding.
- Ss with a partner find different meanings in the sentences.
- Invite Ss to read out answers and check.

Answer Key

- 1 a *didn't remember*
b *always recall*
- 2 a *do not forget*
b *do not recall*
- 3 a *stopped temporarily in order to do sth else*
b *finish doing sth, paused*
- 4 a *do one's best, attempted*
b *do sth as an experiment, tested*

4 **FOCUS ►** Practising differences in meanings for the same verb in infinitive and -ing

- Have Ss complete task individually.
- Invite Ss to read out answers in class and discuss differences in meanings.

Answer Key

- | | | |
|------------------|-------------------|--------------------|
| 1 <i>falling</i> | 4 <i>doing</i> | 7 <i>taking</i> |
| 2 <i>to lock</i> | 5 <i>seeing</i> | 8 <i>to finish</i> |
| 3 <i>to buy</i> | 6 <i>to bring</i> | 9 <i>studying</i> |

5 **FOCUS ►** Consolidating the infinitive/-ing forms

- Have Ss complete task individually.
- Invite Ss to read out exchanges in class and elicit reasons for why that form is used.

Answer Key

- | | |
|--|---|
| 1 A: <i>to feed</i>
B: <i>to do</i> | 6 A: <i>to tell</i>
B: <i>to go out</i> |
| 2 A: <i>give</i>
B: <i>to take</i> | 7 A: <i>to do</i>
B: <i>go</i> |
| 3 A: <i>watching</i>
B: <i>to watch</i> | 8 A: <i>talking</i>
B: <i>to listen</i> |
| 4 A: <i>trying</i>
B: <i>to be</i> | 9 A: <i>to help</i>
B: <i>collecting</i> |
| 5 A: <i>reach</i>
B: <i>using</i> | |

6 **FOCUS ►** Writing a story with the infinitive/-ing forms

- Refer Ss to the verbs in the rubric and explain they are to use them in the infinitive/-ing form to continue the story.
- In pairs, Ss write their stories
- Invite pairs to read out their stories and ask for feedback.

Suggested Answer Key

... and were hoping to enjoy their holiday in Pukhet. At first everything went well. They spent their time on the beach making sandcastles. The weather was perfect and everyone felt relaxed. But then Mr Brown noticed some waves rushing towards the beach at an incredible speed. The whole family panicked and started running/to run towards the shore.

The waves soon reached them and smashed against them. As a result, they all fell over but as frightened as they were, they soon managed to run to safety. They were extremely relieved to find out that the whole family had survived.



Grammar in Use

7 a **FOCUS ►** Presenting used to/be used to/get used to

- Read the table with Ss and check for understanding of the different meanings.
- Elicit similar structures in Ss' L1.

Answer Key

(Answers according to Ss' L1)

b **FOCUS ►** Consolidating the different meanings of used to/be used to/get used to

- Have Ss complete task individually
- Invite Ss to read out answers in class and check.

Answer Key

- 1 is used to working
- 2 used to waking up early
- 3 used to live there
- 4 got used to

8 **FOCUS ►** Writing sentences with used to

- Refer Ss to the rubric and explain that “used to” refers to a past state like the example sentence in the rubric.
- Have Ss write their own sentences.
- Invite Ss to read out their sentences and check.

Suggested Answer Key

*I used to play with my dolls for hours.
I used to visit my grandparents every Saturday.
I used to ride my bike every afternoon. etc.
I didn't use to play basketball. etc.*



Vocabulary & Speaking

Objectives

Vocabulary: related to the weather; idioms (weather)

Reading: reading for specific information

Speaking: role playing (exchanges about the weather)

Listening: listening for specific information; listening for confirmation; identifying sounds

Writing: describing the weather in a story; writing sentences about weather

1 a **FOCUS ►** Activating vocabulary

- Have Ss brainstorm vocabulary they know related to the weather and complete the spidergram in the rubric.
- Ss compare notes with a partner.

Suggested Answer Key

cold, sunny, foggy, freezing, snowing, windy, cool, warm, breeze, gale, hailstones, sleet etc

b **FOCUS ►** Practising vocabulary

- Elicit the weather for the day.
- Discuss with Ss their favourite type of weather.

Suggested Answer Key

*Today it is cold but sunny. There isn't any wind.
My favourite type of weather is summer weather. I like it when it's hot.*

2 **FOCUS ►** Introducing the text

- Refer Ss to the title of the text.
- In pairs, Ss discuss what they think the title means.

Suggested Answer Key

I think the title means that we can tell what the weather is going to be like from looking at the sky.

Vocabulary & Speaking

5d

3 Focus ► Reading/listening for specific information

- Have Ss read and listen to the text finding the answers to the question in the rubric.
- Elicit answers in class and discuss.

Answer Key

Methods used in the past to predict the weather:

watching the clouds, observing the behaviour of animals, inspecting plants and the soil, looking at the sky at night

4 Focus ► Understanding phrases/listening for confirmation

- Refer Ss to word list in the rubric and check for understanding.
- Ss complete task with a partner.
- Invite Ss to read out poem and check answers.

Answer Key

Onion skin is very thin, **mild** winter is coming in. Onion skin is thick and tough, winter will be **cold** and rough.

Pale moon rains, red moon **blows**. White moon neither rains nor **snows**.

Evening red and morning grey, two sure signs of a **fine** day.

Clear moon, **frost** soon.

When seagulls fly to land, a **storm** is at hand.

When clouds appear like rocks and towers, the Earth's refreshed by frequent **showers**.

(Answers according to Ss' L1)

5 Focus ► Understanding new vocabulary

- Have Ss complete matching task and check answer in dictionaries.
- Ss complete sentences with phrases individually and check answers with a partner.

Answer Key

1 c 2 b 3 a 4 e 5 d

1 scorching sun 4 huge snowstorm
2 heavy rain 5 strong winds
3 light breeze

Idioms

6 Focus ► Understanding Idioms

- Refer Ss to pictures and idioms.
- Have Ss form groups of 3-4 and complete task, giving reasons for their answers. Ask Ss to find similar idioms in own L1.
- Invite groups to say their answers in front of the class and discuss.

Answer Key

1 is feeling under the weather
2 's been on cloud nine
3 to save up for a rainy day

7 Focus ► Identifying sounds (related to the weather)/practicing vocabulary

- Have Ss listen to recording and complete matching task.
- Ss use words to complete sentences.
- Invite Ss to read out sentences in class and check.

Answer Key

A sound 3: whistle	1 whistled
B sound 4: pour	2 poured
C sound 1: howl	3 howled
D sound 5: drizzle	4 drizzling
E sound 2: roar	5 roared

8 Focus ► Consolidating vocabulary

- Have Ss use the words from Ex. 7 to write their paragraphs.
- Ss read their paragraphs to a partner and compare.
- Monitor activity and check for understanding of vocabulary.

Suggested Answer Key

It was getting late and it seemed like I would never get home. Heavy rain poured down as I drove along the road. I couldn't see very far in front of me. I had to slow down. The wind howled and made me shiver. I didn't think it could get any worse but it did – lightning flashed and the thunder roared ...



Vocabulary & Speaking

9 **Focus ►** Understanding/role playing exchanges about the weather

- Have Ss complete matching task individually.
- Ss with a partner act out exchanges and check answers.

Answer Key

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

10 **Focus ►** Writing about weather

- Have Ss review unit for vocabulary and grammar.
- Allow Ss time to write their sentences.
- In pairs, Ss read their sentences to each other.
- Monitor activity and assist as necessary.

Suggested Answer Key

*They are expecting heavy rain tomorrow.
Many farmers observe the behaviour of their animals to predict storms.
I can't decide; I will just see which way the wind blows. etc.*



Writing Skills

Objectives

Reading: phrases introducing suggestions and expressing effect.

Grammar: co-ordinate conjunctions

Reading: reading for confirmation; reading for specific information

Listening: listening for confirmation; listening for specific information

Writing: an essay providing solutions to a problem

Reading

1 **Focus ►** Understanding suggestions and results

- Have Ss complete matching task individually.
- Read out suggestions and invite Ss to give the result.
- Ss read/listen to text and check which suggestions are mentioned in it.

Answer Key

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

Ideas in essay:

- To encourage car sharing programs
- Improve public transport
- Create more cycling lanes

2 **Focus ►** Understanding essays providing solutions to problems.

- Read with Ss the Theory Box and check for understanding.
- Have Ss read the essay again and elicit what the opinion of the writer is and in which paragraph it is found.

Answer Key

The writer's opinion is that heavy traffic is a serious problem in our cities that has to be dealt with and that there are many ways to reduce it.

The writer gives his opinion in the first and the last paragraphs.

3 a **Focus ►** Understanding phrases introducing suggestions/expressing effect/to conclude

- Read table with Ss and check for understanding.
- Have Ss find phrases in the text.
- Elicit similar phrases in Ss L1.

Writing Skills

5e

Answer Key

*To introduce suggestions: To begin with ...;
Another solution would be ...*

*To express effect: The result would be ...;
consequently*

*To conclude: To sum up ...
(Answers according to Ss' L1)*

b FOCUS ► Practising phrases introducing suggestion/expressing effect/to conclude

- Have Ss replace the phrases in the text with ones from the table in Ex. 3a).
- Invite Ss to read out answers in class and check.

Answer Key

*To start with → To begin with,
Another way to → Another solution would be
As a result there would be → The result would be
As a consequence → consequently
All in all → To sum up*

4 FOCUS ► Understanding co-ordinate conjunctions

- Read the Theory Box with Ss and check for understanding.
- Elicit from class which description matches which conjunction.
- Have Ss join sentences with conjunctions individually and check answers with a partner.

Answer Key

both ... and ... (description a)

either ... or ... (description b)

neither ... nor (description c)

- 1 *Factories both pollute the water and the air.*
- 2 *You can either reuse old things or you can recycle old things*
- 3 *Neither the computer nor the light should be left on when you leave the office.*
- 4 *You can either walk or ride a bicycle to work.*

5 FOCUS ► Matching suggestions and results/listening for specific information

- Have Ss complete task individually

- Ss listen to see what suggestions are mentioned in the conversation.

Answer Key

1 a 2 c 3 d 4 b

Sally mentions suggestions 1 and 3.

Writing

6 FOCUS ► Writing an essay providing solutions to a problem

- Read the rubric and the plan with Ss and check for understanding.
- Ss write their essays using vocabulary and phrases learned in the unit.
- Alternatively, assign task as HW.

Suggested Answer Key

Today we produce so much litter that the world could very easily become one big litter bin. Fortunately, there are several possible suggestions which could lead to a reduction in the amount of litter we create.

To begin with, we could get young people involved in clean-up programmes. As a consequence, people would start to realise how much litter there is around us and see the negative effects. After being involved in a clean-up programme they will become interested in keeping parks and their neighbourhoods clean and tidy.

Another way would be to educate people about how to reduce the amount of packaging in the goods that they buy. As a result, people would choose to buy products with biodegradable packaging and get into good habits, thus landfill sites would not become so full.

All in all, I think that with increased education and awareness we can easily reduce the amount of litter around us. No-one really wants to live in a dirty neighbourhood. It is up to all of us to take action now to keep our planet as clean and tidy as possible.

7 FOCUS ► Checking essays

- In pairs, Ss exchange essays and check their partners work following the list in the rubric.
- Pairs discuss and give feedback on each others essays.
- Monitor activity and assist as necessary.

(Ss' own answers)



English in Use

Objectives

Vocabulary: phrasal verbs (call)

Grammar: forming nouns from verbs; dependent prepositions; infinitives/-ing forms

Writing: an email, using the infinitive/-ing forms

Word formation

1 **Focus ►** Forming nouns from verbs

- Read the theory box with Ss and check for understanding.
- Have Ss complete the task individually.
- Invite Ss to read out their answer to the class and check.

Answer Key

A performance	D collection
B guidance	E convenience
C protection	

Phrasal Verbs: call

2 **Focus ►** Understanding phrasal verbs (call)

- Write the list of phrasal verbs with call on the board and elicit meanings.
- Have Ss check meanings in appendix 1
- Have Ss complete task individually and compare answers with a partner.

Answer Key

1 in 2 off 3 for 4 in 5 on

3 **Focus ►** Consolidating vocabulary

- Have Ss complete task individually and check definitions in dictionary.
- Ss write their own sentences with other words.
- Invite Ss to read out their sentences in class and check.

Answer Key

1 waste 3 fumes 5 team
2 extinct 4 waste

1 I put the rubbish in the bin outside our house.
It is not very nice to see litter everywhere – it is best to pick it up.

2 If you lead an inactive life-style, you may damage your health.

The aeroplane disappeared into the clouds and could not be seen.

3 Drivers were warned to drive carefully in the thick fog.

A cloud of black smoke blew over the city.

4 Be careful not to lose your way when you go on the underground.

When I am away from home I miss my family.

5 The crew on board a ship work hard to serve the public.

The supermarket employs a total of 200 staff.

Dependent Prepositions

4 **Focus ►** Practising dependent prepositions

- Have Ss complete task individually with prepositions in list.
- Ss compare answers with a partner and check in Appendix 2.

Answer Key

1 by 2 out 3 in 4 on 5 in

Grammar Revision

5 **Focus ►** Practising the infinitive/-ing forms

- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

1 to tell 4 feeding 7 take
2 to see 5 lying 8 hearing
3 roaming 6 having

6 **Focus ►** Writing an email, using the infinitive/-ing forms

- Have Ss write their emails, using the email in Ex. 5 as an example.
- Invite Ss to read out emails to the class and check.

Suggested Answer Key

Dear Steven,

I hope you are well. I really want to tell you about my trip to Paris. It was great and I especially enjoyed walking along the Seine River. It's so beautiful. Everyday, I looked forward to eating at the sidewalk cafes. One afternoon, we went shopping along the Champs de'Lyse and I bought a great handbag. I planned to visit all the great museums, but I only managed to see the Louvre. I had the chance to practise my French in the shops and restaurants. It was a wonderful experience! Tell my about your summer. How was your trip to the seaside? Write Soon!

Love,
Tanya

Objectives

Reading: reading for specific information

Speaking: describing a picture; discussing a text

Listening: listening for specific information

Writing: an article on an interesting animal from your country

Reading

1 **Focus ►** Reading/listening for specific information

- Elicit the name of the animal in the picture.
- Have Ss think up questions about the animal in the text and write them down in their notebooks.
- Ss read/listen to recording and try to find the answers to their questions.

Answer Key

It is a Highland coo.

Suggested Answer Key

Is it easier to farm Highland coos?

Do they all have the same colour of hair?

Are they found anywhere else other than Scotland?

Culture Corner

2 a **Focus ►** Reading for specific information

- Ss complete task individually.
- Have Ss compare answers with a partner and check.

Answer Key

1 F 2 F 3 T 4 T 5 T

1 *Nessie is a legendary monster from Loch Ness.*

2 *Highland coos are easy to spot.*

b **Focus ►** Understanding vocabulary

- Refer Ss to the words/phrases in bold and elicit meanings.
- Check meanings in Word List.
- Allow Ss time to write new vocabulary in their notebooks.

Answer Key

legendary – very famous

creature – animal

spot – see, catch sight of

Highland – from the Highlands of Scotland

breed – type of animal

5

Culture Corner

fringe – hair that hangs over the forehead
legend – old and popular story
impress – make an impression
grazing grounds – land where animals feed
crossed – mixed two types of animal
shaggy – hairy
miss the chance – lose the opportunity to do sth

3 **Focus ►** Describing a picture/ discussing the text

- In pairs, Ss describe the picture, using the vocabulary from the text.
- Ss tell their partner what they found interesting in the text.
- Monitor activity and assist as necessary.

Suggested Answer Key

The Highland cow has shaggy red hair and a fringe which goes over its eyes, long horns and a big wet nose.

- *They can survive on poor grazing grounds.*
- *They are a cross of two kinds of cow.*
- *They have become a national symbol of Scotland.*

4 **Focus ►** Writing an article about an interesting animal that lives in your country.

- Refer Ss to the rubric and check for understanding.
- Ss write their articles, answering the questions in the rubric.
- Invite Ss to read their articles in class and ask for feedback.
- Alternatively, assign task as HW.

Suggested Answer Key

Siberian Tiger

If you go to Russia, you will probably not see a Siberian Tiger. They are very rare because they are an endangered species. They live in a very small part of Russia, in the Amur-Ussuri region of Primorsky and Khabarovsk Krai.

They are very attractive creatures. They are different from other tiger species because their fur is lighter orange in colour. They have widely spaced brown stripes rather than black and a white chest and belly. Their fur is thick and long to help them cope in freezing temperatures and their feet are large to help them walk in the snow. An average male weighs around 200-230 kg. Females are smaller and weigh 100-167 kg.

The Siberian Tiger is an excellent hunter. It feeds mostly on wild boar, red deer, elk and bear. An adult needs to eat around 9 kg of food a day to survive, but they can eat up to 50 kg in just one meal!

Unfortunately, the loss of forests and poaching has meant that there are only about 450 Siberian Tigers left in the wild. Several hundred exist in captivity. Many of these can be found in China.

Across the Curriculum – Science

5

Objectives

Reading: reading for specific information; identifying headings of paragraphs in a text; following instructions

Speaking: discussing the text; discussing the meaning of a quote

Listening: listening for specific information

Reading

1 a **FOCUS ►** Introducing the topic of the text

- Refer Ss to the pictures. Elicit discussion on the natural phenomena and if they have experienced any.

Suggested Answer Key

I have seen hail in real life but I haven't seen a tornado.

b **FOCUS ►** Reading for specific information

- Have Ss read the text and find the answer to the question in the rubric.
- Elicit answers in class and discuss.

Answer Key

Tornadoes are formed when warm air near the earth's surface rises and meets with cold air. Hail is formed when raindrops are blown up into the clouds by strong winds. Instead of falling to the ground immediately, the raindrops freeze.

2 **FOCUS ►** Identifying headings of paragraphs in a text.

- Read with Ss the rubric and check for understanding. Explain that a heading should summarise the main focus of the paragraph and that Ss should underline key words when reading.
- Have Ss read text and match headings to paragraphs.
- Invite a few Ss to read out paragraphs with their headings and key words.

Answer Key

1 f happen in various parts of the world, at any time of year

2 d *spinning, whirling, shape of a funnel or tube, twist, twisting rope*

3 e *scale, how strong tornadoes are, calculate strength, damage a tornado causes*

4 a *can be as small as peas or as big as cricket balls*

5 c *start to fall, Before they reach the ground, bounces ... up and down, rise and fall*

6 b *make quite a noise*

3 **FOCUS ►** Understanding vocabulary

- Have Ss read text and find the meanings of the words from the rubric in the text.
- Ss compare answers with a partner and check.

Answer Key

forceful – violent

different – various

leave – disappear

harm – damage

made – formed

chunks – lumps

created – formed

4 **FOCUS ►** Discussing the text

- Invite Ss to tell the class what they found interesting in the text.
- Monitor activity and assist as necessary.
- Invite other Ss to describe what it might be like to experience either of the two disasters. Ask for feedback from the class.

Suggested Answer Key

- Tornadoes can reach speeds of more than 250 mph.*
- There is a scale to measure how strong tornadoes are.*
- There was a hailstone as large as 44.5 centimetres in width!*

I was visiting my grandfather's farm one afternoon, when the sky started to turn dark grey and it became very windy.

In the far distance I noticed a long dark funnel or tube. I realised it was a tornado that was moving towards the farm. I suddenly felt very scared and screamed for my grandparents.

5

Across the Curriculum – Science

Fortunately, they have an underground shelter where we climbed down to protect ourselves. The tornado passed over us. It was a very frightening experience with a horrible noise as the tornado ripped roofs from buildings and tossed heavy objects like trees into the air. When it finally passed, I was so relieved and very happy to be alive!

5 **Focus ►** Listening for specific information

- Refer Ss to the gaps in the instructions.
- Have Ss listen to the recording and fill in the gaps.
- Ss compare answers with a partner and check.

Answer Key

1 paper	3 hole	5 top
2 tape	4 on (to)	

6 **Focus ►** Following instructions.

- In preparation for the task, in pairs have Ss list the ingredients they will need and bring them to the next class.
- Pairs read and follow the instructions on how to create a tornado.
- Monitor activity and assist as necessary.

(Ss' own answers)

7 **Focus ►** Understanding the meaning of a quote

- Refer Ss to the quote.
- Invite Ss to tell what they think the meaning is and discuss.

Suggested Answer Key

The weather is something we all have in common and is often used to start a conversation, especially when there is a sudden change in it.

5

Progress Check

Progress Check 5 and Look at Module 6 should be done in one lesson.

Answer Key

- | | | | |
|----------------|--------------|-------------------|-----------------|
| 1 1 endangered | 4 pollution | 4 1 used to drink | 4 use to |
| 2 avalanche | 5 earthquake | 2 getting used to | 5 isn't used to |
| 3 tornado | | 3 am used to | |
| 2 1 collection | 4 appearance | 5 1 for | 3 by |
| 2 protection | 5 invitation | 2 off | 4 in |
| 3 guidance | | | 5 on |
| 3 1 to lock | 4 help | 6 1 into | 3 in |
| 2 worrying | 5 seeing | 2 out | 4 on |
| 3 to visit | | | 5 in |
| | | 7 1 a | 2 c |
| | | | 3 d |
| | | | 4 b |

Culture Exchanges

Module 6

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. e.g. *What natural disasters have occurred in our country? How can we reduce pollution and traffic in our cities?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 5.

Look at Module 6

- Refer Ss to the title of module, Culture Exchanges, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to learning and experiencing other cultures and we will probably learn about other countries and travel.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss attention to pic.1 (p.100).

T: What page is the picture on?

S1: It's on page 100. It's an unusual building.

T: Do you know where and what it is?

S2: I think it's in Australia and it's the opera house there.

T: Why is it important?

S3: It's a tourist attraction because of its architecture and location.

Pic 2 (p. 102)

What is this a picture of? Why is it important?

What monuments have you visited? Why?

Pic 3 (p. 91)

What is this a picture of? Why and when do people do this? What kinds of activities do you like to do on vacation?

Pic 4 (p. 96)

What kind of boat is in the picture? What does it do? Why are tourists interested in riding on this kind of boat? Have you ever gone on a ride on something unusual? What was it like?

Find the page number(s) for...

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

tips for travellers (p. 95)

What are tips? How do they help? Have you ever used tips for something? Why?

a letter (p.98)

What are some reasons we write letters? When do you write letters and why? Do you use different language depending on if it's for a friend or someone you don't know that well?

an advert (p. 98)

What is the advert about? Where would we find such an advert? Have you ever answered an advert? What about?

a statue of a Buddha (p. 106)

What is a Buddha? Have you ever seen one? Where? What are monuments? Why do we visit them? What are some famous monuments in our country?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

- a Listening and Speaking section
- a Culture Corner
- a Going Green section
- an English in use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading & Vocabulary

Objectives

Vocabulary: related to travel activities

Reading: reading for confirmation

Speaking: role playing (a holiday you would like to take)

Listening: listening for confirmation

Writing: writing about travel

means of transport: reindeer sled, horse, camel, wagon, on foot, snowmobile

geographical features: valleys of the Lena River, desert, Dades Gorge, Atlas Mountains, beaches, sand, (varied) landscapes, unspoilt countryside, Wyoming, Arctic Ocean, The Arctic

Listening & Reading

1 **Focus** ➤ Introducing the topic of the text.

- Have Ss look at the pictures and listen to the recording.
- Ask Ss to imagine the scene and elicit answers to the questions in the rubric.

Answer Key

I am in Yakutia, Russia. It is freezing cold. I hear the sound of the reindeers' bells as they run across the snow. I feel like it is Christmas – I am so happy!

2 **Focus** ➤ Predicting text content/reading and listening for confirmation

- Refer Ss to the title of the text and discuss meaning.
- Elicit from Ss what they think the text will be about.
- Ss listen, read and check their answers.

Suggested Answer Key

I think the text is about some of the places we can visit and what we can do there.

3 a) **Focus** ➤ Reading for specific information

- Read rubric with Ss and check for understanding of questions asked.
- Ss read and answer questions individually.
- Invite Ss to read out answers in class and check.

Answer Key

1 C	3 C	5 D
2 B	4 C	6 A

b) **Focus** ➤ Understanding vocabulary

- Refer Ss to the bold words in the text.
- Ss complete matching task individually and check answers with a partner.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Ss complete sentences individually and check with their partner.
- Have Ss discuss with their partner which holiday they would like to go on and why?
- Monitor activity and assist as necessary.

Answer Key

unusual or special – unique
thought about – wondered
photographs – snaps
undamaged – unspoilt
different – varied
local – native
impressive – majestic
under – beneath

1 snaps	3 wondered
2 varied	4 beneath

Suggested Answer Key

I'd like to go on the 'Camel Riding in Morocco' holiday because I have always wanted to visit Morocco. There's lots to do and see, for example, travel across the desert on a camel, visit historic sites and relax on beautiful beaches.

Vocabulary

4 **Focus** ➤ Practising new vocabulary

- Refer Ss to list of activities in the rubric and elicit meanings.

Reading & Vocabulary

6a

- In pairs, Ss tell their partners which activities they enjoy doing on holidays.
- Monitor activity and check for understanding of the vocabulary.

Suggested Answer Key

I really enjoy shopping when on holiday and buying souvenirs from the places I visit.

I like to lie on the beach and relax all day when I go on holiday.

I enjoy meeting the locals when I go on a holiday somewhere different. etc.

5 **Focus ►** Role playing (a holiday you would like to take)

- Read the example exchange with Ss and check for understanding.
- In pairs, Ss act out a similar exchange.

- Invite Ss to act out exchanges in class and ask for feedback.

Suggested Answer Key

A: *I'd like to go to the Caribbean one day.*

B: *Really? What would you like to do there?*

A: *I'd like to lie on the beach all day and get a good tan. Where would you like to go?*

B: *I'd like to go to Iceland. I'd like to visit volcanoes and explore nature. etc*

6 **Focus ►** Writing about travel

- Read the rubric with Ss and check for understanding.
- Allow Ss time to write sentences.
- Ss compare sentences with a partner.
- Monitor activity and assist as necessary.

6

b

Listening & Speaking

Objectives

Vocabulary: related to holiday problems

Reading: reading for specific information

Speaking: role playing (describing problems & sympathising); role playing (holiday events); role playing (a holiday that went wrong)

Listening: listening for specific information; identifying stressed syllables in phrases

Writing: writing about holidays

1 **Focus ►** Describing pictures/activating vocabulary

- Read with Ss the phrases in the rubric and elicit meanings.
- Invite Ss to describe pictures like in the example, using the phrases.
- Check for understanding.

Answer Key

Picture B shows someone running after a plane. It seems that/looks as if he has missed his flight. He seems to be in a panic.

Picture C shows two people by the sea. They are sitting on sun loungers but it is raining. It seems that/looks like the weather has got bad. They seem to be very unhappy.

Picture D shows someone looking at the signpost with a map in his hand. It seems that/looks like he has lost his way.

2 **Focus ►** Listening for specific information

- Have Ss listen to recording and match speakers to problems in Ex. 1.
- Ss compare answer with a partner.

Answer Key

Ann – the weather getting bad

Laura – getting sunstroke

Tony – car breaking down



Listening & Speaking

Everyday English

3 **Focus ►** Role playing (describing problems & sympathising)

- Refer Ss to the phrases in the box and elicit meanings in Ss' L1.
- In pairs, Ss act out exchanges similar to the example, using phrases from the box.
- Monitor activity and check for understanding of phrases.

Answer Key

(Answers according to Ss' L1)

Suggested Answer Key

- A: How was your holiday? Did you have a nice time?
 B: You'll never guess what happened!
 A: What? What happened?
 B: I missed my flight home and had to spend 24 hours at the airport waiting for the next one.
 A: Oh, you poor thing! etc

4 **Focus ►** Listening for specific information

- Have Ss listen to recording.
- Elicit answers to the question in the rubric and check.

Answer Key

Isabelle visited Greece, Italy, and Spain.

5 a) **Focus ►** Reading for specific information

- Write on board two columns with the headings "good" and "bad".
- Have Ss read individually the dialogue.
- Elicit from the Ss the good and bad experiences the speaker in the dialogue had on holiday. Write them in the correct column.

Answer Key

Good experiences: Greece was beautiful, Italians were friendly, Italian cuisine was great.

Bad experiences: got sunstroke in Greece, got seasick on the ferry on the way to Italy, got purse stolen in Barcelona while waiting for a bus.

b) **Focus ►** Consolidating vocabulary

- In pairs, have Ss read out the dialogue exchanges roles.
- Monitor activity and assist as necessary.

(Ss' own answers)

Listening

6 **Focus ►** Listening for specific information

- Have Ss listen to recordings and answer questions individually.
- Ss compare answers and check.

Answer Key

1 C 2 C 3 A 4 B 5 A

Intonation

7 a) **Focus ►** Identifying stressed syllables in phrases/understanding phrases

- Have Ss listen to recording and mark stressed syllables in phrases.
- Ss compare answers with a partner and listen again to check.
- Invite Ss to match phrases to feelings and discuss meanings.

Answer Key

- 1 That's ABsolutely BRILLiant!
 2 That REAlly drives me mad.
 3 OH thank GOODness!
 4 REAlly? What happened?
 5 I don't QUITE understand that.
 6 WHY do these things KEEP happening to me.

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

b) **Focus ►** Role playing (holiday events)

- In pairs Ss act out exchanges about the events listed in the rubric, using phrases from Ex. 7a.
- Refer pairs to the example exchange as a guideline to their exchanges.
- Monitor activity and assist as necessary.

Listening & Speaking

6b

Answer Key

- A: I'm sorry, sir. We can't seem to find your reservation.
 B: Really? What happened?
 A: I'm sorry. It looks like your luggage has got lost again.
 B: Why do these things keep happening to me?/That drives me mad.
 A: I'm sorry, madam. You can't take photographs inside the palace.
 B: I don't quite understand that.
 A: Your room has a wonderful view of the sea.
 B: That's absolutely brilliant!
 A: Paul, I've just had an accident in my car.
 B: Really? What happened?

Speaking**8 Focus ► Role playing (a holiday that went wrong)**

- In pairs, Ss act out a dialogue using the phrases in Ex. 1 and the dialogue in Ex. 5 as a guideline.
- Ss record their dialogues and listen to check.
- Monitor activity and assist as necessary.

Suggested Answer Key

- Paula:** Welcome back, Ned! How was your holiday?
Ned: Hi, Paula. It was good, but a few things went wrong.
Paula: What happened?
Ned: The first day everything was perfect. The weather was brilliant and I lazed on the beach. Florida is beautiful, you know.
Paula: I've never been myself. Do you recommend it?
Ned: Be careful when you go. When I was there the weather turned bad all of a sudden. There were huge storms – so I had to stay indoors.
Paula: What did you do?
Ned: I spent a lot of time in shopping malls and in my hotel room reading!
Paula: How awful! Did anything else happen?
Ned: Well, yes! I actually lost my passport as well. I had to get a new one, so I spent quite a lot of time at the Embassy. But, I still had time to go to Mexico.
Paula: What was it like?

Ned: Fantastic. The food is great, if you like spicy food! And it wasn't expensive either. You should come with me next year – I'm planning to go back, you know.

Paula: You are?

Ned: Yes. You see, I definitely need someone to co-drive. I lost my way and had to drive an extra two hundred kilometres.

Paula: That's so annoying! But you got to see a lot more of the countryside, didn't you?

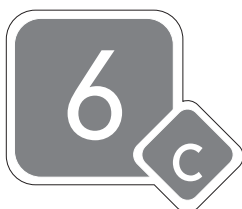
Ned: Yes. I've got some amazing photos to show you ...

9 Focus ► Writing about holidays

- Have Ss review unit for vocabulary.
- Allow Ss time to write their sentences.
- In pairs, Ss read their sentences to each other.
- Monitor activity and assist as necessary.

Suggested Answer Key

*Did I tell you that my luggage got stolen on my trip to Florida!
 I got sea sick on the ferry to Italy but it didn't spoil my holiday.
 You'll never guess what happened to me on my trip to India!
 My trip was awful! I got sunstroke, missed my flight and had my wallet stolen! etc*



Grammar in Use

Objectives

Grammar: reported speech; said/told; reported the imperative; reported questions

1 **FOCUS ►** Introducing reported speech.

- Read the Theory Box and example with Ss and check for understanding.

Answer Key

As in Theory Box

2 **FOCUS ►** Understanding the differences between direct and reported speech

- Read the table with Ss and check for understanding.
- Have Ss identify changes in examples from direct to reported speech.
- Elicit answers from Ss and write them on the board under headings direct and reported speech.

Answer Key	
Direct Speech	Reported Speech
is (Present Simple)	→ was, that, no quotation marks,
travelled (Past Simple)	→ (Past Simple)
have done (Present Perfect)	→ had travelled, that, she, previous, no quotation marks,
will travel (Future Simple)	→ (Past Perfect)
am looking (Present Continuous)	→ had done, that, she, no quotation marks,
can't wait (Modal)	→ (Past Perfect)
	→ would travel, that, he, no quotation marks,
	→ (Would)
	→ was looking, that, he, no quotation marks,
	→ (Past Continuous)
	→ couldn't wait, that, she, no quotation marks
	→ (Modal)

3 **FOCUS ►** Understanding "said" and "told"

- Read the examples in the rubric and discuss (explain that **told** is used when someone says something to someone specific).
- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

1 told 3 said 5 said (that)
2 said (that) 4 told

4 **FOCUS ►** Practising reported speech

- Read through rubric with Ss and check for understanding.
- Invite different Ss to report speech in rubric, paying careful attention to verb tense changes.
- Check and discuss Ss' answers.

Answer Key

He said it was the most thrilling experience he had ever had.
He said he had spent five days in Edinburgh and that it had been amazing.
He said he sometimes got lonely.
He said he couldn't carry all his stuff around easily.
He said that he was flying to Ireland and that if he had time, he would visit Cardiff too.

5 a) **FOCUS ►** Understanding reporting the imperative

- Read the examples with Ss and note differences from the direct speech to the reported speech.
- Elicit how the imperative is reported.

Answer Key

We report the imperative using tell + sb + (not) to-infinitive.

b) **FOCUS ►** Practising reporting the imperative

- Have Ss complete task individually.
- Ss compare answers with a partner and check with Grammar Reference section.

Grammar in Use

6c

Answer Key

The travel agent told me to leave copies of my itinerary with family and to call them regularly, to learn about local laws and customs, not to leave my luggage unattended, not to carry large amounts of cash and not to tell people that I am travelling alone.

6 a) **FOCUS ► Understanding reported questions**

- Refer Ss to the examples in the rubric. Explain that we do not use said or told when reporting questions and instead we use ask (or a similar verb).
- Ss answer questions with a partner and compare answers with another pair.
- Check answers in class.

Answer Key

- 1 ask
- 2 a same question word
- 2 b if or whether
- 3 same as in reported statements

b) **FOCUS ► Practising reported questions**

- Read the rubric with Ss and check understanding with the example.
- Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- 2 Nathan's friends asked him if/whether he had had his photographs developed.
- 3 Nathan's friends asked what Edinburgh was like.
- 4 Nathan's friends asked how much money he had spent.
- 5 Nathan's friends asked if/whether he would travel alone again in the future.
- 6 Nathan's friends asked him if/whether he had made any English friends.

7 **FOCUS ► Practising reported speech**

- Have Ss practice reporting the messages from the rubric to a partner.
- Invite Ss to report messages in class and check.

Answer Key

Jason called to remind you that you have football practice at 9. He said he hoped to see you later. Also Alan phoned to say sorry he wouldn't be able to come. He said Tony had had a nasty fall and that they were taking him to the hospital. Oh yes! And Patty called as well. She said she had picked up the tickets on her way to work and so you don't have to bother.

8 **FOCUS ► Consolidating reported speech**

- Read through example with Ss and check for understanding.
- Ss complete task individually.
- Invite a few Ss to report exchanges to the class and check for understanding.

Answer Key

- 2 Julia asked Penny which forms of public transport she used. Penny said that she normally used the bus or the tram but said she never used the metro.
- 3 Frank asked Pat if she felt well. Pat said she felt terrible and that she had a terrible headache. Frank told her to take an aspirin, have a rest and she would feel better soon.
- 4 David asked Gwen if she had gone to the party the day before. Gwen said she had but that she had left early.



Vocabulary & Speaking

Objectives

Vocabulary: related to means of transport; idioms (referring to means of transport)

Grammar: at/on; reported speech

Reading: reading to identify missing text; reading for specific information

Speaking: discussing the text; describing waiting for a steamboat

Listening: listening for specific information; listening for confirmation; listening for key words

Writing: writing about means of transport in your country

Reading

1 a) **FOCUS ►** Introducing the topic of the text

- Refer Ss to the picture and title.
- Elicit discussion of the picture and the meaning of the title.

Suggested Answer Key

I think the title means a way of travelling.

b) **FOCUS ►** Reading to identify missing text

- Refer Ss to text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Have Ss read out text and check answers.

Answer Key

1 most/many 5 by 9
some/that
2 from 6 in/over 10 by
3 their 7 for
4 the 8 them

2 a) **FOCUS ►** Understanding vocabulary

- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Answer Key

way = means show = indicate
effect = impression well-known = popular
turn = rotate goods = merchandise

b) **FOCUS ►** Discussing the text/reading and listening for specific information

- Ss listen and read again the text.
- Invite Ss to tell the class what they found interesting in the text.
- Encourage discussion and feedback.

Suggested Answer Key

I was impressed by the fact that steam rotates a paddlewheel that causes the boat to move forward.

I also found interesting the fact that they used to transport people and goods up and down the rivers.

It's interesting that people still take river cruises today. I would like to go on one.

3 **FOCUS ►** Activating vocabulary

- Copy table from the rubric on the board.
- Have Ss brainstorm vocabulary they know related to means of transport and write them in the table.

Suggested Answer Key

by land	by sea	by air
coach	hovercraft	helicopter
car	steamboat	aeroplane
bicycle	ferry	hot-air
bus	canoe	balloon
train	raft	private jet
horse/donkey/camel	cruise ship	
on foot	yacht	
skateboard	ship	
scooter		
motorbike		
underground/metro		
on foot		

4 **FOCUS ►** Listening for specific information

- Have Ss listen to the recording and answer questions in the rubric.
- Invite Ss to read out answers in class and check.

Vocabulary & Speaking

6d

Answer Key

Sophie – bike because you don't get stuck in traffic, it's free and it keeps you fit.

Peter – train because it is a fast way to travel and he likes looking out of the window at the beautiful countryside.

Greg – boat because you can walk around or go outside and look at the sea. It is a really interesting way to travel.

5 **Focus ►** Writing about means of transport in your country

- Allow Ss time to write a few sentences, answering the questions in the rubric.
- In pairs Ss read each other their sentences.
- Monitor activity and assist as necessary.

Suggested Answer Key

The most commonly used means of transport in my country is the train/the underground. I like travelling by car, most of all because you are free to go where you want whenever you want.

6 **Focus ►** Describing waiting for a steamboat

- Refer Ss to the picture in the text and have them listen to the music extract.
- In pairs, Ss imagine and describe a scene where they are in waiting for a steamboat.
- Monitor activity and assist as necessary.

Suggested Answer Key

I am on a steamboat on the Mississippi river. I am standing on deck looking out and enjoying the view. I feel very calm and relaxed.

7 **Focus ►** Practising vocabulary

- Have Ss complete task individually.
- Ss read out exchanges with a partner and check their answers.

Suggested Answer Key

- | | |
|--------------|------------|
| 1 A: miss | 4 A: board |
| B: give | 5 B: take |
| 2 B: got off | 6 A: catch |
| 3 A: booked | |

8 **Focus ►** Understanding at/on

- Have Ss complete task individually and write sentences, using reported speech.
- Invite Ss to read out their sentences and check.

Answer Key

- | | | |
|------|---------|------|
| 1 at | 4 at | 7 at |
| 2 on | 5 at | 8 on |
| 3 on | 6 on/in | 9 at |

Suggested Answer Key

- He told us that the traffic on the motorway was heavy and we should take the train instead.
- Karen said that she had waited on the toll bridge for over an hour due to heavy traffic.
- She asked me why I had left my car at the garage.
- Frank said he would meet me at the bus stop tomorrow.
- The police advise drivers not to drive on the roads until the snowstorm has stopped.
- She informed us that at the harbour there are many great fish restaurants.
- They announced that passengers had to wait for the next train on platform six.
- Frank said he had waited at the station for over thirty minutes for the next train to come.

9 a) **Focus ►** Understanding vocabulary

- In pairs, have one S ask the questions from the rubric and the other answer with the correct place from the places in Ex. 8.
- Monitor activity and check for understanding.

Answer Key

- | | |
|--------------------|------------------------------|
| 1 train | 6 bus stop, harbour, station |
| 2 station, airport | |
| 3 harbour, station | 7 station |
| 4 road, bus stop | 8 bus stop |
| 5 airport, harbour | 9 airport, station |



Vocabulary & Speaking

b) **FOCUS ►** Practising vocabulary/listening for confirmation

- Have Ss complete task individually.
- In pairs, Ss check their answers by asking questions from Ex. 9a and giving correct answers from list in rubric.

Answer Key

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

Listening

10 **FOCUS ►** Listening for key words

- Write “key words” on the board and elicit what it means (these are the words that hint to finding specific information about the text).
- Have Ss listen to the announcements, paying attention to key words that hint at where the announcements could be heard.
- Invite Ss to say their answers in class and write down their key words on the board.

Suggested Answer Key

- 1 train – intercity service, buffet car, carriage A
- 2 plane – captain, welcome aboard, flight BA345, flight time, flying, flight attendants, enjoy the flight
- 3 coach – National Express, driver, heavy traffic

Idioms

11 **FOCUS ►** Understanding Idioms

- Refer Ss to list of words.
- Have Ss form groups of 3-4 and complete task and check in Appendix 3.
- Ask Ss to find similar idioms in own L1.
- Invite groups to say their answers in front of the class and discuss.

Suggested Answer Key

- 1 B: drives 3 A: road 5 B: shipped
2 B: track 4 B: boat

12 **FOCUS ►** Writing about means of transport

- Have Ss review unit for vocabulary.
- Allow Ss time to write their sentences.
- In pairs, Ss read their sentences to each other.
- Monitor activity and assist as necessary.

Suggested Answer Key

*I would like to book a return ticket to London please.
The travel agent asked us which fare we wanted, business or economy.
I forgot to get off at my stop and was late for work.
Most people travel by train and bus downtown as there is heavy traffic. etc.*



Writing Skills

Objectives

Reading: identifying the type of a letter; identifying missing phrases; identifying semi-formal language in a text; proofreading a written text

Writing: writing about being an exchange student; writing with semi-formal language; writing expressions of gratitude; writing a semi-formal thank-you letter

Reading

1 a) **FOCUS ►** Introducing the topic of the text

- Refer Ss to the advertisement and read it with the class.
- Elicit answers to the questions in the rubric.

Writing Skills

6e

Suggested Answer Key

Yes, I think my family would benefit from playing host to a foreign student because we would have the opportunity to learn more about another culture. I think I would enjoy such an experience. I would make a new friend from another country.

b) **FOCUS ►** Writing about being an exchange student

- Allow Ss time to write a few sentences, answering the questions in the rubric.
- In pairs, Ss read each other their sentences.
- Monitor activity and assist as necessary.

Suggested Answer Key

I'd like to stay with a host family. It might be difficult to get to know them. There could be problems if I did not get along with the children in the family. I could have problems with the language and not understand them very well. It would definitely be a challenging and interesting experience.

2 **FOCUS ►** Identifying the type of a letter

- Read the rubric with Ss and check for understanding.
- Have Ss read letter and identify what kind of letter it is and discuss.

Answer Key

a thank-you letter

3 **FOCUS ►** Reading to identify missing phrases

- Have Ss read the text again and insert the missing phrases from the rubric.
- Invite a S to read the letter and check answers with class.

Answer Key

- 1 *I had a wonderful time*
- 2 *Thank you once again for*
- 3 *What helped me most*
- 4 *I appreciate*

. 4 **FOCUS ►** Understanding semi-formal thank-you letters

- Read the Theory Box with Ss and check for understanding.
- Elicit examples of semi-formal writing from the text and discuss.

Answer Key

less formal language: *let you know, had a wonderful time, you really made me feel at home, my mum is going to try some of the recipes you gave me, perhaps you could visit us one day*

formal linking words: *and I must say that, I even, thanks to*

words/phrases in the passive: *I was made to feel at home, my English improved*

respectful, polite tone: *thank you for your kindness during my stay with you, I will never forget you, I appreciate everything you did to make my stay so pleasant, I must say that Mrs Reeves' cooking is amazing, What helped me most was our interesting conversations, thanks to Mr Reeves' great sense of humour, I appreciate your generosity and hospitality, I hope we will keep in touch*

5 **FOCUS ►** Understanding the format of semi-formal thank-you letters

- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Answer Key

a 3 b 2 c 4 d 1

6 **FOCUS ►** Practising semi-formal language

- Have Ss rewrite the passage with the phrases in the rubric.
- Invite a few Ss to read out passage and check for understanding of the language use.

Answer Key

- 1 *I am writing*
- 2 *It was kind of you*
- 3 *I appreciated*
- 4 *As for*
- 5 *What helped me most*
- 6 *Thank you very much*



Writing Skills

7 a) **FOCUS ►** Identifying semi-formal language

- Ss complete task with a partner.
- Pairs compare with another pair answers and check.
- Monitor activity and check for understanding.

Answer Key

1, 3, 5, 7

b) **FOCUS ►** Practising expressions of gratitude

- Read the example in the rubric with Ss and check for understanding.
- Have Ss write their sentences, expressing gratitude by using phrases from Ex.7a)
- Ss compare their answers with a partner and check.

Suggested Answer Key

- 2 *I really enjoyed the weekend I spent with you.*
- 3 *I am very grateful for the help you gave me with my project.*
- 4 *It gave me great pleasure to spend the summer with you and your family.*
- 5 *It was very nice of you to buy me a present for my birthday.*

Writing

8 **FOCUS ►** Writing a semi-formal thank-you letter

- Refer Ss to the plan in the rubric and check for understanding.
- Allow Ss time to write their letters that follow the plan in the rubric.
- Invite Ss to read their letters to the class and call for feedback.
- Alternatively, assign task as HW.

Suggested Answer Key

Dear Mr and Mrs Harper,

I am writing to let you know that I arrived home safely and I would like to thank you for your wonderful hospitality. It gave me great pleasure to spend my summer holiday in Oxford. I am sure I will remember the time I spent with you for a long time to come.

I appreciate everything you did to make my stay so memorable. I felt very comfortable in my room and I really enjoyed tasting true English cuisine. I must say that Mrs Harper's baking is amazing. I have never eaten such delicious home-made cakes before. Furthermore, the sightseeing tours we went on were very informative. I have learned a lot about your country.

My English has improved a lot and I am pleased to say that I have received higher marks! I have managed to expand my vocabulary by helping Mr Harper with the daily crossword. I am very grateful.

Thank you once again for your kindness and hospitality. I hope we will have the chance to meet again – perhaps you could visit us one day.

Best regards,

Danny

9 **FOCUS ►** Proofreading a written text.

- Read Study Skills box with Ss and check for understanding.
- Have Ss proofread their letters from Ex. 8, following the guidelines in the Study Skills box.
- In pairs, Ss exchange letters and check their partner's work.
- Pairs discuss and give feedback on each others letters.
- Monitor activity and assist as necessary.

(Ss' own answers)



English in Use

Objectives

Vocabulary: phrasal verbs (set)

Grammar: forming nouns; dependent prepositions; reported speech

Writing: writing sentences with new vocabulary

Phrasal Verbs: *set*

1 **Focus ►** Understanding phrasal verbs (set)

- Have Ss complete task individually and compare answers with a partner.
- Have Ss check meanings in appendix 1.

Answer Key

- 1 *save*
- 2 *begin and seem likely to continue*
- 3 *start a journey*
- 4 *slow down*

2 **Focus ►** Consolidating vocabulary

- Have Ss complete task individually and check definitions in dictionary.
- Ss write their own sentences with other words.
- Invite Ss to read out their sentences in class and check.

Answer Key

- | | | |
|------------------|---------------------|------------------|
| 1 <i>reached</i> | 3 <i>voyage</i> | 5 <i>room</i> |
| 2 <i>fetch</i> | 4 <i>expedition</i> | 6 <i>foreign</i> |

1 *We arrived at school just before the bell rang. I got to the theatre early, so I had to wait for my friend.*

2 *'Please bring me your homework tomorrow morning,' the teacher said. It only takes 24 hours to deliver documents by courier.*

3 *My journey home took longer than usual because of the heavy snow. I really enjoyed the school trip I went on earlier this year.*

4 *The tourists went on an excursion to Suzdal for the day. The guide took us on a fascinating tour of the city.*

5 *The best place for shopping is New York. Mind the gap as you get off the train.*

6 *It felt strange to leave home and live on my own. Maria was curious to find out the results of the test.*

Dependent Prepositions

3 **Focus ►** Practising dependent prepositions

- Have Ss complete task individually with prepositions in list.
- Ss compare answers with a partner and check in Appendix 2.

Answer Key

- | | | |
|--------------|------------------|-------------|
| 1 <i>at</i> | 3 <i>off</i> | 5 <i>on</i> |
| 2 <i>for</i> | 4 <i>without</i> | 6 <i>in</i> |

Word Formation

4 **Focus ►** Forming nouns

- Read the Theory Box with Ss and check for understanding.
- Have Ss complete the task individually.
- Invite Ss to read out their answer to the class and check.

Answer Key

- | | |
|-------------------|----------------------|
| 1 <i>kindness</i> | 3 <i>amusement</i> |
| 2 <i>madness</i> | 4 <i>achievement</i> |

Grammar Revision

5 **Focus ►** Practising reported speech

- Read example from the rubric with Ss and check for understanding.
- Have Ss complete sentences individually and compare with a partner.

Suggested Answer Key

- 2 *My parents told me I could go to the party tomorrow.*
- 3 *Our teacher said she was looking for students to help set up the school play.*
- 4 *Our neighbour asked us if we would watch her home while she was on vacation.*
- 5 *Before the school trip, the headmaster told us not to leave the group or we could get lost.*
- 6 *My grandfather asked me if I wanted to go to the museum.*

6f

English in Use

6 **Focus** ► Consolidating new vocabulary

- Have Ss review the unit and pay attention to new vocabulary and phrases.
- Allow Ss time to write a few sentences, using new words and phrases that they have learnt.

Answer Key

We set off early that morning for an excursion to the mountains to do some hiking.

When Jane gets a day off from work, she plans to set aside some time to read her favourite magazine.

Anger was setting in on the crowd, as they waited for over an hour to get into the stadium. etc

6

Culture Corner

Objectives

Grammar: forming derivatives

Reading: reading for specific information; reading to identify missing text; reading to identify the main idea of paragraphs

Speaking: asking and answering questions about the text; discussing the text

Writing: writing a heading for paragraphs; writing about a famous river in your country

Answer Key

1 extremely	5 beautiful	9 different
2 drinking	6 famous	10 lucky
3 thirsty	7 childhood	
4 Industrial	8 pleasant	

Reading1 **Focus** ► Reading for specific information

- Elicit from the Ss what they know about the river Thames.
- Have Ss think up questions about the text and write them down in their notebooks.
- Ss read and try to find the answers to their questions.

Suggested Answer Key

I know that the river Thames is in the South-East of England. It runs through the city of London.

Which places does the river Thames run through?

How long is the river Thames?

How deep is the river Thames?

2 a) **Focus** ► Reading to identify missing text/ forming derivatives

- Have Ss read text and fill in gaps with derivatives of the words in the brackets.
- Invite Ss to read out answers in class and check.

b) **Focus** ► Understanding vocabulary/asking and answering questions about the text

- Refer Ss to the highlighted words in the text.
- Have Ss read and listen to the text. Elicit from Ss the meanings of the highlighted words.
- Invite Ss to ask questions to the class about the text and elicit answers from class.

Suggested Answer Key

reaches – gets to

provided – was used as

supplies – amounts

attacks – invasions

banks – shores, sides

exported – sold to other countries, sent

symbol – emblem, sth that represents sth else

famous – well-known

Suggested Answer Key

What was built on the Thames after the industrial revolution?

Beautiful homes were built along the banks of the river.

How did the Thames help London at wartime?

Castles and forts were built on the mouth of the river and they protected London. etc

Culture Corner

6

3 **FOCUS ►** Identifying the main idea and writing a heading for paragraphs

- Read the rubric with Ss. Explain that a heading should summarise the main idea of the paragraph and that Ss should underline key words when reading.
- Ss work in pairs to find the main idea and create a heading for each paragraph.
- Pairs compare their answers with another pair and check.

Suggested Answer Key**Para 1**

Main idea: London would not be London without the river Thames.

Suggested heading: The importance of the river Thames

Para 2

Main idea: England had very few roads in the past so the Thames provided a major highway between London and many parts of the country.

Suggested heading: The many uses of the river Thames

Para 3

Main idea: With the Industrial Revolution in the 18th century, the Thames became one of the busiest waterways in the world.

Suggested heading: The river Thames – the place to be!

Para 4

Main idea: Today the Thames has become a symbol of London, just as much as Big Ben or Buckingham Palace.

Suggested heading: Why we all love the river Thames

4 **FOCUS ►** Discussing the text

- In pairs, Ss tell each other what they found interesting about the text.
- Monitor activity and assist as necessary.

Suggested Answer Key

In the past you could see cows and sheep drinking water from the Thames.

Charles Dickens spent part of his childhood near the river Thames.

5 **FOCUS ►** Writing about a famous river in your country

- Read through rubric with Ss and check for understanding.
- In groups of 3-4, have Ss collect information and write an article about a famous river in their country following the guidelines in the rubric.
- Allow Ss time to work in class or assign as HW.
- Invite groups to present their articles and pictures to the class.
- Invite class to ask questions and give feedback on each presentation.

Suggested Answer Key**The Kama River**

The river Kama is an important river in Russia. Situated in west-central Russia, it is one of the longest tributaries of the Volga and 1, 805 kilometres long. It starts its journey in Udmurtia, near the town of Kuligi and flows north, then east, south and south-west until it reaches the Volga river. There are many cities situated on the banks of the Kama, such as Solikamsk, Berezniki and Perm.

The Kama is a valuable waterway to the Urals and Siberia and is, therefore, often used as a trade route. Its waters support a wide variety of industries and its floodplains are rich in salt and potassium. There are hydroelectric stations at Perm and petroleum is extracted in the Sylva and Iren valleys.

Although the Kama is mostly associated with industry, it remains a beautiful river nonetheless. During the winter months when the river is frozen, you can find people ice-skating and during the warmer months of the year many enjoy strolling along its banks.

6

Going Green

Objectives

Vocabulary: related to pollution

Reading: reading to identify missing text; reading for specific information; reading to identify context clues

Speaking: discussing the text

Writing: writing about monuments/historic buildings which are in danger.

Reading

1 **Focus ►** Introducing the topic of the text

- Refer Ss to the pictures and title.
- Elicit discussion of the pictures and answer to the question in the rubric

Suggested Answer Key

The Leshan Giant Buddha is in China. It is the largest Buddha statue in the world.

The Statue of Liberty is one of the largest and oldest statues in the world.

They may be in danger because of pollution.

2 **Focus ►** Reading to identify missing text

- Refer Ss to the text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Have Ss read out text and check answers.

Answer Key

1 by	5 on	9 both
2 being	6 was	10 ago
3 from	7 in	11 to
4 been	8 most	12 that/which

3 **Focus ►** Reading for specific information

- Have Ss read statements in rubric and complete task.
- Direct Ss to correct false statements.
- Ss compare their answers with a partner and check.

Answer Key

- 1 T
2 T
3 F *It is made of stone.*
4 T

5 F *It is made of stone.*

6 T

4 **Focus ►** Identifying context clues

- Read the Study Skills box and check for understanding.
- Have Ss read the introduction to the text again and elicit the context clues in it.

Answer Key

The author has used a definition: 'Acid rain is rain that contains particles of acid. It is mainly caused by burning fossil fuels'. The author also explains that it is something negative: 'Acid rain is bad for the environment'. The author also explains what it can do: 'Many of the world's historic monuments are badly damaged by it.'

5 **Focus ►** Listening for specific information/ discussing the text

- Ss listen and read the text again.
- In pairs, Ss tell each other what they found interesting about the text.
- Monitor activity and assist as necessary.

Answer Key

I was impressed by the fact that the great Sphinx in Giza is the biggest stone sculpture made by man. I was also impressed by how old the Leshan Buddha is and that it was almost destroyed by wind erosion and acid rain. etc

6 **Focus ►** Understanding vocabulary

- Refer Ss to the words in bold and the definitions in the rubric.
- Have Ss complete matching task individually.
- Ss compare answers with a partner and check.

Answer Key

1 symbol	3 particles	5 sculpture
2 erosion	4 smog	6 fossil fuels

Going Green

6

7 **Focus ▶** Writing about monuments/historic buildings which are in danger.

- Allow Ss time to collect information (refer them to the website in rubric) and write their essays.
- Alternatively, assign task as HW
- Invite Ss to present their information to the class and ask for feedback.

Suggested Answer Key

Walled City of Baku with the Shirvanshah's Palace and Maiden Tower

One world heritage site that is in danger is the Walled City of Baku, which is situated in Azerbaijan. The walls of the inner city date back to the 12th century and parts of Maiden Tower are even older (7th to 6th centuries BC.) Fifteenth century Shirvanshah's Palace is considered to be one of the best examples of Azerbaijan's architecture.

Unfortunately, the November 2000 earthquake damaged the inner city and little conservation work has been done to restore the buildings to their former glory. It would be a pity to lose these ancient buildings as they are so unique. etc

Progress Check

6

Progress Check 6 and Look at Module 7 should be done in one lesson.

Answer Key

- | | | | | |
|---|-------------|-----------|--------|-----------|
| 1 1 track | 6 monuments | 4 1 aside | 3 off | 5 in |
| 2 drive | 7 boarded | 2 in | 4 back | |
| 3 touristy | 8 book | | | |
| 4 boat | 9 sunstroke | 5 1 at | 3 for | 5 without |
| 5 seaside | 10 catch | 2 on | 4 in | |
| | | | | |
| 2 1 seriousness | 3 kindness | 5 sadness | 6 1 c | 2 d |
| 2 development | 4 amusement | | 3 a | 4 e |
| | | | | 5 b |
| | | | | |
| 3 1 She said that she enjoyed travelling a lot. | | | | |
| 2 He said that he had visited Spain the previous year. | | | | |
| 3 He said that travelling solo was the best thing he had ever done. | | | | |
| 4 Jane said that she would go to Italy the following year. | | | | |
| 5 Tim said that he was looking for an interesting destination. | | | | |

Module 7

Education

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. *e.g. What types of activities do you like to do on holidays? What monuments have you visited? Why? Would you like to be an exchange student? Why or why not?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 6.

Look at Module 7

Refer Ss to the title of module, Education, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to learning and going to school. I think we will learn about different schools, subjects and ways of learning.

Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss attention to *pic.1 (p.108)*.

T: What page is the picture on?

S1: It's on page 108. It's a boy looking in a microscope.

T: Have you ever used a microscope?

S2: Yes, in science class.

T: What is your favourite subject? Why?

S3: History. I like to learn about the past and important people.

pic.2 (p.116)

What is this a picture of? What do think the girls are doing? How do you help your friends when they have problems? What kinds of problems do we experience at school?

pic.3 (p.107)

What is the boy doing in the picture? What other ways do we communicate with others? Do you use computers and mobiles to communicate with your friends?

pic.4 (p.110)

What are the people in this picture doing? What is a special school? Do you know of any special schools? What would you like to study if you went to a special school?

Find the page number(s) for...

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a graph (p. 107)

What information does the graph contain? Why do we use graphs? What do you learn from this graph?

a diagram (p. 119)

What does the diagram show? Why do we use diagrams? How does this diagram help us understand the information in the text?

a sketch showing how something is made (p. 113)

What does the sketch show? Does it help us understand? Where do we sometimes see sketches?

dictionary entries (p. 108)

What information do these entries give us about the word? Do you use a dictionary to help with the pronunciation of a word? When do we use dictionaries? What subjects require the use of a dictionary?

Go through the rest of the sections with your Ss and point out that by the end of the module that they will know how to perform the tasks listed.

Explain that the module has:

- a Literature and Speaking section
- a Culture Corner
- a Going Green section
- an English in Use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading & Vocabulary

Objectives

Vocabulary: related to the media and communications; symbols

Reading: reading for confirmation; reading for specific information; reading a graph

Speaking: discussing the topic of the text; discussing a day in your life without gadgets; conducting a survey

Listening: listening for confirmation

Reading

1 **Focus ►** Introducing the topic of the text

- Have Ss look at the pictures and elicit descriptions of them.
- Elicit discussion on what gadgets Ss use and why.

Suggested Answer Key

*In the pictures I see young people working, having fun and using technology.
I can see computers and mobile phones.
I have got both a computer and a mobile phone.*

2 **Focus ►** Predicting the content of the text/ listening and reading for confirmation

- Invite a few Ss to read the title and the first sentences in each paragraph.
- Elicit what the text is about and write Ss' answers on the board.
- Ss read and listen to the text and check.

Suggested Answer Key

The text could be about how young people live today and the role electronic media plays in their lives.

3 **Focus ►** Reading for specific information

- Have Ss read again text and complete task individually.
- Ss compare and check answers with a partner.

Answer Key

1 C 2 C 3 B 4 D

4 **Focus ►** Understanding new vocabulary

- Refer Ss to the bold words in the text. Discuss meaning.
- Have Ss find meaning in own L1. Allow time for Ss to write down new vocabulary in notebooks.
- Have Ss complete matching task individually.
- Invite Ss to read out answers to the class and check.

Answer Key

***fixed on:** stuck
chatting: talking
occasionally: sometimes
texting: sending written messages
telling off: speaking to sb angrily
concentrate: focus
deal with: cope with
impact: effect
extensions: additions*

5 **Focus ►** Discussing the topic of the text

- Read the last sentence of the text with Ss and check for understanding.
- In pairs, Ss discuss the sentence, using vocabulary from the text.
- Monitor activity and assist as necessary.

Suggested Answer Key

*A: The author is saying that talking to people on-line isn't as good as real face-to-face communication and that we should make sure we find time to go out and meet people.
B: Do you agree with this opinion?
A: No, I don't. I think that it is more fun to meet people online. I feel more comfortable communicating with people that way. What do you think?
B: I understand what the author is saying. I have to agree that communicating with people is best when you can actually see them.*



Reading & Vocabulary

Vocabulary

6 **Focus ►** Understanding phrases

- Have Ss complete matching task and sentences individually.
- Ss compare answers with a partner.
- Invite a pair of Ss to read out exchanges in class and check.

Suggested Answer Key

1 d 2 a 3 b 4 c

- 1 connect to the Internet
- 2 check my emails
- 3 download ... files
- 4 install ... Programme

7 **Focus ►** Understanding symbols

- Read through symbol key with Ss and check for understanding.
- Elicit answer to the question in the rubric.
- In pairs, Ss read each other the addresses, using the key.
- Monitor activity and check for understanding.

Answer Key

Number 1 is an email address and number 2 is a web address.

8 **Focus ►** Reading/understanding a graph

- Refer Ss to the graph in the rubric and read through it in class.
- Elicit answers to the questions in the rubric and where the information is found in the graph.

Answer Key

- 1 Young people use the television the most and the cinema the least.
- 2 47%
- 3 TV, radio, CD/tape/MP3, computer, video/ DVD = 5
- 4 (Suggested Answer) I watch TV, listen to a CD, play on a computer, go online and read a book.

9 **Focus ►** Discussing a day in your life without gadgets

- In pairs, Ss discuss a day in their life without gadgets and answer the questions in the rubric.
- Monitor activity and assist as necessary.

Suggested Answer Key

My alarm clock wakes me up, not my mobile phone. I leave my mobile phone at home switched off. I feel lost without it! I have breakfast in the kitchen and instead of watching TV, I read the newspaper. I don't check my emails because I am not using the Internet today at all. I go to school and don't listen to any music on the school bus – I have left my MP3 player at home. After school, I do my homework but I don't type it up – I write it by hand. In the evening, I read a book instead of watching a DVD. I don't text my friends – I speak to my family instead.

These changes would make me feel a little bit isolated from my friends and the world. I would feel a bit lost and lonely.

10 **Focus ►** Conducting a survey

- Allow Ss time to conduct surveys and collect information.
- Alternatively, assign task as HW.
- Invite Ss to present their findings to the class and discuss.

(Ss' own answers)



Listening & Speaking

Objectives

Vocabulary: related to school and school subjects

Reading: reading for confirmation, reading to identify missing text

Speaking: describing a picture; practicing a dialogue; role playing (asking for/giving advice); speaking with contrastive stress

Listening: listening to identify conversations; listening for confirmation; listening for specific information; listening for contrastive stress

1 **FOCUS ►** Listening to identify a conversation/ describing a picture

- Have Ss listen to recording and complete matching task individually.
- In pairs, Ss compare answers and choose a picture to describe to each other.
- Instruct pairs in their descriptions to make two mistakes and ask partner to identify them.
- Monitor activity and assist as necessary.

Answer Key

1 C 2 A 3 B

Suggested Answer Key

A: *There's a boy looking at something in a microscope. The teacher is helping her.*

B: *You mean he's looking at something under a microscope. The teacher is helping him. etc*

2 a **FOCUS ►** Activating vocabulary

- Have Ss brainstorm names of school subjects they know and write them on a paper.
- Ss compare their list with a partner.

Suggested Answer Key

Biology, Chemistry, English, Maths, French, German, History, Music

b **FOCUS ►** Consolidating vocabulary

- In pairs, Ss answers to each other the questions in the rubric, following the example.
- Monitor activity and check for understanding of vocabulary.

Suggested Answer Key

- 1 *I am fond of English and Music.*
- 2 *I am best at languages.*
- 3 *I would like to spend more time learning Music.*

3 **FOCUS ►** Understanding new vocabulary

- Read through dictionary entries with Ss and check for understanding.
- Have Ss complete task individually.
- Invite Ss to read out sentences in class and check.

Answer Key

- | | |
|----------------------|----------------------|
| 1 <i>report card</i> | 3 <i>degree</i> |
| 2 <i>timetable</i> | 4 <i>certificate</i> |

4 **FOCUS ►** Consolidating vocabulary

- Have Ss in pairs complete task.
- Pairs check their answers with another pair and discuss.

Answer Key

- | | | |
|---------------|---------------|---------------|
| 1 <i>test</i> | 3 <i>exam</i> | 5 <i>exam</i> |
| 2 <i>test</i> | 4 <i>test</i> | 6 <i>exam</i> |

5 **FOCUS ►** Predicting the content of a dialogue/ reading for confirmation

- Read with Ss the first exchange and elicit what they think the dialogue is about.
- Ss read dialogue and check their answers.

Answer Key

I think the dialogue is about how two friends did in an exam

6 a **FOCUS ►** Reading to identify missing text/ listening for confirmation

- Have Ss complete individually missing text with phrases in rubric.
- Ss listen to dialogue and check their answers.

7b

Listening & Speaking

Answer Key

1 G 2 C 3 D 4 B 5 H

b FOCUS ► Understanding a phrase

- Read the phrase in the rubric.
- Elicit from Ss what it means in context with the dialogue and discuss.

Answer Key

It is easy to say you should revise but it is hard to actually do the revision.

c FOCUS ► Practising a dialogue/consolidating new vocabulary

- In pairs, Ss read out the dialogue from the rubric.
- Monitor activity and assist as necessary.

(Ss' own answers)

Everyday English

7 FOCUS ► Role playing (asking/giving advice)

- Read table in rubric with Ss and check for understanding of phrases.
- Refer Ss to example in rubric.
- In pairs, Ss act out exchanges asking for and giving advice, using the guidelines in the rubric.
- Invite Ss to act out conversations in class and ask for feedback.

Suggested Answer Key

A: 48%! Another bad mark – oh no! I am getting poor marks in everything these days. What do you think I should do, Jenny?

B: Have you thought of asking the teachers to explain things you don't understand?

A: That's a good idea but I don't want the teachers to think I'm not listening in class. I always listen to them.

B: Teachers don't mind giving students a bit of extra help – don't be afraid!

A: OK, I'll try.

B: Another good idea is to make yourself a study timetable so that you discipline yourself before the exams. I do that.

A: That might work. I need to use my time more effectively. Could we study together?

B: Yes, we could start a study group. There are probably a few others who would like to join us. The more people there are, the more ideas you can share. It's a great way to learn.

A: Sounds like fun. Let's do it!

B: We all learn differently but one thing's for sure – you have to take good notes.

A: My notes could be better. What's the best way to take good notes?

B: Why don't you bring your notes to the study group and I'll show you mine to compare.

A: Thanks, Jenny.

B: If you have good notes, then all you need to do is revise regularly.

A: Easier said than done! But I guess it makes sense to study all year rather than leave it till the last minute!

B: It does mean that you can't go out so often. You have to stay at home and study.

A: You're right. Anything else?

B: Remember to turn the TV off while studying!

A: Why's that?

B: You can't concentrate on two things at the same time – that's why!

A: OK, so we're going to start a study group and I am going to make much more effort with my schoolwork in future. Here's hoping it helps!

Listening

8 FOCUS ► Listening for specific information

- Have Ss read through questions in rubric.
- Ss listen to recording and complete questions individually.
- Ss compare answers with a partner and check.

Answer Key

1 b 2 a 3 b 4 c 5 c

Intonation

9 a FOCUS ► Listening for/understanding contrastive stress

- Read theory box with Ss and check for understanding.
- Read examples in rubric to the Ss with the correct stress and discuss meanings.

Listening & Speaking

7b

- Ss listen to recording and repeat.
- Check for correct stress when Ss repeat sentences.

(Ss' own answers)

b **FOCUS ►** Understanding the meaning of contrastive stress in a sentence/practicing contrastive stress

- In pairs, Ss discuss meaning of examples in rubric and practice saying sentences with correct contrastive stress.
- Monitor activity and check for understanding.

Answer Key

- 1 *Andy got a bad mark for the exam, not a good one.*
- 2 *He was in trouble because he used violence against another pupil.*



Grammar in Use

Objectives**Grammar:** modals**Reading:** reading for confirmation**Speaking:** describing pictures with modal verbs**Writing:** writing rules; writing sentences, using modals**Reading**

1 **FOCUS ►** Predicting the content of a text/ introducing modals

- Refer Ss to the Grammar Reference section and explain that modal verbs express meanings such as obligation, necessity, certainty, ability etc.
- Have Ss read the first sentence of the text and read through statements in the rubric (check for understanding of meanings of modals).
- Elicit from Ss which statements they think are true and read text to check.

Suggested Answer Key

I think it is really fun to be a student at the Italia Conti Academy.

- | | | |
|-----|-----|-----|
| 1 F | 3 T | 5 T |
| 2 F | 4 T | 6 T |

2 **FOCUS ►** Understanding modals

- Elicit from Ss which statements in exercise are true for their school.
- Check for understanding of meaning of modals.

(Ss' own answers)

3 **FOCUS ►** Practising modals

- Read example with Ss and check for understanding.
- Ss complete task individually.
- Invite Ss to read out sentences in class and check.

Answer Key

- 2 *Someone needs to talk to the headmaster.*
- 3 *You mustn't bring pets into the classroom!*
- 4 *You don't have to finish the project by Wednesday.*
- 5 *You must/have to always wear a uniform.*
- 6 *You should revise for the test over the weekend.*
- 7 *Everybody has to/must hand in their homework on time.*

4 **FOCUS ►** Understanding the meaning of modals

- Have Ss complete task individually.
- Ss compares answer with a partner and check.



Grammar in Use

Answer Key

- 2 *should (It's a good thing to stay at home if you're ill.)*
- 3 *mustn't (It's forbidden to be rude to your teachers.)*
- 4 *can't (Parents aren't allowed to park their cars in front of the school gates.)*
- 5 *have to (You are obliged to ask for permission to leave the classroom.)*

5 Writing rules, using modal verbs

- Read rubric with Ss and check for understanding.
- Ss complete task individually.
- Invite Ss to read out their rules to the class and ask class to check if they are correct.

Suggested Answer Key

*We have to stand up when a teacher comes in.
We mustn't eat in class.
We mustn't run in corridors.
We mustn't use our mobiles in class.
We must bring a doctor's note when we are ill.*

6 Focus ► Understanding the function of modals

- In pairs, Ss answer questions in rubric.
- Pairs compare and check answers with another pair.

Answer Key

- *certainty = C*
- *absolutely not = B*
- *possibility = A*
- *criticism = D*
- *no obligation = E*

7 Focus ► Practising modals

- In pairs, Ss complete exchanges.
- Invite a few pairs to read out exchanges in class and check.

Answer Key

- 2 *can't have gone/should have gone*
- 3 *shouldn't have done/needn't have done*
- 4 *can't have finished*
- 5 *must have left*

8 Focus ► Writing sentences, using modals

- Have Ss rewrite sentences in rubric with modal verb in bold. Instruct Ss that meaning should remain the same.
- Read out original sentence in the rubric and invite Ss to read their sentences and have class check for same meaning.

Answer Key

- 1 *might have overslept*
- 2 *must have done*
- 3 *needn't have worked*
- 4 *should have asked*
- 5 *can't have cheated*

9 Focus ► Understanding tenses in modal verbs

- Read out the sentences in the rubric and elicit answers to the questions.
- As an extension activity, in pairs have Ss create their own sentences with modal verbs and their infinitive in the past and present forms. Invite pairs to read out answers and check.

Answer Key

*Sentences 1 and 2 refer to the present.
Sentence 3 refers to the past. Sentence 2 shows duration.*

10 Focus ► Practising modals and the correct form of the infinitive

- Refer Ss to the exchanges and instruct them that the correct form of the infinitive is determined by the time tense and duration of the action in the sentences.
- Have Ss complete task individually.
- Ss read out exchanges with a partner and check.

Answer Key

- 1 *can't know*
- 2 *must be going*
- 3 *can't be*
- 4 *may have gone*
- 5 *must be*
- 6 *may have been*
- 7 *must have left/may, might, could have left*

Grammar in Use

7c

Speaking

11 **Focus ►** Describing pictures with modal verbs

- Read example in rubric with Ss and check for understanding.
- In pairs, Ss take turns describing to their partner the pictures in the rubric, using modal verbs.
- Monitor activity and assist as necessary.

Suggested Answer Key

- B He must be interested in the class as he is listening attentively.
It might be his favourite subject.
He can't be having problems following the lesson.*
- C They must be enjoying themselves.
They might be in a classroom.
They can't be learning very much.*



Vocabulary & Speaking

Objectives

Vocabulary: related to the media; media jobs; idioms (media)

Grammar: present simple/passive voice

Reading: reading for confirmation; reading to identify missing text

Speaking: summarising a text; discussing the media; describing how paper is made

Listening: listening to identify different types of media

- Invite Ss to tell a short summary of the text to the class and ask for feedback.

Answer Key

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

Suggested Answer Key

The wildlife services were called to help a koala bear in the back yard of a family home. The rescuer had to give the koala an injection to calm her down. In a nearby tree was the baby of the koala bear and it was crying for its mum. Koala babies cannot survive without their mothers. The rescuer got the baby out of the tree. The mother and her baby were brought to an animal hospital. Later, they were released into the wild.

Reading

1 **Focus ►** Predicting the content of the text/ reading for confirmation

- Refer Ss to the text and the picture.
- Elicit where the text could come from and what it might be about.
- Ss check their answers by reading the text.

Suggested Answer Key

This could be an article from a wildlife magazine or newspaper. I think it's about a rescue of a koala bear.

2 **Focus ►** Reading to identify missing text/ listening for confirmation/ summarising the text

- Have Ss complete individually missing text with phrases in rubric.
- Ss listen to text and check their answers.

3 **Focus ►** Discussing the media

- Read through the questions in the rubric and check for understanding.
- Have Ss in groups of 3-4 discuss and answer the questions in the rubric.
- Monitor activity and assist as necessary.



Vocabulary & Speaking

Suggested Answer Key

- S1: *Where do you get the news from?*
 S2: *I read the news on the Internet. What about you?*
 S3: *I sometimes read a newspaper but quite often I watch the news on TV.*
 S1: *So do I.*
 S2: *What kind of things do you like reading?*
 S1: *I like reading the local news from my area.*
 S3: *I like to find out what celebrities have been doing.*
 S2: *Me too. I also like to read the foreign news.*

- S1: *What do you like watching?*
 S2: *I like watching the world news. What about you?*
 S3: *I like watching everything!*
 S1: *Anything except for politics!*
 S2: *Do you like listening to radio programmes?*
 S1: *Sometimes, yes. I like to listen to pop music.*
 S3: *I like listening to interviews.*
 S2: *I hardly ever listen to the radio. I prefer going on the Internet.*
 S1: *Yes, the Internet is definitely the most popular type of media among people our age.*
 S3: *And also the TV.*
 S1: *Do you think the TV is bad for you?*
 S2: *Only if you watch too much of it!*
 S3: *I agree. You shouldn't watch too much.*

4 Focus ► Understanding new vocabulary

- Refer Ss to the list of jobs in the media and elicit what each one does.
- Ss complete matching task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- | | |
|--------------|------------------|
| 1 reporter | 5 director |
| 2 presenter | 6 editor |
| 3 producer | 7 sound engineer |
| 4 newsreader | |

5 Focus ► Listening to identify different types of media broadcasts

- Read list of broadcasts in rubric and check for understanding.
- Have Ss listen to extracts and identify from the list which type of broadcast it is.

- Check answers in class and ask Ss to give reasons for their choices.

Answer Key

- | | |
|----------------------|-----------------|
| 1 a weather forecast | 3 a news report |
| 2 a sitcom | |

6 Focus ► Practising vocabulary

- Have Ss complete task individually
- Ss compare answers with a partner and check in the Word List.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 C | 2 A | 3 C | 4 B | 5 A |
|-----|-----|-----|-----|-----|

Idioms

7 Focus ► Understanding idioms

- Refer Ss to list of idioms.
- Have Ss form groups of 3-4 and complete task, giving reasons for their answers. Ask Ss to find similar idioms in own L1.
- Groups check answers in Appendix 3.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 c | 2 a | 3 d | 4 b |
|-----|-----|-----|-----|

8 Focus ► Practising the present simple passive

- Elicit/explain how the present simple passive voice is formed. (to be verb in present tense + past participle of the verb)
- In pairs, have Ss complete task.
- Ss compare answers and check with another pair.

Answer Key

- | |
|--------------------------------------|
| 1 are cut down, sent |
| 2 is removed |
| 3 is chopped |
| 4 are added, is cooked, is poured |
| 5 is sprayed, is drained, is pressed |

- | | | | | |
|-----|-----|-----|-----|-----|
| A 5 | B 2 | C 3 | D 1 | E 4 |
|-----|-----|-----|-----|-----|

Speaking

9 Focus ► Describing how paper is made

- Have Ss read and review their answers in Ex. 8.

Vocabulary & Speaking

7d

- Invite Ss to describe to the class how paper is made and ask for feedback.

Suggested Answer Key

First, the trees are cut down and sent to the paper mill. Then, the bark is removed, the wood is chopped into small pieces and some chemicals are added. Then, it is cooked in a big pressure cooker and the paper pulp is poured into a container. The pulp is then sprayed into a large screen and the water is drained from the paper. Finally, the paper is pressed flat.

7

e

Writing Skills

Objectives

Reading: understanding a rubric; reading to identify for-and against arguments; reading to identify the writer's opinion; reading to identify topic and supporting sentences

Writing: writing supporting sentences; using linkers; writing a for-and-against essay

1 **Focus ►** Introducing for-and-against essays

- Read the Theory Box with Ss and check for understanding.
- Elicit which topic in the list is a for-and-against essay.

Answer Key

Topic C

2 **Focus ►** Understanding a rubric

- Have Ss read rubric and underline key words.
- Ss answer questions individually and compare with a partner.
- In pairs, Ss discuss what arguments for and against they would use in their essays.

Answer Key

Key words: class discussion, Internet, homework tool, essay, arguments for and against

1 *for-and-against*

2 *the Internet as a homework tool*

3 *formal*

4 *(Suggested Answer)*

S1: *What are the advantages of using the Internet as a homework tool?*

S2: *You can access information quickly and easily.*

S1: *Yes, and you can type in questions and get answers straight away.*

S2: *It is easier than looking through lots of books as you can use the search engine to find things for you.*

S1: *And often the information is presented in an interesting way, with plenty of pictures and even videos. So it's easy to understand.*

S2: *Are there any disadvantages?*

S1: *Yes. You might get distracted and read other things on the Internet instead of doing your homework!*

S2: *Sometimes you find so much information that it is hard to decide what to use.*

S1: *And then you must be careful not to plagiarise. etc*



Writing Skills

3 a) **FOCUS ►** Understanding a for-and-against essay

- Have Ss read essay and complete table individually.
- In pairs, Ss compare answers and check to see if any of their arguments from Ex. 2 question 4 were included in essay.

Answer Key	
Advantages	Justifications/Examples
A quick way to find information	Students have more free time for other activities
Provides a variety of sources	Students can read lots of information and form their own opinions by comparing and contrasting ideas
Disadvantages	Justifications/Examples
Students don't use their writing skills	They just copy the information which is not always well-written
Some websites contain inaccurate information	Some students may include a lot of facts in their work which are incorrect

Suggested Answer Key

- Quick way to find information
- Students might plagiarise (copy information and not write their own)

b) **FOCUS ►** Reading to identify the writer's opinion

- Elicit from Ss where and what the writer's opinion is and ask Ss to refer to text in their answers.

Answer Key

The writer thinks that the Internet is good for helping students with their homework if used wisely. ('a welcome and useful development', bear ... risks in mind if we want students to get the most from the Internet.') The final paragraph contains his opinion.

4 **FOCUS ►** Understanding linkers

- Read with Ss the table and check for understanding.
- Ss complete task individually.
- Invite a few Ss to read out article with new linkers from the table and check.

Answer Key

However – yet

First of all – the first advantage/Firstly

Secondly – Moreover/In addition

For example – For instance

However – in spite of this/Despite this

One drawback – one disadvantage

For example – in particular

Another disadvantage – Another point against

All in all – All things considered/In conclusion

5 **FOCUS ►** Understanding topic and supporting sentences

- Read the Study Skills box with Ss and check for understanding.
- Have Ss identify topic and supporting sentences in essay from Ex. 3.
- Elicit answers in class and discuss.

Answer Key

There is no doubt that using the Internet as a homework tool has its advantages.

(Topic sentence 1)

Supporting sentences:

First of all, it is a quick way to find information. This means that students have more free time for other activities.

Secondly, the Internet provides a variety of sources. For example, students can read lots of information and form opinions by comparing and contrasting ideas.

However, there are drawbacks to using the Internet as a homework tool.

(Topic sentence 2)

Supporting sentences:

One drawback is that students don't use their writing skills. For example, they just copy the information which is not always well written.

Another disadvantage is that some websites not only contain poorly written material but also inaccurate information. As a result, some students may include a lot of facts in their work which are incorrect.

Writing Skills

7e

6 **Focus ►** Writing supporting sentences, using linkers

- Read example in rubric with Ss and check for understanding.
- In pairs, have Ss write their supporting sentences and use linkers when possible.
- Read out topic sentences in class and invite pairs to read out their supporting sentences.

Suggested Answer Key

- 2 *Firstly, young people can become addicted to them, spending more time than necessary talking on their mobiles and sending messages.*
- 3 *The most important advantage is that we can access information quickly and easily.*
- 4 *Many people argue that getting a degree means you can get a better job.*

Writing

7 **Focus ►** Understanding for- and -against arguments

- Read through rubric with Ss and check for understanding.
- Ss identify for and against statements and complete matching task individually.
- Ss compare answers with a partner and check.

Suggested Answer Key

Statement 1 – for

Statement 2 – for

Statement 3 – for

Statement 4 – against

Statement 5 – against

1 d 2 c 3 a 4 b 5 e

8 **Focus ►** Writing a for-and-against essay

- Allow Ss time to write their essays using arguments from Ex. 7 and following the plan in the rubric. Alternatively, assign task as HW.
- Invite Ss to read out essays to the class and ask for feedback.

Suggested Answer Key

Nowadays more and more people are spending time on-line and many have a personal computer at home. Thanks to the Internet, students have access to many different websites to help them learn. However, there are arguments for and against learning online.

There is no doubt that e-learning is a convenient way to learn. The first advantage is that people who normally have difficulty finding time to go to lessons can learn at home. People do not have to be in a certain place at a certain time. This means that students can save time and money on travel as they do not commute to school.

Another advantage is that students can learn at their own pace. People can choose when and for how long they want to study. As a result, learning can be more rewarding and enjoyable.

Yet, there are drawbacks to learning online. One drawback is that it can be lonely studying alone. With e-learning there is no chance to meet other people and share ideas with, so it is difficult to motivate yourself. Moreover, without a teacher to help you, you may feel lost.

However, the main disadvantage against online learning is that it depends too much on technology. Computer problems can make people miss lessons. As a result, students can fall behind.

All in all, while learning online is a welcome development, it cannot replace traditional learning at school as people need contact with others in order to learn effectively. However, students can benefit if they learn both at school and online.



English in Use

Objectives

Vocabulary: phrasal verbs (give)

Grammar: forming compound nouns, dependent prepositions, modals

Speaking: discussing being bullied

3 *Mr Kerr has taught History for many years.*

4 *I was in a very good mood when I heard that I had won the competition.*

Phrasal Verbs: give

1 **Focus** ► Understanding phrasal verbs (give)

- Have Ss complete task individually and compare answers with a partner.
- Have Ss check meanings in appendix 1

Answer Key

1 away 3 out 5 away
2 up 4 back

Dependent Prepositions

2 **Focus** ► Practising dependent prepositions

- Have Ss complete task individually.
- Ss compare answers with a partner and check in Appendix 2.

Answer Key

1 to 4 from 7 about
2 for 5 on
3 about 6 from

3 **Focus** ► Consolidating vocabulary

- Have Ss complete task individually and check definitions in Word List.
- Ss write their own sentences with other words.
- Invite Ss to read out their sentences in class and check.

Answer Key

- 1 announcement
2 instructions
3 educated
4 temper
- 1 *I saw an interesting job advertisement in the newspaper yesterday.*
2 *Mrs Brown didn't believe the students' explanations of what had happened in the classroom.*

Word Formation

4 **Focus** ► Forming compound nouns

- Read the Theory Box with Ss and check for understanding.
- Have Ss complete the task individually.
- Ss compare answers with a partner and check.

Answer Key

papercup, cupboard, newspaper, newsroom, headache, toothache, toothpaste, haircut, weekend, bedroom, bookshop, bookend, notebook, notepaper, booknote, papercup

Grammar Revision

5 **Focus** ► Practising modals

- Have Ss complete task individually
- Invite a few Ss to read out text and check answers.

Answer Key

1 must 5 have to 9 could
2 can 6 can 10 can
3 could 7 might 11 must
4 can 8 mustn't

6 **Focus** ► Discussing (being bullied)

- In pairs, Ss discuss what they would do if they saw a schoolmate being bullied.
- Monitor activity and assist as necessary.

Suggested Answer Key

If I saw a schoolmate being bullied, I would report it to a teacher or the principal. Afterwards I would probably see if I could make my schoolmate feel better and tell him or her not to worry because if it happens again, we will report it.

Culture Corner

7

Objectives

Reading: scanning for specific information; reading to identify missing text; reading for specific information

Speaking: discussing the text

Listening: listening for specific information

Writing: writing about a famous university in your country

Reading

1 **Focus ►** Scanning for specific information

- Read the rubric with Ss and check for understanding (explain that scanning a text means that we do not read every word of the text but look for the key words or information we are searching for).
- Ss scan the text individually for information from the rubric.
- Invite Ss to give answers in class and discuss.

Answer Key

Jonathon Swift , Oscar Wilde and Samuel Beckett all graduated from Trinity College Dublin.

1592 – the University was founded

17th century – life at the university became difficult

Arts & Humanities – Trinity College is among the top 40 universities in the world for Arts and Humanities

Book of Kells – one of the most precious medieval books, which you can find in Trinity College library.

2 **Focus ►** Reading to identify missing text

- Refer Ss to the text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Ss compare answers with partner and check.

Answer Key

1 did	5 because	9 that
2 most	6 on	10 one
3 was	7 all	
4 first	8 one	

3 **Focus ►** Listening/reading for specific information

- Have Ss listen and read the text again.
- Ss individually answer the question in the rubric.
- Elicit answers in class and check.

Answer Key

40 – top universities in the world for Arts and Humanities

4.25 – 4.25 million books in Trinity College's library

4 **Focus ►** Understanding vocabulary/reading for specific information

- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

answer – reply

got their degree – graduated

important – prestigious

brings – attracts

managed to get through – survived

started – founded

rich – wealthy

valuable – precious

most popular – leading

5 **Focus ►** Discussing the text

- Ss listen and read the text again.
- In pairs Ss tell each other what they found interesting about the text.
- Monitor activity and assist as necessary.

Answer Key

Oscar Wilde studied there. It has a very special book in its library called 'The Book of Kells.' Trinity College is one of the top universities in the world for arts and humanities.

6 **Focus ►** Writing about a famous university in your country

- Read rubric with Ss and check for understanding.
- Instruct Ss to answer questions in the rubric and use vocabulary from the text in writing their articles.

7

Culture Corner

- Allow Ss time to collect information and write their articles. Alternatively, assign task as HW.
- Invite Ss to read their articles in class and ask for feedback.

Suggested Answer Key**M.V. Lomonosov Moscow State University**

M.V. Lomonosov Moscow State University (MSU) is the largest university in Russia.

Students have been studying there since it was founded on January 25th, 1755. Even today January the 25th is celebrated as Student's Day all over Russia. Originally located on Red Square, nowadays most of its faculties are situated on Sparrow Hills, in the southwest of Moscow.

MSU is a highly prestigious university. It's students are proud to study there.

MSU has some very impressive buildings. The main building was the tallest building in Europe until 1988 and the central tower is believed to have a total of 33 kilometres of corridors and 5,000 rooms. The university's facilities are superb and include a concert hall, a museum, a huge library, a swimming pool and a police station! The facade of the building is highly decorative thanks to the giant clocks, carvings and Soviet crests that you can see there. But perhaps most impressive of all is the star on top of the main tower – it weights 12 tons!

In the early days MSU only had three faculties: philosophy, medicine and law. Today, it has a total of 29 faculties and 15 research centres and has 4, 000 teaching staff and 31, 000 students and 7, 000 postgraduates.

7

Across the Curriculum – ICT

Objectives

Vocabulary: related to computers and networks

Reading: interpreting a diagram; reading for confirmation; reading for specific information

Speaking: explaining the guidelines in computer network use; discussing the meaning of a quote

Listening: listening for specific information

Reading

- 1 **Focus ►** Describing pictures/introducing the topic of the text

- Refer Ss to the pictures and questions in the rubric.
- Invite Ss to describe pictures and answer questions in the rubric to the class and discuss.

Answer Key

Picture A is of an office. People are using their computers to do their work.

Picture B shows two people having a meeting somewhere. They might be in a meeting room or in a café. I think the man is using his computer to access some information.

Picture C shows some teenagers at school. I think they are doing some school work.

Picture D shows some people in an Internet café. They are probably checking their emails. **Picture E** shows someone beside a cash register. I think she is in the accounts office of a shop. She is using the computer to check the sales for the day.

- 2 **Focus ►** Interpreting a diagram/reading for confirmation

- Refer Ss to the diagram in the text.
- Elicit answers to the question in the rubric.
- Have Ss check their answers by reading the first sentence of the text.

Answer Key

A computer network is a group of computers, software, and hardware that are all connected to help the users work together.

- 3 a) **Focus ►** Understanding vocabulary

- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Across the Curriculum – ICT

7

Answer Key

- a *Information – data*
- b *computer programs – software*
- c *copying someone else's work and saying it is yours – plagiarism*
- d *a network of electrical wires – cabling systems*
- e *secret entry codes – passwords*
- f *many people use the same data and materials – share files and resources*
- g *harmful programs that destroy information in a computer system – computer viruses*
- h *machines and devices a computer uses – hardware*

b) **Focus ►** Reading/listening for specific information

- Have Ss read and listen to the text and find out how the words in Ex. 3a are related.
- Elicit answer in class and discuss.

Answer Key

The words are all things to consider when using a computer network.

4 **Focus ►** Reading for specific information

- Have Ss complete task individually.
- Ss compare answers with a partner and check.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 T | 3 T | 5 F | 7 T |
| 2 F | 4 F | 6 F | |

5 **Focus ►** Understanding vocabulary/reading for specific information

- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- | | |
|---------------|----------------|
| 1 handle | 4 consequences |
| 2 responsible | 5 install |
| 3 unethical | 6 procedures |

6 **Focus ►** Understanding/talking about guidelines in computer network use

- Have Ss review the guideline in the text.
- Invite Ss to tell the class guidelines of computer network use and discuss.

Suggested Answer Key

When using a computer network you should be responsible and think about other users. You should use it only to help you with your studies and make sure you follow safety procedures to protect the network from computer viruses. You should not share computer passwords, nor should you overuse online connection time or printers. You should never use it for anything illegal, unethical or dishonest and you shouldn't install any software without permission. Last but not least, you shouldn't plagiarise copyrighted material.

7 **Focus ►** Understanding the meaning of a quote

- Refer Ss to the quote.
- Invite Ss to tell what they think the meaning is and discuss.

Answer Key

Science is knowledge we study, while wisdom is knowledge gained over a lifetime by learning from our experiences.



Progress Check

Progress Check 7 and Look at Module 8 should be done in one lesson.

Answer Key

- | | | | | | | | |
|----------|-----------------|---------------|--------------|----------|--------|---------|--------|
| 1 | 1 extension | 5 headlines | 9 impact | 4 | 1 up | 3 away | 5 out |
| | 2 timetable | 6 media | 10 grapevine | | 2 back | 4 away | |
| | 3 download | 7 connect | | 5 | 1 to | 3 from | 5 from |
| | 4 newsreader | 8 certificate | | | 2 for | 4 about | |
| 2 | 1 paperclip | 4 playground | | 6 | 1 c | 2 e | 3 d |
| | 2 keyboard | 5 daylight | | | | 4 a | 5 b |
| | 3 blackboard | | | | | | |
| 3 | 1 need | 5 might | 9 needn't | | | | |
| | 2 don't have to | 6 Could | 10 can't | | | | |
| | 3 must | 7 should | | | | | |
| | 4 May | 8 mustn't | | | | | |

Pastimes

Module 8

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. e.g. *What forms of media do you use? For what purpose? Would you like to go to university? Where? What would you like to study?*
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 7.

Look at Module 8

Refer Ss to the title of module, Pastimes and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to activities we do in our free time such as sports and hobbies. I think we will learn about these activities and things related to them.

Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 124).

T: *What page is picture 1 from?*

S1: *It's from page 124. It's a man throwing a stick.*

T: *What is he doing?*

S2: *He is an athlete and is competing in a competition.*

T: *What is the name of the sport he is doing?*

S3: *I think it's called Javelin.*

T: *Do you like to play sports? Which ones?*

Pic 2 (p. 128)

What is this a picture of? Why is he holding the cup? Have you ever won a prize or medal in a competition? How did you feel?

Pic 3 (p. 123)

What is going on in the picture? Is this a sport? Why do you think someone would do this? Are there any unusual sports or activities that you participate in?

Pic 4 (p. 131)

What is this a picture of? What kinds of interest do you have? Do you belong to any clubs? Why do people join interest clubs?

Find the page number(s) for...

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

A school noticeboard (p. 125)

What are the notices about? Why do schools have them? Do you read the noticeboard in your school? For what information?

An application form (p. 130)

What is this application form for? What kind of information do such forms ask for? When do we fill out applications?

An advert (p. 130)

What does the advert advertise? What information does it give? Where do we find adverts like this? Would you answer this advert? Why or why not?

An email (p. 131)

When do we send emails? What kind of information does this email contain? Have you ever requested information by email? For what reasons do you send and receive email?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:

Explain that the module has:

- a Listening and Speaking section
- a Culture Corner
- a Going Green section
- an English in use section

Ask Ss to look at the relevant pages and elicit what each section is about.

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

As described in the relevant section in Module 1.



Reading & Vocabulary

Objectives

Vocabulary: different types of interests

Reading: reading for confirmation; reading for specific information; scanning for specific information

Speaking: discussing our interests; describing a sport activity

Listening: listening for confirmation

Writing: making notes on the text; writing about your favourite activity

- Allow Ss time to write any new vocabulary in their notebooks.

Reading

- 1 **Focus ►** Introducing the topic of the text/reading and listening for confirmation.

- Refer Ss to the list of activities and elicit which of them they see in the pictures
- Have Ss listen and read the text to learn what these activities involve.

Answer Key

I can see pictures of sand boarding, zorbing, ice climbing and underwater hockey.

You can sandboard anywhere where there's sand. It's like snowboarding.

To zorb you strap yourself inside a ball and roll down a hill. You need a plastic ball called a zorb.

To go ice climbing you swing an axe above you and pull yourself up the ice. You need a lot of strength.

Underwater hockey is played at the bottom of a pool, under water.

- 2 **Focus ►** Reading for specific information

- Read through questions in rubric and check for understanding.
- Have Ss read text again and answer questions.

Answer Key

1 A, C 3 D, A 5 A 7 D
2 C 4 D 6 B, D

- 3 **Focus ►** Understanding new vocabulary

- Have Ss match the meanings to the highlighted words in the text.
- Elicit the words in Ss' own L1.

Answer Key

moving very fast – whizz

hits – bumps and knocks

hooked – addicted

fasten – strapped

rival – opposing team

competitors – entrants

slip – slide

jump – bounce

strange – bizarre

turning over many times – rolling

started – originated

- 4 a) **Focus ►** Scanning the text for specific information

- Refer Ss to the list of words in the rubric.
- Have Ss scan text for words and why they are mentioned.
- Invite Ss to read out answers in class and check.

Answer Key

1 Sandboarding is similar to snowboarding.

2 New Zealand is where zorbing first started.

3 Paul Lynch has climbed up frozen waterfalls.

4 It was in the Alps that Paul Lynch fell in love with the mountains.

5 Splashing is just about all you can see of underwater hockey from outside the pool.

- b) **Focus ►** Discussing the topic of the text.

- Read rubric with Ss and check for understanding.
- Ss write their sentences and read them to a partner.

Suggested Answer Key

Someone might want to do an unusual sport to try something different. They could be bored of the usual sports and want a challenge. They often are seeking adventure and excitement.

Reading & Vocabulary

8a

Vocabulary

5 **Focus ▶** Practising vocabulary

- Refer Ss to the list of interests in the rubric and check for any new vocabulary.
- In pairs, Ss discuss what they like to do in their free time.

Suggested Answer Key

A: I enjoy listening to CDs, reading books and magazines, watching DVDs and playing computer games. What about you? What do you enjoy doing in your free time?

B: I like going places, like the cinema. I also like eating out and working out at a gym.

Speaking

6 **Focus ▶** Making notes on the text/ describing a sport activity

- Refer Ss to the headings in the rubric and check for understanding.
- Have Ss choose one of the activities in the text and make notes under the headings (explain that making notes involves writing only the most important information, without full sentences).
- Ss using their notes describe their activity to a partner and the partner guesses the activity.
- Monitor activity and assist as necessary.

Suggested Answer Key

equipment: helmet, rope, boots, axe

rules/technique: swing axe above head, pull yourself up the ice using all your strength

A: To do this sport you need a helmet, a rope, some boots and an axe. You swing the axe above your head into the ice and then you pull yourself up using all your strength.

B: Ice climbing!

A: Yes!

Writing

7 **Focus ▶** Writing about your favourite activity

- Allow Ss time to write their paragraphs, following the guidelines in the rubric.
- Invite Ss to read out their paragraphs to the class and encourage the class to ask questions about the activity.

Suggested Answer Key

My favourite activity is water skiing. You need the following equipment to water ski: water skis, a life jacket, bindings, water ski ropes, water ski tubes and, of course, a boat and a large area of water.

To water ski you must remember to relax, breathe slowly and don't panic! Team work is essential. You must be able to communicate effectively with the boat driver and the observer.

I like this sport because it is exciting and a good way to get rid of stress. You can enjoy a day out with your friends and family.



Listening & Speaking

Objectives

Vocabulary: sports, sport collocations; phrases related to invitations

Reading: reading to identify missing text

Speaking: discussing sports you do; practising a dialogue; role playing (invitations)

Listening: listening for specific information; listening to identify sports; listening for confirmation; intonation in do/don't statements

Reading

1 Focus ► Understanding vocabulary

- Have Ss listen to recording and repeat. Check for proper pronunciation.
- Elicit from Ss which sports in the list are shown in the pictures.
- Have Ss find meanings in own L1.

Answer Key

I can see rugby, gymnastics, javelin throwing, cricket, ice hockey and snowboarding in the pictures.

(Answers according to Ss' L1)

2 Focus ► Consolidating vocabulary

- In pairs, have Ss organise list of sports from Ex. 1 under the headings listed in rubric.
- Pairs compare answers with another pair.

Answer Key

Individual sports: long jump, high jump, javelin throwing, hurdles, jogging, aerobics, swimming, gymnastics, karate, cycling, snowboarding, golf, climbing

Team sports: squash, cricket, rugby, football, badminton, tennis, volleyball, basketball, ice hockey

Water sports: windsurfing, water polo, scuba diving

3 Focus ► Forming collocations (sports)

- In groups of 3-4 have Ss complete table with sports from Ex. 1.
- Invite a few groups to read out answers in class and check.

Answer Key

Play	Do	Go
squash	long jump	windsurfing
cricket	high jump	scuba diving
rugby	javelin	jogging
badminton	throwing	swimming
tennis	hurdles	cycling
water polo	aerobics	snowboarding
volleyball	gymnastics	climbing
basketball	karate	
football		
ice hockey		
golf		

4 Focus ► Listening for specific information/ identifying a sport

- Have Ss listen to recording.
- Have Ss identify each sport. Elicit answers in class and check.

Answer Key

The first person is describing football, the second is describing cricket and the third is describing wind surfing.

5 Focus ► Discussing sports you do

- Read with Ss the rubric and check for understanding.
- In pairs, Ss tell each other about the sports they do, using the phrases in the box.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: In my free time, I like to do lots of different sports. In the summer, I play tennis all the time and I quite often go swimming and scuba diving. In the winter, I go snowboarding maybe once every two weeks, and I play ice hockey twice a week. I have been playing tennis and going swimming for quite a long time – since I was eight. I haven't been scuba diving for very long – only for six months. I have been snowboarding for a couple of years now and I have been playing ice hockey for three years.

Listening & Speaking Skills

8b

6 a **FOCUS ►** Identifying a dialogue

- Read with Ss the sentences and elicit what the dialogue is about.

Answer Key

The dialogue is about playing tennis.

b **FOCUS ►** Reading to identify missing text/
listening for confirmation

- Have Ss complete task individually.
- Ss listen to recording to check their answers.
- In pairs, Ss practice reading out the dialogue.

Answer Key

1 E 2 F 3 B 4 A 5D

7 a) **FOCUS ►** Understanding phrases

- Read the box with Ss and check for understanding of phrases.
- Elicit from Ss which phrases are found in the dialogue in Ex. 6.

Answer Key

In the dialogue:
Are you doing anything ...
I'd love to ...

b) **FOCUS ►** Role playing (invitations)

- Invite a few Ss to read out notices on noticeboard and check for understanding.
- Refer Ss to the example exchange in the rubric.
- Ss act out similar exchanges, using phrases from Ex. 7a and the information from the noticeboard.
- Invite Ss to act out their exchanges in class and ask for feedback.

Answer Key

A: Are you doing anything on Sunday?
B: No, why?
A: How about going to the Inter-school football game? It's on Sunday, from 10 till 4 and there are free refreshments.
B: Sure. Why not?

A: Would you like to go to the school play on Saturday night?

B: I'd love to. What time is it on?

A: It starts at 7 pm.

B: Great! How much are the tickets?

A: Five pounds each. We have to get them from the office.

A: I was wondering if you are free on Friday night.

B: Yes, why?

A: Do you fancy going to the school concert?

B: That would be lovely. I love going to concerts!

Listening

8 **FOCUS ►** Listening for specific information

- Read through statements with Ss and check for understanding.
- Ss listen to recording and complete task individually.
- Ss compare answers with a partner and check

Answer Key

speaker

1 B 2 F 3 C 4 A 5 E

Say it Right

9 **FOCUS ►** Understanding exchanges/ listening for confirmation

- Have Ss complete task individually.
- Ss listen to recording and check their answers.

Answer Key

1 b 2 a 3 a 4 a 5 b

Intonation

10 **FOCUS ►** Understanding intonation in do/don't statements

- Read with Ss the theory box and check for understanding.
- Have Ss listen to the sentences and elicit which features in the theory box describe the way they are spoken.
- Listen again to the sentences and check.



Listening & Speaking Skills

Answer Key

- 1 *Lively, rise and fall in intonation/Clear, audible speech*
- 2 *Mumbled, indistinct speech*
- 3 *Flat, monotonous intonation*
- 4 *Regular, flowing rhythm*

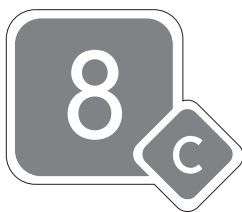
Speaking

11 **Focus ▶** Role playing (inviting a friend to do something)

- Read the rubric with Ss and check for understanding.
- In pairs, have Ss act out inviting a friend to play basketball, using phrases from Ex. 7 and the dialogue in Ex. 6 as a model.
- Ss record themselves and check.

Suggested Answer Key

- A: *Hi, Andy!*
 B: *Hi, Ben! How's it going?*
 A: *Great. You?*
 B: *Fine.*
 A: *How about playing basketball after school?*
 B: *I'd love to but I'm afraid I can't. I have to go home and take the dog out for a walk.*
 A: *Oh well, another time then!*
 B: *Yes! Maybe on Friday. etc*



Grammar in Use

Objectives

Grammar: conditionals; If and When; Unless

Speaking: role playing (weekend plans using conditionals); describing pictures using type 3 conditionals; telling a chain story

Writing: writing sentences using conditionals

1 **Focus ▶** Introducing conditionals

- Read with Ss the jokes.
- Refer Ss to the Grammar Reference section and have them match the underlined sentences to their uses in the rubric.

Answer Key

- If it doesn't, there'll be (a probable situation in the future)*
If one and one makes two, (a general truth)
If you tidied (an imaginary situation in the present/future)
If you had helped me ..., the teacher wouldn't have been (an imaginary situation in the past)

2 **Focus ▶** Understanding conditionals

- Read through table with Ss and check for understanding.
- Elicit similar structures in Ss' own L1.

Answer Key

(Answers according to Ss' L1)

3 **Focus ▶** Understanding the differences between If and When

- Elicit/Explain the uses of When and If to Ss (When can be used instead of If in type 0 basic truth conditionals. In all other cases we use When to say that something will definitely happen and If to say that something might happen)
- Ss complete task individually.
- Invite Ss to read out sentences in class and check.

Grammar in Use

8c

Answer Key

- 2 *If/when you heat metal, it expands.*
- 3 *If/when iron gets wet, it rusts.*
- 4 *If/when you don't water plants, they die.*
- 5 *If/when you heat water to 100degrees Celsius, it boils.*
- 6 *If/when you drop ice on water, it floats.*
- 7 *If you come, we can talk about it.*
- 8 *When they meet, they will discuss all details.*

4 **Focus ►** Understanding the use of Unless in type 1 conditionals

- Read the theory box with Ss.
- Explain that Unless replaces the If Not clause of type 1 conditionals and is always followed by an affirmative verb.
- Refer Ss to example and check for understanding.
- Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

- 2 *Don't go unless you are sure she's at home.*
- 3 *You can't fix it unless you know how to do it.*
- 4 *You can't sit here unless you have a reservation.*
- 5 *You'll miss the bus unless you leave now.*
- 6 *The electricity bill will be cut off unless we pay it.*

5 **Focus ►** Role playing (weekend plans, using conditionals)

- Refer Ss to the list of ideas in the rubric.
- In pairs, have Ss act out exchanges about what they are doing this weekend, using the ideas from the rubric and conditionals.
- Invite Ss to act out their exchanges in class and ask for feedback.

Suggested Answer Key

- A: *What are you doing this weekend?*
 B: *It depends. If I get tickets, I'll go to a pop concert. What about you?*
 A: *I haven't really decided, but if I'm in the mood, I'll tidy up my room. etc*

6 **Focus ►** Writing type 2 conditionals

- Refer Ss to example in rubric and check for understanding (explain that these are imaginary situations in the future and follow the structure of type 2 conditionals)
- Ss write their sentences and read them to a partner.
- Monitor activity and check answers.

Suggested Answer Key

- 2 *If the weather was great, I would go to the beach.*
- 3 *If my parents were on a business trip, I would invite some friends round.*
- 4 *If I had an exam on Monday, I would spend some time studying.*
- 5 *If all my friends were away, I would spend the weekend with my family.*
- 6 *If it was my birthday, I would have a party.*

7 **Focus ►** Practising verb tenses in conditionals/ identifying conditional types

- Have Ss complete sentences individually and with a partner identify the conditional type of each sentence, giving reasons why.
- Invite pairs to read out their answer and check.

Answer Key

- | | |
|-----------------------------|-------------------------------|
| 1 <i>turns (Type 0)</i> | 5 <i>practised (Type 1)</i> |
| 2 <i>lost (Type 2)</i> | 6 <i>played (Type 2)</i> |
| 3 <i>will pass (Type 1)</i> | 7 <i>do not come (Type 1)</i> |
| 4 <i>would go (Type 2)</i> | 8 <i>heat (Type 0)</i> |

8 **Focus ►** describing pictures, using type 3 conditional

- Refer Ss to the type 3 conditional in the table in Ex. 2. (remind Ss that the third conditional describes an imaginary situation in the past)
- Read example with Ss in the rubric and explain that this description is an imaginary situation that could have happened in the past.
- Invite Ss to describe pictures using the third conditional.
- Discuss Ss answers and check for understanding of structure of the third conditional.



Grammar in Use

Suggested Answer Key

If the man had left his house earlier, he wouldn't have missed the bus.

If the player had practiced more, he wouldn't have lost the match.

9 Focus ► Rewriting sentences into type 2 or 3 conditionals

- Read through example and check for understanding.
- Ss write their sentences individually.
- Invite Ss to read out answers in class and check.

Answer Key

- 2 *If it wasn't raining, we could go to the park. / We could go to the park if it wasn't raining.*
- 3 *If the weather hadn't been bad, we would have enjoyed the school trip. / We would have enjoyed the school trip if the weather hadn't been bad.*
- 4 *If I knew her phone number, I would call her. / I would call her if I knew her phone number.*
- 5 *If someone had told me Mary was in hospital, I would have visited her. / I would have visited Mary if someone had told me she was in hospital.*
- 6 *If that PC game wasn't very expensive, I would buy it. / I would buy that PC game if it wasn't very expensive.*
- 7 *If I didn't have to study for my exams tonight, I would meet you. / I would meet you if I didn't have to study for my exams.*
- 8 *If I had gone to Laura's party, I would have met her cousin. / I would have met Laura's cousin if I had gone to her party.*

10 Focus ► Writing sentences using conditionals

- Ss write their sentences individually.
- In pairs, Ss read each other their sentences and check.
- Monitor activity and check.

Answer Key

- 1 *If I visit London, I will see the tower of London and the British museum.*
- 2 *If it stopped raining, we could go for a walk to the park.*
- 3 *If I hadn't eaten that much, I might have tried the desert.*
- 4 *If I find his phone number, I will try to call him.*
- 5 *If I leave on time, I can stop by your house and return your books.*
- 6 *If I found a wallet in the street, I would definitely bring it to the police station.*
- 7 *If I had more free time, I would read more books and surf the Internet.*
- 8 *If I had seen you, I would have stopped and talked to you.*

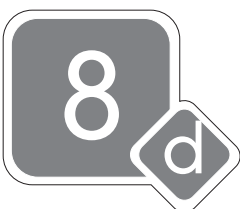
Speaking

11 Focus ► Telling a chain story

- Read the example in the rubric and elicit what a chain story is (a story in which one event affects the next event).
- Have one student continue the story from the rubric and continue around the class until every Ss has added to the story.
- Check for correct form of conditionals.

Answer Key

- S3: ... *she would not have been late for class ...*
 S4: ... *If she had not been late for class, ...*
 S5: ... *her teacher would not have gotten angry with her and sent her to the principal's office ...*
 S6: ... *If she had not been sent to the principal's office, ...*
 S7: ... *she would have attended music class ...*
 S8: ... *If she had attended music class, ...*
 S9: ... *she could have entered the music contest ...*
 S10: ... *If she had entered the music contest, ...*
 S11: ... *she might have won ... etc*



Vocabulary & Speaking

Objectives

Vocabulary: related to doing sports; sports equipment; sports idioms; collocations (sports)

Grammar: wh-questions; both/neither/either

Reading: reading for confirmation; reading for specific information

Speaking: role playing (playing sports and sports equipment); discussing sport you did/do

Listening: listening for confirmation

Reading

1 **Focus** ▶ Introducing the topic of the text.

- Refer Ss to the pictures and text. Elicit answers to the questions in the rubric and discuss.
- Ss read and listen to the text to check their answers.

Answer Key

It is a very popular football event.

Norman Whiteside was the youngest player to ever play in a World Cup, Pelé was the youngest to ever score in a match and win a World Cup and Ronaldo is the top scorer in World Cup history.

2 a **Focus** ▶ Practising Wh-questions/reading for specific information

- Refer Ss to the Wh-question words in the rubric.
- Have Ss complete task individually.
- In pairs, Ss ask each other the questions and check each other's answers.

Answer Key

- | | | |
|---------|--------|-------|
| 1 Whose | 3 What | 5 Who |
| 2 Where | 4 Who | |

- Jules Rimet came up with the idea.
- It was played in Uruguay.
- Uruguay beat Argentina 4-2.
- America defeated England in 1950.
- They beat the host team, Spain, in 1982.

b **Focus** ▶ Understanding vocabulary

- Refer Ss to words in bold and discuss meanings.

- Allow Ss time to write down any new vocabulary in notebooks.

Answer Key

came up with – thought of

enthusiasm – eagerness

host team – team hosting an event

competition – sporting event

beat – defeated

legends – people made famous for doing sth

score – get a goal

championship – competition

region – part

3 **Focus** ▶ Understanding scores in competitions

- In pairs, have Ss complete task.
- Invite pairs to give answers in class and check.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 c | 2 a | 3 d | 4 b |
|-----|-----|-----|-----|

4 **Focus** ▶ Practising vocabulary

- Refer Ss to the list of words in rubric and elicit meanings
- Ss listen to recording and complete task.
- Ss listen again to recording and check their answers.

Answer Key

- | | |
|------------------|---------------------|
| 1 rugby pitch | 6 tennis court |
| 2 cricket pitch | 7 badminton court |
| 3 hockey rink | 8 squash court |
| 4 football pitch | 9 baseball pitch |
| 5 golf course | 10 ice skating rink |

A: *Where can you play rugby in your area?*

B: *There's a rugby pitch opposite the school. etc*

Vocabulary

5 **Focus** ▶ Role playing (playing sports and sports equipment)

- Refer Ss to the example exchange in the rubric and check for understanding.



Vocabulary & Speaking

- In pairs, Ss act out similar exchanges.
- Monitor activity and assist as necessary.

Suggested Answer Key

- A: Shall we go climbing after school?
B: Sorry, but I've left my climbing rope at home.
- A: Shall we play American football after school?
B: Sorry, but I've left my helmet at home.
- A: Shall we play golf after school?
B: Sorry, but I've left my clubs at home.
- A: Shall we play rounders after school?
B: Sorry, but I've left my bat at home.
- A: Shall we play tennis after school?
B: Sorry, but I've left my racquet at home.
- A: Shall we go ice skating after school?
B: Sorry, but I've left my ice skates at home.
- A: Shall we play hockey after school?
B: Sorry, but I've left my hockey stick at home.
- A: Shall we go scuba diving after school?
B: Sorry, but I've left my scuba mask and snorkel at home.
- A: Shall we go swimming after school?
B: Sorry, but I've left my swimsuit at home.
- A: Shall we play baseball after school?
B: Sorry, but I've left my glove at home.
- A: Shall we play football after school?
B: Sorry, but I've left my football boots at home.
- A: Shall we go skiing after school?
B: Sorry, but I've left my skis at home.

6 **FOCUS ►** Forming collocations (sports)

- Have Ss complete task and make up sentences with the phrases in the rubric.
- Ss compare answer with a partner and check.

Answer Key

1 win	5 beat	9 beat
2 gain	6 win	10 win
3 gain	7 gain	11 gain
4 gain	8 beat	12 win

Suggested Answer Key

- 1 Stacy won first prize for her excellent painting.
- 2 As the top scorer on the team, he has gained the support of all the fans.
- 3 The basketball team beat their opponent by over ten points.
- 4 The winning race car gained speed the last lap and passed all the other cars.
- 5 He hopes to win the gold medal at the Olympic games.

7 a **FOCUS ►** Understanding both/neither/either

- Read with Ss the theory box and check for understanding.
- Elicit from students if it is a plural or singular verb used in the sentences.

Answer Key

Both sentences are followed by a plural verb.
Neither sentence is followed by either a singular or plural verb.
Either sentence is followed by a singular noun.

b **FOCUS ►** Practising both/neither/either

- Have Ss complete the task individually, pay attention to if the verb is singular or plural.
- Invite Ss to read out their sentences in class and check.

Answer Key

- 2 Neither Mary nor Becky know(s) how to play squash.
- 3 Either Henry's Dad or his Mum will pick him up from hockey practice.
- 4 Both Mark and Ben have a new tennis racket.
- 5 Either Ben or David scored the goal.

Idioms

8 **FOCUS ►** Understanding Idioms

- Refer Ss to the list of idioms.
- Have Ss form groups of 3-4 and complete task, checking the meanings in Appendix 3.
- Invite groups to say their answers in front of the class and discuss.

Vocabulary & Speaking

8d

Answer Key

- 1 was saved by the bell
- 2 got off the hook
- 3 throw in the towel
- 4 the ball is in my court
- 5 get the ball rolling

9 Focus ► Discussing sports that you did/do

- Read the rubric with Ss and check for understanding.
- In pairs Ss discuss the questions in the rubric, using the vocabulary they have learned from the unit.

- Monitor activity and assist as necessary.

Suggested Answer Key

I used to play basketball on the school team and I took swimming lessons twice a week in primary school. I got bored and now I like to play football with my friends at the pitch in my neighbourhood. This winter I plan to take ice skating lessons at the rink near my house, but I need to buy some skates first.

8

Writing Skills

Objectives

Grammar: direct/indirect questions

Reading: reading for specific information

Listening: listening for specific information

Speaking: roleplaying (a telephone conversation requesting information)

Writing: writing an email based on written input/requesting information

1 Focus ► Introducing the topic

- Have Ss read the dictionary entry and answer the questions.
- Check and discuss answers.

Suggested Answer Key

I belong to a dance club.

Answer Key

- chess club
- football club
- tennis club
- reading club
- photography club

2 Focus ► Listening for specific information

- Have Ss read the application form in the rubric and check for understanding.

- Ss listen to recording and fill in missing information.
- Elicit answers in class and check.

Answer Key

The form is for a swimming club.

- | | |
|---------------|------------------|
| 1 Peter | 4 17 King Street |
| 2 9765054 | 5 Weds |
| 3 07862132091 | 6 beginner |

3 Focus ► Understanding letters/emails based on written input

- Read the box with Ss and check for understanding.
- Elicit answers to the questions in the rubric and discuss.

Answer Key

A transactional letter (asking for information). It should be formal.

4 Focus ► Reading for specific information/identifying information asked for in the rubric

- Have Ss read the email and check if all the points are mentioned that were required.



Writing Skills

Answer Key

Alana asked about the lessons for beginners and not about other levels. She asked for a timetable but did not ask specifically about the length of the lessons.

5 a) **FOCUS ►** Understanding direct and indirect questions

- Read the box with Ss and check for understanding.
- Elicit from Ss examples of direct and indirect questions from the email in Ex. 4.
- Ss complete task individually and compare answers with a partner.

Answer Key

Direct questions: *How old does a child have to be to join and what time are new swimmers accepted on Friday evenings?*

Indirect questions: *Could you send me some information for beginners? I was wondering if he could start having swimming lessons at your club this year. Would it also be possible for you to send me a timetable of the sessions? Could you also tell me if the annual subscription fee is the same for everybody?*

- 2 Could you please tell me where the lessons take place?*
- 3 Could you please tell me how many pupils there are in each class?*
- 4 Could you please tell me whether we have to buy our own equipment?*
- 5 Could you please tell me whether we can borrow more than five books from the library?*

b) **FOCUS ►** Role playing a telephone conversation requesting information

- In pairs, Ss act out a telephone conversation to request information about the advert in Ex. 3.
- Invite a few pairs to act out conversations in class and ask for feedback.

Suggested Answer Key

Rory Newtown: *Brighton Swimming Club. How may I help you?*

Alana Holmes: *Hello. I'd like to get some more information about the swimming club you have, please.*

Rory Newtown: *Yes, certainly. What level are you?*

Alana Holmes: *I'm a beginner, actually.*

Rory Newtown: *You should come along on Friday evening. We have a new class for beginners from 7 pm until 830. How old are you?*

Alana Holmes: *I am thirteen.*

Rory Newtown: *That's great. Are you interested in joining?*

Alana Holmes: *Yes, I am. Could you tell me if there is a discount for children?*

Rory Newtown: *The annual subscription is £20 for children up to the age of 16 and £25 for adults.*

Alana Holmes: *Excellent. I'll come along on Friday and join.*

Rory Newtown: *See you then. Bye.*

Alana Holmes: *Bye.*

Writing

6 **FOCUS ►** Writing an email based on written input/requesting information

- Read through rubric and advert with Ss. Check for understanding.
- Allow Ss time to write their emails requesting information and following the plan in the rubric. Alternatively, assign task as HW.
- Invite Ss to read out their emails in class and ask for feedback.

Suggested Answer Key

Dear Ms Burton,

I am writing to find out more information about the school photography club which I saw advertised on the school noticeboard.

First of all, could you tell me what the fees would be to do basic level classes? Also, I was wondering whether we have to take our own equipment or is everything provided? Secondly, I would like to know what time the club starts on Tuesdays and how long it runs for. Finally, where is the club planning to go for the three weekend outings? Would they take place on Saturdays or Sundays?

Thank you in advance for your help. I look forward to hearing from you.

*Yours sincerely,
Liz Warner*



English in Use

Objectives

Vocabulary: phrasal verbs (take)

Grammar: dependent prepositions; forming compound adjectives; conditionals

Speaking: discussing dangerous sports

Phrasal Verbs: take

1 Focus ► Understanding phrasal verbs (take)

- Have Ss complete task individually and compare answers with a partner.
- Have Ss check meanings in Appendix 1.

Answer Key

1 up	3 to	5 off
2 after	4 off	6 up

2 Focus ► Consolidating vocabulary

- Have Ss complete task individually and check definitions in Word List.
- Ss write their own sentences with other words.
- Invite Ss to read out the text and their sentences in class and check.

Answer Key

1 fit	5 coach	9 team
2 team	6 members	10 score
3 court	7 moment	11 half
4 practice	8 game	12 win

- I often eat healthy foods like fruit and vegetables.*
- A group of students went on a school exchange in June.*
- The rugby pitch was really muddy after the rain.*
- The football match I went to at the weekend was really exciting.*
- A driving instructor teaches people how to drive.*
- Parts of the country should enjoy some sunshine this afternoon.*
- It only takes a minute or so to take someone's temperature.*
- We lost the match by two goals.*
- Who is the favourite to win the league championship this year – Barcelona or Manchester United?*

- I lost a point in my test because of my poor spelling.*
- If you want to find information about Peter the Great, look in the history section of the library.*
- I didn't expect to beat you at tennis, but I did.*

Dependent Prepositions

3 Focus ► Practising dependent prepositions

- Have Ss complete task individually.
- Ss compare answers with a partner and check in Appendix 2.

Answer Key

1 for	2 in	3 in	4 in
-------	------	------	------

Word Formation

4 Focus ► Forming compound adjectives

- Read the theory box with Ss and check for understanding.
- Have Ss complete the task individually.
- Ss compare answers with a partner and check.

Answer Key

1 old-fashioned	4 long-lasting
2 kind-hearted	5 good-looking
3 open-minded	6 newly-built

My brother is so kind-hearted that he would do anything to help people.

I like to think that I am open-minded enough to consider new ideas.

The effects of pollution are long-lasting.

Our new history teacher is very good-looking.

I live in a newly-built flat in the suburbs.

Grammar Revision

5 Focus ► Practising conditionals

- Refer Ss to the example in the rubric and elicit from Ss what type of conditional it is (type 3).
- Ss make sentences about the story, using conditionals.
- Invite Ss to read out sentences in class and check.

8f

English in Use

Answer Key

If she hadn't missed the bus, she wouldn't have walked to school. If it hadn't started raining and she hadn't left her umbrella at home, she wouldn't have got soaking wet. If she had arrived at school on time, the teacher wouldn't have got angry with Jenny and Jenny wouldn't have got upset.

6 **FOCUS ►** Discussing dangerous sports

- In pairs Ss discuss three sports they find too dangerous to play.

- Monitor activity and assist as necessary.

Suggested Answer Key

I think windsurfing is dangerous because you reach very high speeds and are all alone. If something happened, you would not have someone to help you. I think rugby is also dangerous due to all the injuries that can occur. Climbing is also a dangerous sport that involves risking your life. If you fell, you might injure yourself or even die.

8

Culture Corner

Objectives

Reading: reading for specific information; reading to identify missing text

Speaking: discussing the text

Writing: making a poster about mascots in your country

Answer Key

The mascots belong to Arsenal, Bradford City and Manchester United football teams. Their names are Gunnersaurus Rex, Billy Bantam and Fred the Red.

Reading1 **FOCUS ►** Introducing the topic of the text.

- Have Ss listen to recording and imagine a scene that matches the music.
- Invite Ss to describe the scene, answering the questions in the rubric.

Suggested Answer Key

I see a large crowd of people in a stadium. They are cheering and waving. I think they are about to see a football match and the teams have just come onto the pitch.

2 **FOCUS ►** Reading for specific information

- Refer Ss to the pictures and elicit the meaning of a mascot (a representative figure, usually an animal, that promotes and brings luck to a sports team).
- Read the questions in the rubric and have Ss read to find out the answers.

3 **FOCUS ►** Reading to identify missing text

- Refer Ss to the text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Ss compare answers with partner and check.

Answer Key

1 be	5 onto/around	9 with/among
2 in	6 at/during	10 for
3 most	7 part	
4 with	8 in	

4 **FOCUS ►** Understanding vocabulary

- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

1 cuddly – soft
2 promote – encourage
3 represent – work for
4 respected – admired
5 wanders – walks around

Culture Corner

8

5 Focus ► Discussing the text

- Ss listen and read the text again.
- In pairs Ss describe a mascot from the text to each other.
- Monitor activity and assist as necessary.

Suggested Answer Key

Fred the Red is big and red and he is a devil that wears a Manchester United kit.

6 Focus ► Making a poster about mascots in your country

- Read rubric with Ss and check for understanding.
- In pairs, Ss collect information about different mascots and make their posters. Alternatively, assign task as HW.
- Invite pairs to present poster to class and ask for feedback.

(Ss' own answers)

Going Green

8

Objectives

Reading: reading to identify missing text; reading for specific information

Speaking: asking and answering question about the text; discussing the text; presenting a leaflet about a clean up day

Listening: listening for specific information

Writing: writing a leaflet about a clean up day

Reading

1 Focus ► Introducing the topic of the text

- Refer Ss to the title of the text and elicit a discussion on the pictures and how they are related to the title.
- Ss read the text to find out.

Suggested Answer Key

The pictures show water – they are examples of the aquatic world. The diver is near the coral but isn't touching it – this means she is aware and responsible. In the second picture, the people seem to be cleaning the beach – another responsible act.

2 Focus ► Reading to identify missing text

- Refer Ss to text and explain task, reminding Ss that it is not necessary to understand all the words in order to fill in the gaps.
- Have Ss read out text and check answers.

Answer Key

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

3 Focus ► Understanding vocabulary

- Have Ss complete task individually.
- Invite Ss to read out answers in class and check.

Answer Key

interact – to affect conditions or behaviour

harm – damage

aim – what you hope to achieve

conserve – protect from harm

generations – groups of people of the same age

volunteers – people who do work without getting paid

shorelines – places where the edge of the sea meets the land

seabed – the ground under the sea

4 Focus ► Asking and answering questions about the text/reading and listening for specific information

- In pairs, Ss ask and answer questions about the text.
- Monitor activity and check for understanding of text.

Suggested Answer Key

B: Who founded Project Aware?

A: The Professional Association of Diving Instructors in Switzerland. What does it aim to do?

B: To educate divers on how to respect and conserve the underwater environment. What work do they do?

8

Going Green

A: *They protect the aquatic world from pollution and protect endangered species. They also provide education and organise competitions. What events do they participate in?*

B: *Earth Day festivities, International Clean-up Days. What is happening as a result of their work?*

A: *The coastlines, beaches and underwater world are keeping their natural beauty.*

5 **Focus ►** Discussing the text

- In pairs, Ss discuss and answer the question in the rubric.
- Encourage Ss to use the vocabulary from the text in their discussions.
- Monitor activity and assist as necessary.

Suggested Answer Key

A: *Why do you think people should participate in such projects?*

B: *They can help conserve the underwater environment and protect endangered species. They can make sure that the oceans stay beautiful for future generations to enjoy. Would you ever participate in such a project?*

A: *Yes, I would. I would like to do something to help our planet. What about you?*

B: *Yes, me too. I'd like to help.*

6 **Focus ►** Writing/presenting a leaflet about a clean up day

- Read through rubric with Ss and check for understanding.
- In groups of 3-4, Ss make a leaflet about a clean up day, following the guidelines of the rubric.
- Ss present their leaflet to the class and answer questions about them.

(Ss' own answers)

7 **Focus ►** Discussing a quote

- Read quote with Ss and elicit discussion on meaning and whether they agree or disagree with it.

Suggested Answer Key

I agree with the quote that we only know and love that which we have experienced and have been taught. It would be difficult to love and believe in something that is foreign to us.

8

Progress Check

Answer Key

- | | | | | | |
|-------------------|--------------------|------------|-----------|-------|-------|
| 1 1 technical | 4 opposing | 7 strapped | 4 1 after | 3 off | 5 off |
| 2 tournament | 5 enthusiasm | | 2 to | 4 up | |
| 3 physical | 6 half-time | | | | |
| 2 1 even-tempered | 4 tight-fitting | | 5 1 out | 3 out | 5 in |
| 2 well-dressed | 5 grey-haired | | 2 in | 4 in | |
| 3 hard-working | | | | | |
| 3 1 get | 6 turns | | 6 1 d | 2 e | 3 a |
| 2 would play | 7 would have given | | | | 4 c |
| 3 will get | 8 would feel | | | | 5 b |
| 4 would watch | 9 will be | | | | |
| 5 trained | 10 had known | | | | |

Grammar Check Key

Module 1

- 1 1 are, doing 5 Is, offering
 2 Are, staying 6 have, been studying
 3 Are, living 7 Are, thinking
 4 Does, give 8 Have, ever met

(Ss' own answers)

2 (Suggested Answers)

Jane often goes to parties on the weekends.
 John sometime meets his friends after school.
 Karen rarely goes to the cinema.
 Peter usually watches TV by himself.
 Sally never goes out with her brother and his friends. etc

- 3 1 am thinking, think
 2 are you looking, looks
 3 are you tasting, tastes
 4 Are you having, have
 5 are you smelling, smells

- 4 1 am sitting 8 spend
 2 is drinking 9 have already
 visited
 3 have been walking 10 mean
 4 are feeling 11 have not been able
 5 are having 12 are going
 6 are staying 13 am looking
 7 get up 14 get

- 5 1 were you doing, had
 2 happened, was walking, slipped, fell
 3 Did you meet, was introducing
 4 were you, was trying, was, was coming, met, had
 5 were you doing, called, was getting, was finishing
 6 did you meet, was doing, entered
 7 told, was talking, heard

- 6 1 arrived 5 were having
 2 moved 6 didn't realise
 3 were arriving 7 started
 4 went 8 was

(Ss' own answers)

- 7 2 am flying 7 will get
 3 will do 8 am meeting
 4 am going to see 9 is going to faint
 5 will buy 10 am going to buy
 6 am seeing

- 8 a) 1 pay 3 buy 5 have
 2 pick up 4 see

- 2 A: Is Kate having dinner with Jane on Tuesday?
 B: No, she is picking up her dry cleaning.
 3 A: On Wednesday is Kate paying the phone bill?
 B: No, she is buying a birthday gift for Jane.
 4 A: Is Kate buying a birthday gift for Jane on Thursday?
 B: No, she is seeing the dentist.
 5 A: Is Kate seeing the dentist on Friday?
 B: No, she is having dinner with Jane.

b) (Suggested Answers)

On Tuesday I am studying at the library.
 On Friday I am having some friends over.
 On Sunday my family and I are eating at my grandparents.
 Tomorrow I am playing football in the school game. etc

- 9 1 best, younger, the most sensible
 2 duller, the funniest, the most creative
 3 friendlier, the most selfish, more stubborn
- 10 1 really 3 pretty 5 a little
 2 pretty 4 quite

Module 2

1 (Suggested Answers)

- A He hasn't picked up his books from the floor yet.
 He has thrown his clothes all around the room.
 B Mrs Lee hasn't finished all the work yet.
 She has been in the office since 8:00.
 She has just received more work to do.
 Mrs Lee hasn't left the office yet.
 C Mike and Pam have just moved into a new house.
 They haven't put everything into place yet.
 They have taken out the plates from the boxes.
 The haven't rested all day.
 D Martha has returned from work.
 She has baked cookies and washed the dishes
 She has collected her son from the nursery.

2 (Suggested Answers)

I have been studying for three hours and really need a break.
 I have not yet finished my English homework.

Grammar Check Key

I can't remember how long I have been playing piano.
I have already read my history book.
I have never worked in a restaurant before.

- 3 1 has been typing, has typed
2 has been wasting, has wasted
3 have been packing, have packed
4 has been writing, has written
5 has been baking, has baked

- 4 1 have not emailed 6 have asked
2 have been studying 7 has been looking
3 have also been trying 8 have ever given
4 have already given 9 has been waiting
5 have been saving

- 5 1 gone to 3 been in 5 gone to
2 been to 4 been in

- 6 1 —, the 5 the, —, the, the
2 —, the 6 —, the, —, —, the, —
3 the, the, — 7 the, —, the
4 the, the, the 8 the, the

- 7 1 a 6 — 11 the 16 a
2 — 7 the 12 the 17 the
3 the 8 the 13 the 18 a
4 — 9 a 14 a
5 a 10 the 15 a

- 8 1 a few 3 a little, a few
2 very few, a lot of 4 a few

Module 3

- 1 1 After Jenny had cooked lunch, she ironed the clothes.
2 The news had already started when John turned on the TV.
3 They had set the table before the guests arrived.
4 The kids had gone to bed by the time Steve came home.
5 After the guests had left, they tidied the house.
6 Sam waited until Joan had finished speaking.

- 2 1 had made 4 had not finished
2 had bought 5 had not been
3 had lied 6 had found

- 3 2 She had been jogging for over an hour.
3 It had been raining all night.
4 They had been arguing all afternoon.
5 We had been cleaning the garage all day.

- 4 1 Leonardo da Vinci had been inventing and painting for the king of France before he died in 1519.
2 Wilhelm Roentgen had been experimenting with electricity when he discovered x-rays.
3 Ancient Greek scientist Archimedes had been working with math problems when he discovered solution in bath.
4 Before Russian chemist Dimitri Mendeleev had become famous around the world, he had been working as a university professor for some years.
5 Albert Einstein had been going to school in Munich for three years before he moved to Italy.

- 5 1 had decided 5 had been waiting
2 had not been earning 6 Professor Sterling
3 had arranged had already
announced
4 had been washing 7 had been living

- 6 1 a was making b made
c had made
2 a was getting b got
c had gotten
3 a was performing b had performed
c performed
4 a fell b was falling
c had fallen
5 a had read b was reading
c read

- 7 1 woke up 9 started
2 saw 10 asked
3 did not really believe 11 thought
4 had just had 12 had decided
5 had dreamt 13 had called
6 did not know 14 had never felt
7 got 15 decided
8 left

8 (Suggested Answers)

I had already eaten breakfast.
I had already cleaned my room.
I had already gone for a jog.
I had already read the newspaper.

Module 4

- 1 1 The new library will be opened by the mayor tomorrow.
2 The costumes for the play were created by Versace.
3 Hamlet was written by Shakespeare.

Grammar Check Key

- 4 A meeting will be arranged for next week.
 5 This play had not been translated yet.
 6 In France, elections for president are held every five years.
 7 A lot of people are influenced by advertising.
 8 This fax should be sent right away.
 9 He was found guilty of murder.
 10 Pets cannot be taken into the theatre.

- 2 2 The sauce is made with tomatoes, onion and garlic.
 3 The new play will be directed by John Adams.
 4 The ground was covered with snow.
 5 Guernica was painted by Picasso.

- 3 New sports centre will be opened by the Prime Minister next Monday.
 Famous top model was taken to hospital.
 The Earth could be hit by an asteroid in 2014.
 The Philippines were hit by a strong earthquake.
 US basketball team was beaten by Greece.

- 4 1 are encouraged 6 need
 2 is not found 7 are driven
 3 feels 8 appears
 4 are expressed 9 is retouched
 5 be ignored 10 was photographed

- 5 2 When was the Mona Lisa painted?
 E It was painted in the 16th century.
 3 Where is the Parthenon located?
 A It is located in Athens
 4 Who was Harry Potter written by?
 C It was written by J.K. Rowling.
 5 When was Cats performed in Russia?
 B It was performed there in 2005.

- 6 2 Sandy is having her photograph taken.
 3 Kelly is having her eyes tested.
 4 Nigel is pruning a tree.
 5 Martha is having her temperature taken by the school nurse.

- 7 2 I will have it fixed
 3 They had it repaired.
 4 She is having it made.
 5 They are going to have it painted.
 6 They have it developed.
 7 She had it cleaned.
 8 He will have it cleaned.

- 8 1 c is having her nails done
 2 a had it repaired
 3 d never had my ears pierced

- 4 e will have it dry-cleaned
 5 b have it examined

- 9 2 He had one of his teeth pulled out.
 3 She had her car serviced.
 4 She is having a burglar alarm installed.
 5 I can have the information sent to myself by email.
 6 He had his wallet stolen while he was shopping.

Module 5

- 1 1 D 3 A 5 C 7 G 9 H
 2 F 4 I 6 J 8 E 10 B

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

- 3 1 watching, going, stay in 4 to carry, manage
 2 making, do 5 to move, give
 3 waiting, to do

4 (Suggested Answers)

I am looking forward to studying at university.
 I'd like to join the ski club.
 I have decided to work this summer.
 I can't help laughing when I watch the movie Shrek.
 I hate eating vegetables. etc

- 5 1 a to be b being
 2 a putting b to buy
 3 a typing b to improve
 4 a planting b to open
 5 a to tell b telling
 6 a to have b having
 7 a bothering b to cause
 8 a meeting b to buy

- 6 2 I used to work as a waiter.
 3 I didn't use to exercise a lot.
 4 I used to drink coffee.
 5 I used to eat junk food.
 6 I didn't use to walk to work.

7 (Suggested Answers)

I used to play the piano.
 I didn't use to study for school.
 I used to go to a different school.
 I didn't use to play basketball.
 I used to take swimming lesson every summer. etc

Grammar Check Key

- 8 A: She is getting used to using a computer and sending faxes.
 B: She wasn't used to filing papers and arranging appointments and meetings, but she is slowly getting used of doing them now.
 A: It will take some time to get used to going on business trips. She used to take messages at her old job so she won't have to get used of that. etc

Module 6

- 1 a) 1 said 2 told 3 told 4 said

- b) 1 am going 5 am
 2 want 6 have read
 3 tells, told 7 hope
 4 is 8 will visit

- 2 2 Joe said Paul had joined them later because he had missed his flight.
 3 Sue said they would show me the photos as soon as they are developed.
 4 Leslie said the local cuisine was delicious.
 5 Kate said she couldn't wait to show me the souvenirs they had bought for everyone.
 6 Paul said he was planning to go there again.
 7 Mike said they had got lost as they were walking through the city centre.
- 3 1 Ann said it was so cold that day.
 2 Bob said (that) Helen had not come to the party the previous night.
 3 Mary said her mum wasn't very well.
 4 George said he would tell Sue that he had seen me.
 5 Anna said she hadn't talked to Jane recently.
 6 Steve said they were living in New York then.
 7 Tony said he would meet Jane the next day.
 8 Diana said John had quit his job.
 9 Jenny said I could visit her anytime.
 10 Sue said they were getting married the following Sunday.
 11 Luke said he hadn't gone to work the day before.
 12 Tom said they had played well but had lost the game.
 13 Paula said she was flying to Madrid that Sunday.
 14 Charlie said he would be there the following Monday.
 15 John said they had gone to the cinema the previous Tuesday.

4 (Suggested Answer)

Olga said she had arrived in Ireland a week ago and had been spending every day swimming and having fun. She said she was writing this postcard as she was waiting for another hotel guest so that they could go water-skiing together. She said she was going to try scuba diving and she was even thinking of doing some underwater fishing. She said she had been very busy and she hadn't given herself anytime to just lie on the beach and sunbathe but that holidays were about having fun. She said she would tell me everything when she got back.

5 (Suggested Answers)

He told me not to call people by their first name until they have asked me to do so.
 He told me not to be late when I have arranged to meet someone.
 He advised me to offer the people who have invited me to their home sweets or flowers.
 He told me to always offer an even number of flowers.
 He told me not to talk about religion or politics.
 He advised me to dress simply and with a touch of style.

- 6 2 Mrs Smith asked how often the guided tours took place.
 3 Mr Smith asked which were the most famous landmarks in the area.
 4 Mr Smith asked if they would have a chance to explore the countryside.
 5 Mrs Smith asked if they could book two tickets for the cruise.
 6 Mr Smith asked if they had to carry their passports everywhere they went.

7 (Suggested Answers)

Sue said she couldn't reach Sam on his mobile and asked if he had a new phone number.
 David told Sam not to buy the phone they had seen as he had seen a cheaper one in town.
 Jo said he had really enjoyed the film the previous night and asked if Sam could call him as soon as he got the message.
 Chris asked why Sam had not come to the party the previous and wanted to know if Sam was OK.

8 (Suggested Answers)

- 1 Our teacher asked us whether we wanted a small break before we started the exam.
 2 My Dad said he would take us to the movie that night.

Grammar Check Key

- 3 My uncle suggested that we finish painting the fence before we start painting the house.
 4 Mum told us to finish our homework and then we could watch TV.
 5 My friend asked if she could borrow my new CD.
 6 Our teacher wanted to know if we had finished our essays.
 7 Mum told Dad not to leave his shoes at the front door.
 8 The headmaster asked us if we could stay after school to help set up for the school fair.
 9 Someone told me never to work more than one hour continuously on the computer.
 10 I asked my friend when and where she would have her party.
- 9 A: I have never been to a foreign country.
 B: Olga said she had never been to a foreign country.
 A: I hate studying for exams.
 B: Peter said he hated studying for exams.
 A: Do you want to go to the cinema tomorrow?
 B: Angela asked me if I wanted to go to the cinema the following day.
 A: I joined the math club.
 B: Serge said he had joined the math club. etc

Module 7

- 1 1 have to 2 must 3 don't have to 4 mustn't 5 mustn't 6 must
- 2 1 b 2 a 3 b 4 b 5 a 6 a
- 3 1 should bring 2 have to finish 3 might be 4 can't have seen 5 must have broken 6 should have come 7 needn't have bought
- 4 1 b They can't have finished yet.
 c The teacher might (may) allow them to leave earlier.
 2 a She can work faster using a laptop.
 b She might be doing research.
 c She must be (working) at home.
 3 a They must be having a computer lesson.
 b They should follow the teacher's instructions.
 c The teacher might ask them to do a project.
 4 a Her parents must be very proud of her.
 b They might (may) have already bought her a special gift.
 c She might (may) have a graduation party tonight.

5 (Suggested Answers)

Student should always be prepared for class.
 Teachers must have teaching experience to work at this school.
 Students have to attend class every day.
 Teachers should have contact with children's parents.
 Students ought to participate in classroom discussions. etc

- 6 1 a 2 a 3 b 4 a 5 b 6 b
- 7 2 You mustn't enter.
 3 You must stop.
 4 You can't go this way.
 5 You have to drive slowly.
 6 You can recycle here.
 7 You can't swim here.
 8 You mustn't park here unless you are handicapped.
 9 You must drive slowly.
 10 You mustn't recycle your garbage here.

8 (Suggested Answer)

I have to study in my room.
 I mustn't bother my dad while he is working in his office at home.
 I don't have to go to bed early on the weekends.
 I must help with the dishes every night.
 I mustn't forget to take out the garbage. etc

Module 8

- 1 2 F type 3 3 E type 0 4 G type 0 5 A type 3 6 H type 3 7 D type 1 8 B type 1
- 2 1 unless 2 if 3 if 4 If 5 unless 6 unless
- 3 1 c 2 e 3 f 4 a 5 d 6 b

4 (Suggested Answers)

If Mum didn't chat on the phone, she could help me with my homework.
 If it was not windy, we could go sailing.
 If it wasn't raining heavily, it would be easier to drive.
 If I had more money, I would buy a yacht.

Grammar Check Key

5 (Suggested Answers)

- 1 If I found a wallet in the street, I would return it to the police.
 - 2 If I met a celebrity, I would ask for their autograph.
 - 3 If I didn't have enough money to get the bus home, I could get a ride with my friend's mother.
 - 4 If I were on holiday and lost my passport, I would go to my embassy for help.
 - 5 If I had only one wish, I would wish for world peace.
 - 6 If I were the president of my country, I would stop corruption.
- 6
- 2 If I had seen Ann, I would have told her about the party.
 - 3 If he hadn't been very tired, he wouldn't have stayed in.
 - 4 If she hadn't left from home late, she wouldn't have missed her bus.
 - 5 If they had taken an umbrella, they wouldn't have got wet.
 - 6 If they hadn't left the camera at home, they would have taken photographs.
 - 7 If she hadn't gone to the party, she wouldn't have met a lot of people.
 - 8 If the weather hadn't been great, we wouldn't have gone to the beach.
- 7
- | | |
|---------------------|---------------|
| 1 wouldn't have got | 6 drove |
| 2 were | 7 bring |
| 3 scores | 8 Can you buy |
| 4 will become | 9 is |
| 5 had played | 10 will win |

8 (Suggested Answers)

- 1 If I didn't have a headache, I would go to the party.
 - 2 If my parents had more free time, they could organise the house.
 - 3 If I travelled abroad, I would visit all the famous monuments.
 - 4 If I were you, I would study more often.
 - 5 Unless I study harder, I won't do well on the exam.
 - 6 My friend agrees, unless the time and day changes for the concert.
 - 7 If we had played better, we would have beaten the other team.
 - 8 If my parents had enough money, we might go on vacation.
 - 9 Unless we have a ticket, they won't let us in.
 - 10 If I get up early, I will go for a jog before breakfast.
- 9
- | | |
|------------|---------------------|
| 1 wanted | 7 would have stayed |
| 2 might be | 8 had |
| 3 could do | 9 can give |
| 4 decided | 10 like |
| 5 want | 11 were |
| 6 can use | 12 would call |

Song Sheets

Module 1

- 1 The song is about someone who would like to talk and meet someone else but is having trouble as he/she is shy and doesn't know how to break the ice.
- 2 The singer likes and is interested in the person the song is about. The singer thinks this person is nice and unique.

3 *(Suggested Answer Key)*

- A: A person who is shy could ask a friend to join him/her when talking to someone the first time. This way the friend could help by talking and the shy person would feel more comfortable.
- B: That's a good idea. I think a shy person should take meeting someone in small steps and just say a quick hello the first time and slowly, each time they see the new person they say a little more as they feel more confident. etc.

Module 2

- 1 The song is about each doing something to help change the world and make things better in it.
- 2 The song suggests that we give something to charity such as books and clothes. This will help the poor and make a difference in the world. Through small acts, we can help others and make the world a better place.
- 3 I would try to solve hunger in the world. There is enough food for everyone on earth but yet many die of hunger everyday. It's so unnecessary. We need to make food and drinking water accessible for everyone in every country in the world.

Module 3

1 *(Suggested Answer Key)*

Life is a miracle because we have the ability to think and decide for ourselves.
Life is a miracle because we can experience so many different things and feel so many different emotions as we get old.

- 2 The singer thinks life is a miracle because we change so much as we age and there are so many opportunities and lessons we can learn along the way.

3 *(Suggested Answer Key)*

I think life is worth living for the relationships with family and friends we make as we move through our lives. These relationships offer so much pleasure and happiness that are very rewarding and sometimes painful. The people who are in our lives teach and add to the experience of life. They make our memories as we age and they are the reasons we feel emotions.

Module 4

- 1 The song is about accepting and liking who you are on the inside and not worrying too much about your appearance.
- 2 Character is more important according to the song. What is inside is good and the real you. What comes from inside, your character, is the real beauty. Reality is not vanity but your inner character, and that is what counts.

3 *(Suggested Answer Key)*

I think that someone who is confident and appears comfortable with themselves is more attractive than someone who may be physically more attractive but is worrying about their looks or is not that comfortable with themselves. Someone who is confident and comfortable with themselves makes you feel better about yourself. As a result, you want to be around this person and find them attractive.

Module 5

1 *(Suggested Answer Key)*

rain, shine, freezing, hot, cloudy, perfect, snow, blizzard, cool, breezy, sunny, fog, drizzle etc.

- 2 The singer says she likes the weather that keeps you dry and warm. The weather is always here and changing as is the singer and will continue to be a friend and always be there.

3 *(Suggested Answer Key)*

I think it is important that a friend be there to support you anytime, like in the song. I think a good friend is trustful. You should be able to tell them anything and they will keep it a secret. A good friend should always be willing to help as well as have a good time with you.

Song Sheets

Module 6

- 1 The song is about travel and discovering the many interesting and different places in the world.
- 2 Travel for the singer means an opportunity to escape from normal life and discover new places and people. The singer thinks that travel is an adventure with so much to see and do.
- 3 **(Suggested Answer Key)**
I would like to travel to other countries so I could discover and learn about new cultures and languages. I like history a lot and would like to learn and see the historical monuments of different places. Also, I want to meet new and interesting people that live different lives from my own.

Module 7

- 1 The words are all related to high technology and communications such as computers and mobile phones.
- 2 **(Suggested Answer Key)**
The singer is a tech addict because he is constantly using high technology and rarely takes time away from technical gadgets. I have a mobile phone and use the Internet. I don't download MP3s or have an iPod.
- 3 **(Suggested Answer Key)**
I think having a computer makes life easier. I can use it to access so much information quickly and easily. Also, it allows me to communicate with friends and people far away that would be difficult to do so without a computer. I think computers open up new worlds for many people who otherwise would not be able to see such things.

Module 8

- 1 **(Suggested Answer Key)**
Football, hockey, skiing, cycling, windsurfing, gymnastics, karate, climbing, swimming, tennis.
The pictures are of rugby, hockey and ice-skating.
- 2 The singer loves sports and feels they are fun. The singer feels that trying different sports is exciting and makes you feel free.
- 3 **(Suggested Answer Key)**
I think rock- climbing is the most dangerous sport. There is always the risk of falling and killing yourself. Even though there is safety equipment such as ropes, there are many things that can go wrong. Many people have lost the lives doing this sport. People who seek thrills and adventure do this sport, but they also risk their lives each time they climb.

Workbook Key

Unit 1a

- 1 Across**
 2 shy
 3 irritable
 5 optimistic
 6 sociable
 7 patient
- Down**
 1 generous
 2 sensitive
 4 reliable
- 2** 1 bright, opportunity
 2 patient
 3 shy, avoid
 4 Develop
- 3** 1 easy-going
 2 flexible
- 3** 1 reliable
 4 honest
- 5** 1 stubborn
- 4** 1 puzzled
 2 impatient
 3 worried
- 4** 1 bored
 5 furious
 6 surprised
- 7** 1 unsure
 8 nervous

Unit 1b

- 1** 1 b 3 a 5 a 7 a
 2 a 4 b 6 a
- 2** 1 D 2 C 3 E 4 A 5 B
- 3** a 9 d 5 g 8 j 1
 b 2 e 4 h 7 k 6
 c 12 f 11 i 3 l 10
- 4** 1 privacy 3 argue 5 old
 2 make 4 only

Unit 1c

- 1** 1 A: What do you think about Ann?
 B: I do not like her. She is always lying to people.
- 2 A: We are going to the cinema later today. Do you want to come?
 B: Sure. It sounds like a good idea.
- 3 A: Let's go to the park.
 B: Sorry, I cannot. I have not finished my homework yet.
- 4 A: The train is so late today!
 B: Really? How long have you been waiting?
- 2** 1 did you start, was preparing
 2 did not know, found, was walking
 3 passed, told, were having
 4 Did you clean, came

- 3** 1 was cleaning
 2 came
 3 thought
 4 have both changed
 5 have been studying
 6 want
 7 told
 8 were
 9 go
- 10 did not even go
 11 am thinking
 12 do you think
 13 have already asked
 14 has agreed
 15 will have
 16 have just finished
 17 am feeling
- 4** 1 are having
 2 is moving
 3 are flying
 4 will help
- 5 are going to trip
 6 are having
 7 will send
 8 are going to get

Unit 1d

1 eyes	dark, small, green
hair	fair, blonde, ginger, bald, wavy, short, dark
height	tall, short
weight	overweight, skinny, slim, of medium build
age	middle-aged, young, old
looks	pretty, good-looking, handsome, beautiful
interests	travelling, sports, music, painting

2 (Suggested Answers)

- 1 John is a tall, handsome boy of medium build. He has short, dark hair and green eyes. John loves to play sports.
- 2 Mr. Stevens is an old man who is going slightly bald. He is slim with small, dark eyes and a good-looking face. His interests include reading and painting.
- 3 Maria is a slim, pretty girl with dark hair and dark eyes. She is short for her age. Maria likes classical music and she plays the cello.

- 3** 1 energetic
 2 humorous
 3 impatient
- 4 bossy
 5 selfish
 6 friendly
- 4** 1 B 3 C 5 B
 2 A 4 C 6 C

Unit 1e

- 1** 1 d 2 a 3 c 4 b
- 2** 1 contractions: couldn't, can't, I'm, you'll
 2 colloquial language: make it, meet up, can't wait, Best wishes, great time
 3 imperative: Say hello! Take care!
 4 informal linkers: but

Workbook Key

- 3 1 informal 3 informal
2 formal 4 informal

4 (Suggested Answer)

Dear Maria,
Thanks so much for all your help with my science project! I'm just so grateful for all your suggestions. It would be really great if you came to my place for lunch on Sunday.

Let me know!
Love,
Emma

Unit 1f

- 1 1 attractive 3 enjoyable 5 sunny
2 boring 4 stylish
- 2 1 across 3 over 5 over
2 along 4 down
- 3 1 'I drive my mum **crazy** all the time because I play loud music.'
2 'I don't get **along** with my brother. We argue all the time.'
3 'I'm very **proud** of my grades this term.'
4 'I'm very **close** to my sister. I tell her all my problems.'
5 'I've never been **keen** on Physics.'
- 4 1 of 3 at 5 to
2 with 4 of 6 of

Unit 1g

- 1 1 stylish 3 creative 5 crazy
2 bossy 4 uncomfortable 6 hold
- 2 1 T 3 F 5 T 7 T 9 T
2 T 4 F 6 T 8 F 10 F
- 3 a selfish, bossy, impatient
b reliable, generous, confident
c confident ≠ shy reliable ≠ unreliable
selfish ≠ generous flexible ≠ stubborn

Unit 1h

- 1 a) 1 mind 3 pain
2 ice 4 mad
- b) 1 Kim 3 Marisa
2 Helen 4 John
- 2 1 Dylan 2 Matt 3 Jenny 4 Sophie

Unit 1i

- 1 1 hates 11 have ever met
2 turned 12 know
3 moved 13 seems
4 remember 14 will get
5 was 15 think
6 did not make 16 will spend
7 was eating 17 is not
8 approached 18 takes
9 have been 19 will be
10 is 20 have been
- 2 • Sue is older than Cathy, but Alice is the oldest.
• Cathy is funnier than Sue, but Alice is the funniest.
• Sue is more helpful than Alice, but Cathy is the most helpful.
• Cathy is more patient than Alice, but Sue is the most patient.
• Cathy dances better than Sue, but Alice dances the best.
- 3 1 the smartest 4 better, better
2 as kind as 5 sooner, sooner
3 easier than 6 the fastest
- 4 (Suggested Answers)
- 1 Ian is quite sensitive, but he can be pretty boring.
2 Ivan is very reliable, but he can be a bit bossy.
3 Lucy is really helpful, but she can be a little impatient.
4 Irina is pretty friendly, but she can be really stubborn.
- 5 1 A: How many hours do you usually study a day?
B: At the moment I am preparing for my final exams, so I am studying at least 5 hours a day.
2 A: What do you plan to study at university?
B: I am thinking of studying law.
3 A: When was the last time you went out with your friends?
B: It was a month ago. I rarely go out these days.

Unit 2a

	chicken	eggs	meat	vegetables	rice	potatoes
1 grilled	✓		✓	✓	✓	✓
mashed				✓	✓	✓
fried	✓	✓	✓	✓	✓	✓
baked	✓	✓	✓	✓	✓	✓
roast	✓	✓	✓	✓	✓	✓
boiled	✓	✓	✓	✓	✓	✓
poached	✓	✓	✓	✓		
steamed	✓	✓	✓	✓	✓	✓
scrambled		✓				
pickled		✓	✓	✓		

- 2 1 fried 3 end 5 miss 7 quick
2 appealing 4 rich 6 heavy 8 easy

Workbook Key

- 3 1 c 2 d 3 a 4 b
- 1 was heading for 3 fussy eaters
2 takes pride in 4 food traditions
- 4 1 portions 4 basically 7 packed
2 nourishing 5 lunchtime
3 nursery 6 appealing

Unit 2b

- 1 a) 1 Where's the nearest post office
2 a two-minute walk from here
3 Whereabouts is it exactly
4 down the road
5 round the corner
6 opposite the
- b) (Suggested Answers)
- a **jeweller's**
A: Excuse me. Is there a jeweller's near here?
B: Yes, there's one on this street, actually.
A: Oh. Great! Whereabouts exactly?
B: On the left hand corner at the end of the street. It's just opposite the post office.
A: Thank you.
B: You're welcome.
- b **butcher's**
A: I need to buy some meat. Is there a butcher's near here?
B: Yes, there's one in Blackberry Road.
A: Is that far from here?
B: Not really. It's only a few minutes away.
A: Great. Can you tell me how to get there, please?
B: Sure. Just go straight down this road and when you get to the end, turn right. It's on the opposite side of the street, between the fishmonger's and the newsagent's.
A: Thank you.
B: You're welcome.

- 2 1 b 2 d 3 c 4 a
- 3 A 3rd speaker D (extra statement)
B 5th speaker E 2nd speaker
C 1st speaker F 4th speaker
- 1 C 2 E 3 A 4 F 5 B

Unit 2c

- 1 1 have not been 7 have met
2 have been studying 8 has not had
3 have had 9 has already learnt
4 have also signed up 10 have been doing
5 have not started 11 Have you found
6 has been taking

- 2 1 been in 3 been to 5 gone to
2 gone to 4 been in 6 been to
- 3 1 never 3 How long 5 ago
2 recently 4 just
- 4 1 an 6 — 11 —
2 the 7 a 12 an
3 a 8 — 13 the
4 The 9 — 14 a
5 the 10 —
- 5 1 A 3 C 5 C
2 B 4 A 6 B

Unit 2d

- 1 1 teaspoonfuls 2 loaf 3 pinch
- 2 2 pour (a glass of) water, milk
3 beat eggs, cream
4 slice bread, cake
5 chop garlic, onions
6 peel oranges, bananas
- 3 1 d 2 c 3 a 4 b
- 1 Scrambled eggs 3 sparkling water
2 grilled fish 4 brown bread
- 4 1 a piece of cake
2 take everything with a pinch of salt
3 crying over split milk
4 my cup of tea
5 spill the beans
- 5 1 are 3 is 5 are 7 is
2 is 4 is 6 is 8 are

Unit 2e

- 1 **Key words of rubric:** English pen friend, Write back, answering his questions
- 2 **Opening paragraph:** 3
Closing paragraph: B
- 3 **Items to be ticked:** 2, 3, 5, 6, 7, 8
- 4 A 3 B 1 C 2

Unit 2f

- 1 1 without 4 through 7 up
2 with 5 with
3 off 6 after
- 2 1 dislike 3 disrespect 5 misspell
2 misunderstood 4 misplaces

Workbook Key

3 1 by 2 in 3 out 4 in 5 by

- 4 1 has not visited us since
2 it possible to
3 these earrings go with
4 had little time
5 long has she been teaching

Unit 2g

1 a c b 2

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

- 3 1 in search of 5 authentic
2 troublesome 6 countless
3 originates 7 shopper's paradise
4 massive diversity 8 trendy

Unit 2h

- 1 1 optician's 3 baker's
2 hairdresser's 4 flea market

2	opinion	popular, attractive, brilliant
	size	tiny, huge, small
	age	antique, modern, second-hand
	shape	square, triangular, rectangular
	colour	dark blue, pink, pale green
	pattern	striped, checked
	origin	British, Russian, Japanese
	material	china, woollen, silver, leather

- 3 1 fried 3 vegetarian
2 ingredients 4 teaspoon

- 4 1 f 3 e 5 b
2 c 4 d 6 a
1 special occasions 4 milk chocolate
2 junk food 5 reasonable prices
3 tight budget 6 charity organisation

Unit 2i

- 1 1 am writing 10 are enjoying
2 are staying 11 have tried
3 has been 12 have not done
4 are getting 13 are going
5 is having 14 are looking forward
6 have spent 15 has taken
7 are making 16 have also been shopping
8 is swimming 17 have already bought
9 has been jet-skiing 18 are coming

- 2 1 gone to 3 been to 5 gone to
2 been in 4 gone to

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

4 1 A 2 B 3 B

- 5 2 many people 5 a lot of things
3 much time 6 a few minutes
4 a few days 7 a little sugar

- 6 1 While we were in Budapest we went on a boat trip down the Danube.
2 George started playing the guitar last June.
3 The Smiths left for Canada from Gatwick Airport yesterday.
4 The tower of London is on the north side of the Thames.
5 We missed the bus to Liverpool, so we went there by train.
6 My parents go to the theatre twice a month.

Unit 3a

1 A 1 crowds 3 inventor
2 gathered 4 passengers

B 1 floating 4 lift
2 invention 5 presented
3 experiment

2 1 nearby 3 flights 5 Raise
2 heat 4 Physics 6 Earth

- 3 Across Down
2 Sociology 1 Psychology
5 History 3 Biology
6 Astronomy 4 Politics
7 Ecology

4 1 c 2 e 3 d 4 b 5 a

Unit 3b

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

- 3 1 personal assistant 3 previous experience
2 tough deadlines 4 full training

- 4 1 Science 5 9 am, 2 pm
2 native 6 CV
3 teaching 7 programmes
4 August

Unit 3c

- 1 1 had been working 3 had not finished
2 had already left 4 had been living

Workbook Key

- 2 1 had you been waiting 3 had cleaned
2 went 4 was walking
- 3 1 As Ann was making a salad, she cut her finger.
2 Liz had **already** fed the baby **when** John arrived.
3 We bought the tickets **before** we went to the theatre.
4 I was working in the garden **when** Betty called.

4 (Suggested Answers)

- 1 Yesterday, while I was doing my homework, the lights went out.
2 Last Friday, after I had finished school, I went to the gym.
3 I didn't go to the party as I had a headache.
4 I was playing volleyball when I sprained my ankle.
5 I didn't go to bed until I knew that Sam had got home safely.

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

Unit 3d

- 1 1 infant 3 child 5 adult
2 toddler 4 teenager 6 senior citizen
- 2 1 tutor 4 fell 7 won
2 swapped 5 managed
3 during 6 took

- 3 **start:** working, a business
get: married, a driving licence
study: at a university, Chemistry
have: an accident, a child
change: your name, schools
move: in circles, house

- 4 1 on and on 4 round and round
2 again and again 5 All in all
3 step by step

Unit 3e

- 1 a 2 b 1 c 4 d 3

2 A Blessing in Disguise

- 3 1 Joan swam to the surface and shouted for help **but** there was no answer.
2 **When** we got home, my mum was waiting for us.
3 The fire brigade arrived **and** they put out the fire.
4 I saw her **as** I was coming out of the building.
5 They had been looking for a flat for three months **before** they found one they liked.

- 6 Bill couldn't sleep **because of** the noise.

4 a) (Suggested Answer)

Last week, my friend Alex and I went to the fairground. It was a nice sunny day and there were lots of people waiting to go on the rides. After we had paid for our entrance ticket, we began walking around, trying to decide which ride to go on. Finally, we decided to go on the big wheel first.

b) (Suggested Answer)

Fortunately, the wheel started to move again. My friend Alex and I were scared but very happy that nothing more serious had happened.

Unit 3f

- 1 1 c 3 d 5 b
2 e 4 f 6 a
- 1 brought ... round 4 have brought in
2 brought back 5 brought ... up
3 will bring about 6 is bringing out
- 2 1 discovered 3 job
2 employer 4 wages
- 3 1 apologise 4 sympathised
2 summarise 5 memorise
3 criticise 6 fantasises
- 4 1 at 3 in 5 at
2 in 4 under 6 at

Unit 3g

- 1 The past and present of money
- 2 1 C 3 C 5 A 7 C
2 A 4 B 6 B 8 A
- 3 1 several 5 consumers
2 nearly 6 laying their hands on
3 shortage 7 currency
4 claim 8 vast
- 4 1 salary 3 money 5 a person
2 salt 4 the Lydians

Unit 3h

- 1 **places:** lab, (school, university)
fields: Health Science, Chemistry, (Biology, Physics)
actions: discover, perform (an experiment), (invent, research)
people: inventor, scientist, biologist, (engineer, geologist)
objects: bacteria, culture plate, (radium, X-Ray machine)

Workbook Key

- 2 1 pizza delivery boy
2 vet

- 3 car salesman
4 operator

3

travel	study	science	work
passenger	university	research	overtime
flight	degree	discovery	shift
journey	professor	experiment	uniform
	graduate		

- 4 1 perform
2 conclusion
3 permission
4 put
5 deadline
6 lift
- 7 career
8 freelancer
9 invented
10 overtime
11 swapped
12 salary

Unit 3i

- 1 2 After she had studied for 4 years, she got a degree in engineering./She got a degree in engineering after she had studied for four years.
- 3 After he had worked as a sales assistant, he got a new job as a car salesman./He got a new job as a car salesman after he had worked as a sales assistant.
- 4 Anne and David had been engaged for 5 months before they got married./When Anne and David got married, they had been engaged for 5 months.
- 5 Mr. Harris had been sick for many weeks before he went to hospital./When Mr. Harris went to hospital, he had been sick for many weeks.

2 (Suggested Answers)

- Before he received an Oscar award for Best Original Screenplay for the film *Good Will Hunting*, Ben Affleck had made his first television appearance./ After Ben had made his first television appearance, he received an Oscar award for Best Original Screenplay for the film *Good Will Hunting*.
- After he had received the Oscar, Ben Affleck promoted the Democrats in the elections./Before he promoted the Democrats in the elections, Ben Affleck won an Oscar award for Best Original Screenplay for the film *Good Will Hunting*.
- After he had promoted the Democrats in the elections, he got married to the actress Jennifer Garner./Before he got married to the actress Jennifer Garner, he had promoted the democrats in the elections.
- After he got married to the actress Jennifer Garner, he wrote and directed *Gone Baby Gone*./Before he wrote and directed *Gone Baby Gone*, he got married to the actress Jennifer Garner.

- 3 1 started
2 had been playing
- 3 won
4 voted
- 5 had named
6 retired

- 4 1 had been sailing
2 had been planning
3 had been sailing
4 appeared
5 was coming
6 told
7 was becoming
8 was blowing
9 was starting
10 heard
11 saw
- 12 had struck
13 were sinking
14 put on
15 sent out
16 jumped
17 sank
18 heard
19 helped
20 gave
21 had never felt

- 5 1 B 2 A 3 B 4 A 5 B

- 6 2 had been watching
3 had been working
- 4 had failed
5 had been walking

Unit 4a

- 1 1 John has a pointed nose, protruding ears and frizzy hair. His eyebrows are bushy and he is skinny.
2 Maria has a straight nose, small ears and straight hair. Her eyebrows are thin and she is slim.
3 Mark has a crooked nose, small ears and curly hair. His eyebrows are thick and he is overweight.

- 2 1 bushy
2 crooked
- 3 overweight
4 frizzy
- 5 small

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

- 4 1 put on
2 go on
3 join
4 staring
- 5 unrealistic
6 vanity
7 remark
8 obsessed
- 9 fit
10 Focus
11 changes

Unit 4b

- 1 1 I don't think it suits
2 What do you think
3 How's this
4 How about
- 5 Well, it's not very
6 smaller size
7 can't fit

- 2 1 wearing
2 try on
- 3 match
4 suits
- 5 fits
6 go with

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

- 4 1 leather
2 checked
- 3 baggy
4 floral
- 5 tight-fitting
6 plain

Unit 4c

- 1 1 was held 7 were designed
 2 is based 8 was released
 3 was composed 9 will always be
 4 has been translated remembered
 5 has been shown 10 must be seen
 6 has also been seen
- 2 1 The costumes for *Cats* were designed by John Napier.
 2 Dinner is served from 7:00 pm onwards.
 3 The book has been translated into 25 languages.
 4 The new Harry Potter book will be published by the company next month.
 5 Cameras are not allowed to be used in the museum.
 6 The new gallery will be opened by the Mayor on Tuesday.
- 3 3 The children were bought two video games by Tina.
 Two video games were bought for the children by Tina.
 4 A letter is being dictated to the secretary by her manager right now.
 5 I was sent an email by Katie yesterday.
 An email was sent to me by Katie yesterday.
 6 A story is always read to the children at the end of the day.
 7 I will be given two tickets for the Tommy Hilfiger fashion show by Douglas.
 Two tickets for the Tommy Hilfiger fashion show will be given to me by Douglas.
- 4 1 by 2 with 3 with 4 by 5 by
- 5 1 When will the play be put on?
 2 Have the invitations been sent by Brenda yet?
 3 Was this handbag designed by Louis Vuitton?

Unit 4d

- 1 1 f 3 g 5 c 7 b 9 d
 2 i 4 a 6 j 8 k 10 e
- 2 1 permed 3 done 5 whitened
 2 put on 4 added 6 checked
- 3 1 had her teeth whitened
 2 was having his garage painted
 3 have my make-up done
 4 is having her eyes checked
 5 have an X-ray taken
 6 have the pictures developed
- 4 1 He has had his car repaired by the mechanic.
 2 She should have her jacket cleaned.
 3 He is having his teeth checked by the dentist.

- 4 She had a special cake made by the baker.

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

Unit 4e

- 1 1 were you 3 Why don't you 5 shouldn't
 2 This way 4 That 6 would
- 2 1 d 2 c 3 a 4 b
- 3 **Opening remarks/reason for writing** = the first paragraph
I got your letter yesterday ... (until) ... help to you.
Advice and reasons = the second paragraph
If I were you ... (until) ... how it goes.
Closing remarks = the third paragraph
Don't let it get you down ... (until) ... how it goes.

- 4 a 3 Conclusion c 2 Main body
 b 1 Introduction

Unit 4f

- 1 1 away 3 through 5 with
 2 off 4 on 6 out
- 2 1 b 2 c 3 d 4 a 5 f 6 e
- 3 1 A 2 B 3 A 4 B 5 B
- 4 1 different 6 dying
 2 unfortunately 7 depressed
 3 appearance 8 expression
 4 characterises 9 dependable
 5 beautiful 10 inappropriate

Unit 4g

- 1 1 C 2 B 3 A
- 2 1 T 2 F 3 DS 4 DS 5 T 6 DS
- 3 responsible – irresponsible
 logical – illogical
 formal – informal
 practical – impractical
- 4 two positive adjectives: elegant, smart
 two negative adjectives: old, scruffy

Unit 4h

- 1 clothes = dress, skirt, shorts (*trousers, T-shirt*)
 style = baggy, smart, casual, sporty, (*formal, trendy*)
 pattern = plain, striped, checked, floral (*polka-dot, patterned*)
 fabric = nylon, silk, polyester, cotton, linen (*wool, velvet*)

Workbook Key

- 2 1 casual 3 shirt 5 checked
2 cotton 4 tight-fitting 6 leather

- 3 1 borrow 3 stare 5 rent
2 try 4 match 6 lend

- 4 1 extreme 5 blemishes
2 joined 6 affect
3 staring 7 self-confidence
4 obsessed

Unit 4i

- 1 1 This fax should be sent right away.
2 Who was the music for West Side Story written by?
3 Were DVDs invented in 1970?
4 A new jewelry collection will be designed by Leetal Kalmanson.
5 The new theatre will be opened by the mayor on Thursday.
6 He was named after his grandfather by his parents.
7 Her book will be translated into Russian.
8 Coffee is grown in Brazil.

- 2 2 e 3 a 4 b 5 d

- 2 When was the Leaning Tower of Pisa completed? The Leaning Tower of Pisa was completed in the 14th century.
3 Where was the Eiffel Tower constructed? The Eiffel Tower was constructed in France.
4 Who were the Sherlock Holmes stories written by? The Sherlock Holmes stories were written by Sir Arthur Conan Doyle.
5 Where were the 2004 Summer Olympics held? The 2004 Summer Olympics were held in Athens, Greece.

- 3 2 The Philippines was hit by an earthquake during the night.
3 A famous singer was taken to hospital.
4 The armed robbers have still not been caught.
5 Money is being raised for a baby's operation in the US.

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

- a ... have it checked ...
b ... are having it fixed ...
c ... had them taken ...
d ... has been having his car serviced ...
e ... is having her hair dyed ...

- 5 2 Angela didn't swim fast enough to win the race.
3 It's too cold to play outside today.
4 Wendy is too tired to continue working.

- 5 They have saved enough money to go on holiday.

- 6 2 They have enough money to buy the motorbike.
3 The jacket is too big for him to wear.
4 Sean did not leave home early enough to catch the bus.

Unit 5a

- 1 2 d, earthquake 5 b, flood
3 e, avalanche 6 g, tsunami
4 c, hurricane 7 a, tornado

- 2 1 floods 4 drowned
2 lost 5 Rescue
3 homeless 6 supplies

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

- 1 first aid 4 massive wave
2 recent history 5 natural disasters
3 injured people

- 4 1 generate 3 pull
2 distributed 4 buried

Unit 5b

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

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

- 3 1 a 2 b 3 b 4 a 5 b

- 4 1 B 2 B 3 C 4 B 5 C

Unit 5c

- 1 1 seeing 5 passing 9 discussing
2 come 6 go 10 to help
3 talking 7 breaking

- 4 write 8 to speak
2 1 help 4 to answer 7 taking
2 to attend 5 visiting
3 going 6 not ride

- 3 3 I forgot **to turn off** my lights when I left my house today.

- 4 ✓
5 ✓
6 ✓

- 7 The children were trying very hard **to solve** the difficult maths problems.

- 8 ✓

- 9 Richard stopped **studying** and turned on the TV.

- 10 While I was on my way home, I stopped **to buy** some bread.

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

Workbook Key

Unit 5d

- 1 1 E 2 B 3 D 4 A 5 C
- 2 1 nippy 3 pouring 5 drizzling
2 whistling 4 huge 6 scorching
- 3 1 mild 5 rain 9 snow
2 breezes 6 colder 10 sun
3 clouds 7 winds
4 showers 8 storms

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

- 1 ... save up for a rainy day.
2 ... to be on cloud nine.
3 ... feeling under the weather.
4 ... a bolt from the blue.
5 ... to see which way the wind blows.

Unit 5e

- 1 a) Suggestions = the following sentences:
– 'To start with ... illegal.'
– 'Next, people ... sentences.'
– 'Another solution ... products.'
– 'Finally, it would ... animals.'

Expected results = the following sentences:

- 'If these measures ... acts.'
– 'Thus ... in.'
– 'As a result ... animals.'
– 'This would allow ... environment.'
– 'Therefore ... disappear.'
– 'Putting some ... kingdom.'

- b) 1 to start with, another solution would be to
2 thus, as a result, therefore
3 to sum up

- c) 1 To start with = To begin with
2 Thus = As a result
3 Another solution would be to = Another way would be to
4 As a result = Consequently
5 Therefore = So
6 To sum up = All things considered

- 2 1 Consequently 3 All in all 5 or
2 Both 4 One way to

3 (Suggested Answers)

- 2 a Another solution would be to move factories away from cities. In this way, there would be less smog over cities, and therefore cleaner air to breathe.
- 3 b Finally, it would be a good idea to deal with the problem of litter by putting more rubbish

bins in public places. The result would be litter disposed of in a proper manner, and consequently cleaner streets.

Unit 5f

- 1 Across Down
3 litter 1 waste
4 captain 2 disappeared
6 team 5 inactive
9 rubbish 7 lose
10 Smoke 8 fog
- 2 1 by 2 out 3 in 4 on 5 in
- 3 1 out 3 in 5 out
2 off 4 for 6 on
- 4 1 protection 4 defence
2 disturbance 5 performances
3 guidance 6 collection

Unit 5g

- 1 1 disaster 3 difficulties 5 hit
2 ruined 4 suffer 6 trapped
- 2 1 T 2 T 3 F 4 T 5 F
- 3 1 What can be dangerous to drink after flooding?
2 Why are there often food shortages following a flood?
3 What sort of difficulties can people experience after a flood?
4 Why are levees built?
- 4 handle = manage
great = huge
retreat = go away
shortages = lack of
beneath = under
not evacuated = left
- 5 (Suggested Answers)
1 Because flood waters may have damaged or destroyed them.
2 Levees are walls built around rivers. They protect a city from flooding as flood water cannot get over the wall.
3 Hurricane Katrina caused a flood by breaking more than 50 levees.

Unit 5h

- 1 a) 1 C 2 D 3 A 4 B
- b) 1 flood 3 earthquake
2 hurricane 4 drought
- 2 A 3 B 6 C 8 D 4

Workbook Key

3 1 5 2 1 3 7 4 2

- 4 A 1 natural 5 crack
 2 occurred 6 collapse
 3 forceful 7 rescue teams
 4 massive 8 survivors
- B 1 horrific 4 Unfortunately
 2 damage 5 Meteorologists
 3 hit

Unit 5i

- 1 2 b 6 a 10 b 14 a 18 a
 3 b 7 a 11 c 15 c 19 b
 4 c 8 c 12 c 16 b 20 a
 5 c 9 c 13 c 17 c

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

3 (Suggested Answers)

- 2 visiting
 — I look forward to visiting Thailand.
- 3 to write
 — Yes, I have tried to write to my local newspaper about starting a recycling programme in our area.
- 4 swimming
 — I go swimming in the sea every weekend during summer.
- 5 doing
 — I regret not studying hard enough for my final maths exam last year.
- 6 watching
 — I like watching comedy programmes on TV.

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

- 5 1 working late 4 forward to going
 2 stay in 5 mind giving
 3 to arrive 6 to find

- 6 2 using 6 working 10 driving
 3 be 7 buy
 4 living 8 attract
 5 travel 9 staying

Unit 6a

- 1 1 wondered 5 landmarks
 2 famous 6 Guided
 3 Explore 7 broaden
 4 majestic 8 unique
- 2 1 convoy 5 nature
 2 unspoilt 6 campfire
 3 varied 7 Nomads
 4 unusual

- 3 1 am writing 10 have not been
 2 have been 11 check out
 3 have just flown 12 drank
 4 are staying 13 will bring
 5 recommended 14 Did you know
 6 is 15 did not
 7 have been spending 16 told
 8 have also done 17 is playing
 9 have visited 18 are going to try

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

- b) 1 holiday snaps 4 native people
 2 historic sites 5 local markets
 3 traditional cuisine

Unit 6b

- 1 1 shame 4 confused 7 spoil
 2 sunstroke 5 bad
 3 lost 6 sound

- 2 1 a 2 b 3 b 4 a

- 3 2 Ann is relieved because someone found her purse.
 3 Ben is frustrated because his luggage has been stolen.
 4 Sam is confused because the lady at the check-in desk can't find his reservation.

- 4 1 B 2 C 3 B 4 A

Unit 6c

- 1 1 Jill said that it was so chilly that evening.
 2 Diana suggested meeting at the train station at 7:00.
 3 Sue said that they were going away on holiday the week after/the following week.
 4 Tom said that Anthony had been late that morning.
 5 Lucy said that her brother was in hospital.
 6 Paul said that he hadn't heard from Michael for quite some time.
 7 Charlie said that they had won the final match.
 8 John said that he would like to go to a summer camp.
 9 Patty said that they were getting married in the spring.
 10 Mary said that I/we could visit them whenever I/we liked.
- 2 1 Fred asked if/whether the snakes were poisonous.
 2 Terry asked me if/whether I had seen Derek.
 3 Dad asked Nancy if/whether he would like him to pick her up.
 4 Jack asked the receptionist if/whether his room had Internet service.
 5 David asked Bill what Moscow was like.

- 6 Rick asked Mary if/whether she had had her photos developed yet.
- 7 Becky asked her brother if/whether he felt safe walking home at night.
- 8 Frank asked his teacher if/whether Hawaii was part of the United States.
- 9 Tom asked his friend if/whether he had ever been to Australia.
- 10 April asked me what I was doing.
- 3 • The doctor told me to wear a hat and light protective clothing.
- The doctor told me not to forget to wear my sunglasses.
 - The doctor told me to sit in the shade when I am outdoors.
 - The doctor told me not to schedule any outdoor activities around midday.
 - The doctor told me to drink plenty of water to avoid dehydration.
 - The doctor told me to try to eat light meals only.

4 (Suggested Answers)

- The receptionist said that I would have to wait another quarter of an hour to see the doctor.
- I asked my friend if I could borrow her sunglasses.
- He asked the driver if he could wait while he quickly withdrew some money from the cash point.
- Someone told him that his friend had been spreading nasty rumours about him.
- My friend asked me if I could lend her €20.
- The teacher said that everyone had passed the exam.
- My father told me that he was organising a surprise party for my mum.
- The flight attendant asked me if I would like some water or orange juice.

Unit 6d

- 1 a) Air — jet airplane, plane
Land — car, bus, motorbike, coach, bike
Sea — boat, hovercraft, riverboat
- b) 1 train 4 boat/ship/riverboat
2 motorbike 5 bus
3 plane 6 car
- c) (Suggested Answer)
My favourite means of transport while on holiday is the car. I don't have to stand in line for tickets or look at bus schedules. A car can take me to just about any place I want to go.
- 2 a) At the station On the road
On the platform At/On the toll bridge
At the bus stop At/On the toll bridge

b) (Suggested Answers)

- Let's meet at the airport in an hour, OK?
- Do you have to pay tolls on the motorways in France?
- There were a lot of people at the bus stop this morning.
- We've been on the road for 2 hours now, so we should be arriving soon.

- | | | | |
|---|----------|------------|-----------|
| 3 | 1 missed | 3 book | 5 get off |
| | 2 catch | 4 boarding | 6 give |
| 4 | 1 drive | 3 ship | 5 track |
| | 2 road | 4 boat | |

Unit 6e

- 1 1 I am writing to you
2 thank you both very much
3 I really appreciate your efforts.
4 Also
5 It is for this reason that
6 Thank you once again
7 My parents also send their regards
8 are welcome guests
9 Best wishes
- 2 a) The **Main body** has been given.
A **semi-formal** writing style is used.
- b) 1 formal linking words used e.g. also
2 less formal language used e.g. the guests really enjoyed themselves
3 respectful, polite tone e.g. I would like to tell you
- 3 a) B
- | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|
| b) | A | C | ✓ | C | O | ✓ | E | O | G | O |
| | B | C | | D | C | ✓ | F | C | H | C |
| | | | ✓ | | | | | | | |

Unit 6f

- 1 1 set off 3 set back
2 set aside 4 sets in
- 2 1 c 2 b 3 a 4 a 5 c 6 b
- 3 1 at 3 without 5 for
2 in 4 on 6 off
- 4 a amazement e achievement
b happiness f announcement
c awareness g nervousness
d agreement h enjoyment

Workbook Key

- | | |
|---------------|----------------|
| 1 awareness | 5 announcement |
| 2 agreement | 6 achievement |
| 3 nervousness | 7 amazement |
| 4 happiness | 8 enjoyment |

Unit 6g

1 1 F 2 T 3 F 4 T 5 T

2 2

- 3 1 What should travellers take with them when they travel abroad?
 2 Why should you visit a doctor before travelling abroad?
 3 What can passengers who remain in their seats during long flights develop?

4 (Suggested Answers)

- 1 Many tourists end up sick once on holiday because they are unaware of the possible health threats they can face when abroad. These health risks can include: disease-carrying insects, under-cooked food and contaminated water.
- 2 Travellers can protect themselves by reading up on the health risks that are present in the country they are visiting. They should also avoid ordering drinks with ice. Moreover, they can go to their doctor before travelling in order to find out if they require any vaccinations.

Unit 6h

1 a) 1 C 2 D 3 B 4 A

b) 1 C 2 B 3 A 4 D

- 2 You can go ice diving in the polar region.
 3 You can go hiking in the countryside.
 4 You can go reindeer sledding in the frozen valley.

- | | |
|----------------|-------------|
| 2 1 experience | 4 tents |
| 2 culture | 5 souvenirs |
| 3 Traditional | 6 cuisine |

- | | | |
|------------|--------|---------|
| 3 a stop | c seat | e Take |
| b platform | d fare | f train |

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

- | | |
|-------------------|------------------|
| 4 1 got sunstroke | 6 lost their way |
| 2 expedition | 7 stolen luggage |
| 3 bring | 8 ferry |
| 4 miss | 9 take |
| 5 room | 10 booked |

Unit 6i

- 1 1 She said that she liked travelling by plane.
 2 They said that they had visited Russia the previous winter.
 3 The travel agent told us to take photocopies of our tickets and passports.
 4 He asked Mary if/whether she liked French food.
 5 She told me not to let anyone carry my bags.
 6 He said that he could speak German.
 7 Judy asked Sam if/whether he had ever lived abroad.
 8 She asked Ron if/whether he was going away the week after/the following week.
 9 Alice said that she would be in Brighton the following weekend.
 10 He asked where the nearest bus stop was.
 11 She told me that she would call me the next day/the following day.
 12 He asked her what time her plane arrived.

- | | | |
|----------|--------|--------|
| 2 1 said | 3 told | 5 told |
| 2 told | 4 said | 6 said |

- 3 1 "When will you be back?" she asked them.
 2 "Do you enjoy travelling?" he asked her.
 3 "When are you going on holiday?" Jane asked Lucy.
 4 "Have you ever visited Disneyland?" John asked Liz.

- | | |
|------------------|-----------------|
| 4 1 had missed | 5 not to run |
| 2 she could have | 6 he had been |
| 3 playing | 7 to have a |
| 4 she was flying | 8 the hotel had |

- 5 Jim called to say that he wouldn't be able to go camping the next day. He also said that something had come up and that he would tell Rob later.

Sarah called to say that she hoped Rob hadn't forgotten the cinema that night and that she would be ready by 8. She also said that she would see him then.

Toby called to say that the match was on Sunday and that he would see Rob at practice before the game.

Tom said he had just wanted to remind Rob to bring his extra fishing rod. He also said that he would meet him at the lake.

- 6 2 D, ... suggested going to the beach.
 3 B, ... asked what time the first train left.
 4 C, ... asked her what Paris was like.

Unit 7a

1 1 b 2 d 3 a 4 c

- 2 Sarah can't do without her laptop. She loves chatting online.
 3 Jeff can't do without his mobile phone. He loves sending messages.
 4 Scott can't do without his games console. He loves playing games.

2 1 communication 5 concentrate
 2 Internet 6 extension
 3 texting 7 fast-paced
 4 tells ... off

3 1 fixed 5 deal with
 2 occasionally 6 gadgets
 3 impact 7 technological
 4 generation 8 computer screen

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

b) 1 download songs 3 edits pictures
 2 read books 4 divide attention

Unit 7b

1 1 a 2 b 3 a 4 b 5 a

2 (Suggested Answers)

- 1 *You should* start revising as soon as possible. Make a study timetable, allowing one to two hours every night for revision, and make sure you stick to it.
 2 *You should* turn off the TV when you are studying. You can't concentrate on two things at once.
 3 *Why don't you* join a gym? Not only is it a fun way to lose weight, you will also meet new people.
 4 *You should* pay to have some lessons with a qualified instructor, then retake the test.
 5 *Why don't you* go for a walk? You'll enjoy it because it's such a beautiful day outside.

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

4 2, 4, 3, 1, 5

Unit 7c

- 1 1 Richard **can** solve maths problems very quickly.
 2 You **needn't** stay in the exam hall after you have completed the test.
 3 You **ought to** seek help if you are having problems understanding something.
 4 She **couldn't** have been nasty to the other children.

- 5 You **need to** have a computer password.
 6 Students **must** be on time for class.

2 (Suggested Answers)

- 1 You must not talk in the library.
 2 You cannot bring mobiles to class.
 3 You can buy tickets for the school play now.
 4 You must not run in the hallway.
 5 You should report bullying.
 6 You cannot enter as there is an exam in progress.

3 1 must 4 could 7 must
 2 can't 5 don't have to 8 should
 3 have to 6 need

- 4 1 would have helped
 2 should have offered
 3 might/may have brought
 4 should have studied
 5 has just won
 6 might/may have missed

Unit 7d

1 1 c 2 a 3 b

2 Across

1 director
 3 producer
 6 presenter

Down

2 reporter
 4 editor
 5 newsreader

3 1 a 2 a 3 c 4 a

- 4 1 to hit the headlines
 2 he's bad news
 3 let's get this show on the road

Unit 7e

1 1 D 3 B 5 H 7 C
 2 E 4 A 6 G 8 F

- 2 **introduce points** – the first disadvantage, one point in favour of, some people argue, another disadvantage is that, one drawback
list/add points – first of all, to begin with, also, furthermore, moreover, secondly, thirdly, what is more
show contrast – however, yet, although, but, despite, on the other hand, nevertheless
introduce examples – for instance, as a result, for example
conclude – in conclusion, finally, all in all

3 Topic sentences

- 1 There is no doubt that part-time work can be beneficial./There is no question that having a part-time job is advantageous.

Workbook Key

- 2 On the other hand, there are drawbacks to working while trying to finish secondary school./ Nevertheless, there are disadvantages to having a part-time job while studying.

- 4 1 A 3 A 5 D 7 A
2 D 4 D 6 D 8 D

(Suggested Answer)

There is no doubt that taking exams has its advantages. First of all, exams encourage students to study. Secondly, they give students an idea of how they are doing. What is more, exams are the quickest way for teachers to test students.

However, there are drawbacks to taking exams. One drawback is that they take time away from classroom learning. Another disadvantage is that students may cheat and get grades they do not deserve. Also, students may get low marks if the exams are too long to finish or if they are not feeling well that day.

Unit 7f

- 1 1 c 2 d 3 a 4 b

- 1 gave away 4 has been giving away
2 give ... back 5 gave up
3 give out

- 2 1 from 4 from 7 about
2 to 5 for
3 about 6 on

- 3 1 b 2 a 3 a 4 b

- 4 a cupboard basketball weekend
notebooks haircut toothpaste
bedrooms newspaper
headache bookshop

- b 1 basketball 6 bedrooms
2 haircut 7 toothpaste
3 weekend 8 headache
4 bookshop 9 notebooks
5 cupboard 10 newspaper

Unit 7g

- 1 1 DS 2 F 3 T 4 T

- 2 Answer: 1

- 3 1 track down 3 suspicious 5 supervision
2 warned 4 attracts 6 nickname

- 4 (Suggested Answers)

- 1 If you behave badly in a monitored chat room, you may be refused further entry into the chat room or given a warning.

- 2 The advantages in using a chat room are that you can speak freely because no one knows who you are and that you aren't judged on superficial things such as looks or popularity.

Unit 7h

- 1 1 forecast 4 advertisement 7 writing
2 download 5 reporter
3 instructions 6 capital

- 2 a) 1 laptop 4 MP3 player
2 mobile phone 5 radio
3 TV 6 games console

- b) b 6 c 1 d 5 e 2 f 3

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

- 1 university degree 4 check my emails
2 live coverage 5 computer programme
3 report card 6 rush hour

- 4 1 a 2 b 3 b 4 b 5 a

Unit 7i

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

- 2 1 a 2 a 3 a 4 b

- 3 1 can 4 don't have to 7 can
2 Shall 5 can 8 Would
3 would 6 must 9 Must

- 4 1 must/have to 5 may/can
2 can't 6 can't/mustn't
3 Shall 7 May
4 Shall 8 should/ought to

- 5 1 B 2 A 3 A 4 B 5 B

- 6 1 don't have/need 6 could go to
2 ought to/should revise 7 should do
3 must be 8 can't/mustn't enter
4 can't have lost
5 was able to

Unit 8a

- 1 a Ice Climbing d Rock Climbing
b Parachuting e Snowboarding
c Skydiving f Underwater Hockey

- 2 1 zorbanaut 4 Sandboarding 7 originated
2 knock 5 addicted
3 snorkel 6 entrants

Hidden word: zorbing

Workbook Key

- 3 1 e 3 a 5 f 7 b
2 d 4 c 6 g 8 h
- 1 spectator sport 5 bounce around
2 opposing team 6 whizzed down
3 general idea 7 bizarre activity
4 sand dunes 8 inflatable ball
- 4 1 go 3 watch 5 paint
2 work 4 read 6 play

Unit 8b

- 1 a) A ice hockey F windsurfing
B hurdles G high jump
C volleyball H gymnastics
D rugby I scuba diving
E cycling
- b) **You play** – rugby, ice hockey, **football**, **cricket**
You do – hurdles, high jump, **aerobics**, **javelin throwing**
You go – scuba diving, cycling, **climbing**, **jogging**

- 2 1 water polo 3 tennis
2 rock climbing 4 football
- 3 1 b 2 b 3 a 4 b
- 4 Speaker 1 D Speaker 4 A
Speaker 2 F Speaker 5 B
Speaker 3 E

Unit 8c

- 1 1 If 4 Unless 7 If
2 Unless 5 If 8 Unless
3 If 6 Unless
- 2 1 get 7 becomes
2 earned 8 had not broken
3 had known 9 will win
4 would stop 10 did not have
5 will call 11 cleans
6 would not have missed 12 comes
- 3 1 b 2 b 3 a 4 b
- 4 1 were you, would wear
2 go, will you buy
3 will you watch
4 had not been, would have come
5 is, will go
6 had not got, would not be

Unit 8d

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

- 2 e 4 h 6 a 8 c
- 1 scuba masks 5 host team
2 hockey practice 6 tennis court
3 top scorer 7 World Cup
4 golf club 8 climbing rope
- 3 1 gain 2 won 3 scored 4 beat
- 4 1 skiing 3 golf 5 rock climbing
2 tennis 4 cycling 6 scuba diving
- 2 You need a racquet to play tennis.
3 You need clubs to play golf.
4 You need a helmet to go cycling.
5 You need climbing rope to go rock climbing.
6 You need a snorkel and a mask to go scuba diving.
- 5 1 got off the hook
2 get the ball rolling
3 throw in the towel
4 the ball is in your court
5 were saved by the bell

Unit 8e

- 1 a 1 c 2 a 3 e 4 b 5 d
- b **phrases used to ask for information**
'how many ...'
'I would also like to know ...'
'I would like you to tell ...'
'I would appreciate it if you ...'
'Could you also ...'

Number of direct questions in email: 2

- 2 1 Could you please tell me if there is a membership fee?
2 Could you please let me know how much it costs to join the tennis club?
3 Could you please tell me what time the lessons start?
4 I would like to know if the tennis equipment is provided or whether we need to bring our own.
- 3 1 O 2 C 3 C 4 O 5 C

4 (Suggested Answer)

First of all, could you please tell me how much membership costs? Secondly, could you tell me what time on Wednesday you meet and also if you have separate classes for adults and children?

Finally, I would be grateful if you would tell me a little bit about your club's outings and special events. For example, where do you go on your club outings and what kind of special events do you hold?

Unit 8f

- 1 1 off 3 up 5 to
2 off 4 after 6 up

Workbook Key

- 2 1 FOR 3 IN 5 FOR
2 IN 4 IN

- 3 1 B 4 B 7 B 10 B
2 A 5 A 8 B 11 A
3 B 6 B 9 B 12 A

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

- b) 1 hard-working 4 old-fashioned
2 open-minded 5 long-lasting
3 good-looking 6 well-built

Unit 8g

- 1 1 event 3 host 5 opposing
2 organising 4 compete 6 aim

- 2 1 F 2 F 3 T 4 DS 5 T

- 3 1 He is the man who first had the idea of holding a sports competition for WWII veterans with spinal cord injuries.
2 Goalball differs from football in that: the ball makes a sound, the players are blindfolded, and there are only three people in each team.
3 Paralympic athletes hope to inspire others to overcome their disabilities.

- 4 1 rules 4 injuries
2 rugby 5 highly respected
3 competitors 6 came up with

Unit 8h

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

- 2 2 She plays tennis twice a week.
3 She goes ice climbing once a month in the winter.
4 She does aerobics three times a week.
5 She goes swimming at the weekends in the summer.

- 3 **Sport:** tennis, golf, ice hockey
Place: court, rink, course
Equipment: racquet, stick, clubs

- Tennis is played on a court. To play tennis you need to have a racquet.
- Golf is played on a golf course. To play golf you need to have golf clubs.
- Ice hockey is played on a rink. To play ice hockey you need to have a stick.

- 4 1 rugby 3 club 5 gain
2 climbing 4 golf 6 sport

- 5 1 hook 4 gained 7 game
2 slid 5 designing 8 competitors
3 coach 6 ball

Unit 8i

- 1 1 When ... 3 If ... 5 If ...
2 When ... 4 When ... 6 If ...

(Suggested Answers)

- 1 ... I will ask him if we can have a takeaway for dinner.
2 ... we will go outside.
3 ... we will go for a picnic in the park.
4 ... I will become a doctor.
5 ... we will go to the cinema.
6 ... future generations will suffer.
- 2 2 If you stretch before every game, you will avoid unnecessary injuries.
3 If you stay too close to the net, you will have a hard time reaching back for the ball.
4 If you practise your serves, you will increase the chance of getting points for your team.
- 3 2 If I were you, I would study harder. (Type 2)
3 If Jenny is late, we will not wait for her. (Type 1)
4 If they work hard, they will finish the project on time. (Type 1)
5 If you heat cheese, it melts. (Type 0)
6 If Mark had not broken his leg, he would have gone skiing. (Type 3)
- 4 2 If I won 50,000 euros, I would travel to South America.
3 If I met my favourite athlete, I would ask for an autograph.
4 If I had a day off school, I would go to the beach.
- 5 1 will be 6 would take up
2 had practised 7 had known
3 boils 8 would have gone
4 had not hurt 9 will love
5 would have forgiven 10 will not come
- 6 (Suggested Answers)
1 ... I will call you.
2 ... you will miss your flight.
3 ... she would be able to see that film.
4 ... we would buy a car.
5 ... tell him I will be back in five minutes.
6 ... I would not buy that DVD.
7 ... we would not have got such bad marks.
8 ... I would go out tonight.

Tapescripts

Module 1 – Socialising

Unit 1a – Ex. 7 (p. 11)

Ann: I consider myself to be the sort of person who enjoys other people's company. I like to meet new people and I love to chat.

Sue: I like to do things my own way and I don't listen to other people even if deep down I know that what they are saying makes sense.

Billy: I don't think there's anything wrong with putting yourself first. I mean, let other people worry about themselves. We've all got our own problems and I always look after my own needs before I think about anyone else.

Unit 1b – Ex. 5b (p. 12)

Interviewer: I spoke to some young people to find out about their relationship with their family.

Speaker 1: I often feel lonely at home. Both my parents work so I spend a lot of time alone. It's not that I don't have anything to do but I'm desperate for some company. If I had a brother or a sister, my life would be a lot different.

Speaker 2: Many of my friends complain about their parents being old-fashioned and strict. Luckily, I don't have such problems at home. I can discuss anything that troubles me with my parents without being afraid that they will criticise me.

Speaker 3: I live with my parents, my two sisters and brother and my grandparents. I never feel bored or lonely at home but I sometimes wish I could do my own thing without being interrupted by anyone.

Speaker 4: I believe old people are great company. You can learn a lot from them about the past and they can give you useful advice about the present. I enjoy spending time with my grandparents and I visit them regularly for lunch.

Speaker 5: I find communicating with my parents almost impossible. Dinner time is the only opportunity for us to see each other and discuss things but we always end up fighting over something. They seem incapable of seeing things from my point of view.

Unit 1d – Ex. 6 (p. 17)

Al: Hey Jane, I hear you've got a new neighbour. What does she look like?

Jane: She's very tall and has long brown straight hair. She's also slim and rather pretty.

Al: Umm ... she sounds great.

Jane: Yes, she's a lovely girl. She's friendly and has a great sense of humour too. Oh, and she loves photography. Just like me.

Al: What's her name?

Jane: Laura, Laura Smith.

Al: Who was that man I saw you with in the town centre last week?

Jane: Which one?

Al: He was a bit on the plump side and not very handsome.

Jane: I can't think who you mean. Did he have a beard and a moustache?

Al: Yes, and he was almost bald.

Jane: That was my uncle, Roger. We were shopping for shoes.

Al: Have you met the professor at college yet?

Jane: No, why? Is she nice?

Al: She is actually. She's very talkative, not dull and boring like Mrs Brown. The whole class wasn't falling asleep for once during the lesson!

Jane: That's good. I saw a short thin woman going into your classroom earlier. Was that the new teacher?

Al: No, no. Mrs Jones is in her early fifties, has short white hair and is about average height.

Jane: I'll look forward to meeting her.

Al: Who's that young man over there?

Jane: Which one?

Al: The one with short curly fair hair and green eyes.

Jane: Is he holding a rucksack?

Al: Yes, he is.

Jane: That's my cousin, Bill.

Module 2 – Food & Shopping

Unit 2b – Ex. 1 (p. 28)

1 **A:** Excuse me. Can you tell me how to get to the menswear department, please?

B: Certainly. It's on the third floor. You can take the lift which is on your left or the escalator over there.

A: Thank you very much.

B: You're welcome.

2 **A:** Excuse me, how much is this cassette player?

B: It is £7.50 but I'll let you have it for a fiver.

A: I'm not sure.

B: It's in very good condition. It was my son's and he has looked after it. I'll even throw in a couple of tapes for free.

A: Oh, alright then. Five pounds. Here you are.

3 **A:** Let's go in this boutique. I want to look at that dress.

B: All right but don't take ages. I want to go to the bookshop.

A: OK. Then we can go for a coffee. There's a nice coffee shop on the upper level.

B: Right. Agreed.

Tapescripts

Unit 2b – Ex. 6 (p. 29)

Fed up with going to the same old shops all the time? Want somewhere new to hang out with your friends? Then, get down to Camden Stables Market for hours of shopping fun!

Whether you love keeping up with the latest fashions, or are looking for a gift for someone, you can find everything from jewellery to antiques! If you get hungry you can head to the international food stalls and grab a bite to eat. You'll probably need something to eat after making your way round the 500 shops and stalls in the market.

The market is open seven days a week from nine thirty to five thirty, so finding a time to visit should be easy. You can drop by after school or at the weekend! Just hop off the train at Chalk Farm underground station on the Northern line. See you there!

Unit 2d – Ex. 7a & b (p. 33)

- 1 A: Do you want to go and get something to eat?
 B: Yeah. Do you have anywhere in mind?
 A: We could try that new sushi place, next to the post office.
 B: Sorry, but I don't really feel like sushi. Do you know anywhere else?
 A: What about that Italian restaurant opposite the university?
 B: Right. Have you been there before?
 A: Yes, we went after class the other day and I ate like a horse!
 B: Really?
 A: Yes. First of all there were so many dishes to choose from. The food was great and the portions were huge! I was really full when we finished. Plus, the staff are friendly and fun!
 B: Why waste another minute then? Let's get going!
- 2 A: What do you think about that new restaurant down the road?
 B: Oh, I wouldn't recommend it. We went there the other day and it was a total let down.
 A: Why? What's wrong with it?
 B: First of all, there was a really long queue. It took us 45 minutes to get seated.
 A: Really? Was the service quick at least?
 B: No, the service was really bad. The waiter mixed up our order. He also spilled Coke all over me! My white shirt was totally ruined!
 A: Oh, no! What about the food?
 B: It was so spicy that I barely touched anything. When we left I was still hungry.
 A: And the prices?

B: At first we thought it was ridiculously expensive but then we realised that they overcharged us. After sorting that out, the prices turned out to be reasonable but I'm not going back there ever again!

A: I can see why!

Module 3 – Great Minds

Unit 3b – Ex. 6b (p. 45)

- A: Good afternoon Miss Shields. Are you here about the part-time shop assistant job?
 B: That's right.
 A: Great ... I have a few questions to ask you, so please take a seat.
 B: Thank you.
 A: Firstly, I see you are still at school. Are you over sixteen yet?
 B: Oh, yes. I turned sixteen a month ago.
 A: Now, we need someone who is enthusiastic and well-organised.
 B: I'm definitely both of those things, well, according to my teachers anyway.
 A: Now talking of teachers, we would need you to work flexible hours. Do you think the job would interrupt your lessons?
 B: No, I'm sure I can manage it. Remember, I'm very well organised!
 A: So, is there anything you would like to ask me about the job?
 B: Yes, actually. What sort of duties will I have to carry out?
 A: Oh, lots of things. You will have to serve customers and take payments and much more.
 B: I was a little worried, as I haven't worked in a baker's before.
 A: There's no need to worry. You don't need to have any previous experience and we will train you when you start. One last thing you might like to know is that the pay is 5 pounds fifty an hour.
 B: Oh, that's great. Thank you very much.
 A: OK, when do you think you can you start?

Unit 3d – Ex. 6a (p. 49)

Speaker 1

A year ago my husband got a great new job, but there was only one problem...it was 300 miles away! We had to move house and leave behind our friends and family. But we don't regret it. It was difficult for the first few months, but now we love it here.

Speaker 2

I loved my job at first, but I slowly realised that I had no future there. There was no chance of being promoted or earning more money. So, I applied for a job at another company, and here I am now, in a new job with more money and responsibility.

Speaker 3

My family is very close, so I found it difficult when I had to go to university. The course I wanted to do was miles away, so I had to leave home and go and live near the university. I was very upset when I left, but after a while I began to enjoy myself. Of course, it's still difficult being away from my family, but I visit them most weekends.

Speaker 4

At first I was really excited about finding my own flat, but after a while, I found it difficult to afford the bills. So, I tried to find someone to share the flat with. I eventually found Sophia. She is a wonderful girl and we have become great friends and I don't have to worry about money so much any more!

Speaker 5

Grandpa had never lived on his own, so we were really worried about him. We checked on him every day, but he kept forgetting things and one day he left the tap on in the bathroom and water went everywhere. In the end he came to live with us. It was the perfect solution to the problem.

Module 4 – Be yourself**Unit 4b – Ex. 8 (p. 61)**

A: Thanks for coming to the mall with me Steve. I don't like shopping on my own.

B: No problem Ann. So, what do you want to buy today?

A: Well, I want to wear something really special at my birthday party tomorrow. I have a nice black skirt and I want a black shirt to match.

B: Why black? I mean it suits you but how about choosing something in a brighter colour?

A: I don't think it would look formal enough.

B: I see. We'd better hurry though, because the shops will be closing in an hour. You kind of left your shopping till the last minute.

A: I know but I have a particular shop in mind where I buy most of my clothes. It won't take us long to find something there.

B: Where is it then?

A: Right here.

B: But it's closed!

A: Oh no! But wait a minute. There's a notice on the door. It says that it's moved to the second floor.

B: Thank goodness! Let's go.

C: Good afternoon. May I help you?

A: Yes. I'm looking for a black shirt. Have you got any?

C: Yes, we have this one here, or this one.

B: Ann, look at this yellow one! It's lovely!

A: Yellow? Oh, I don't know, Steve.

B: Come on, just try it on. You might like it!

A: Oh, OK then. Have you got this in a medium?

C: Yes, here you are. The fitting rooms are over there.

B: Ann, this looks great on you.

A: Yes, doesn't it? I think I'll have it.

B: Great! You'll certainly look fabulous tomorrow!

Module 5 – Global issues**Unit 5b – Ex. 3 (p. 76)**

Interviewer: We spoke to some young people to find out their opinion about some current global issues.

Speaker 1: I know it seems hard to believe in this day and age but in some parts of the world people don't even have clean water to drink. They can become ill really easily and die. Also many children around the world die from infections or illnesses that could be prevented by giving them the proper medicine.

Speaker 2: There have been a number of large scale disasters around the world lately which have destroyed many people's homes and left them with nowhere to live. That's why I think an international emergency housing charity or scheme should be set up to help rebuild them.

Speaker 3: Extreme weather is one result of climate change which is what happens when the planet heats up. We all need to do our bit to help cool the planet down and stop the earth's temperature from rising any more.

Speaker 4: I have a part-time job because I choose to work to earn some extra money. But I would not like to have to do hard labour all day every day for very little pay from the age of 6 or something to look after my family - that's just not fair!

Speaker 5: It's terrible. One by one all the animals will die out until there are only humans left. There may be animals we haven't even discovered yet and we never will because they have been wiped out by mankind.

Speaker 6: National and international conflict and warfare has caused more death and destruction than anything else in the history of the world. We should all learn to live in peace and stop starting wars over political or religious differences. Why can't people just agree to disagree?

Tapescripts

Unit 5e – Ex. 5 (p. 83)

(A = Sally, B = Janie)

A: Hi, Janie. Why are you looking so glum?

B: Oh, I don't know. It's just Well, it's just that it seems that everywhere I look nowadays all I see is litter, litter and more litter. If it isn't litter in the park and on the streets then it's tins, bottles and old newspapers spilling out of rubbish bins. It drives me mad.

A: Yes, I know. I've noticed it too. What really makes me angry is that it would be so easy to fix the problem.

B: What do you mean?

A: Well, just think about it for a second. Let's say a bunch of people in our neighbourhood got together and told the council that we wanted a recycling scheme set up. If there were enough of us, it would have to listen. And if we had a recycling scheme then household rubbish would be put to good use and the amount of rubbish generally would be greatly reduced.

B: Wow. You know I've never thought about that Sally.

A: And not only that. People who litter should be fined. When people know that they will have to pay if they do something bad, they stop doing it!

B: You know, that's true. Sometimes you have some really good ideas ... (fade)

Module 6 – Culture Exchanges

Unit 6b – Ex. 2 (p. 92)

1 **A:** Ann! Nice to see you! How was your holiday?

B: Holiday? It was more like a nightmare. It was horrible all week. It rained all the time and we could never agree on what to do. Jane wouldn't even talk to me in the end. I just wanted to get home.

A: Oh, what a shame!

2 **A:** Hello Laura. Welcome back!

B: And I am happy to be back, trust me.

A: Oh. Sounds like you didn't have such a nice time.

B: Well, at the beginning it was great but one day I was really tired and I fell asleep on the beach. And guess what! I ended up in hospital for three days. It was terrible; my whole body was burnt. That was the end of my holiday!

A: Oh, how awful!

3 **A:** Hi, Tony. Back from your holiday already? How was it?

B: Oh, don't ask.

A: Did you have bad weather or something?

B: No, Ken. It wasn't that. We decided to rent a car to tour the island, but it broke down and we had to spend the night at the side of the road. I didn't sleep and of course I was exhausted for the rest of the stay.

A: Oh, you poor thing!

Unit 6b – Ex. 6 (p. 93)

1 Motorists are advised of long delays on the M6 due to an overturned lorry. Police are diverting traffic onto the A6, but long delays are expected. Extra rail services are being provided and police recommend that commuters take advantage of these services.

2 It was very hot and the heat took a while to get used to. The food was very different to what we eat at home, too. Then we had to work out the cost of everything in our currency when we bought things, but amazingly the language wasn't a problem at all because almost everyone spoke English.

3 I hate it when they start the engines. I'm all on edge and I get this funny feeling in my stomach when the plane takes off. After that, it's not too bad and when I look down at the clouds below I feel alright. It's the landing though that makes me really nervous. I just can't wait till it's over and I can get off and pick up my suitcases.

4 It looks very modern but I don't know what was wrong with the old airport. It was much easier to get to. I just jumped in a taxi and I was there in 15 minutes.

5 On our website the information is clear and easy to read in a simple window. Drop-down menus enable the visitor to easily plan and book hotels and destinations. We have an excellent list of private hotels and guesthouses with honest reviews and lots of tips about the best restaurants, beaches and places to visit. So go to www.getaway.....

Unit 6d – Ex. 4 (p. 96)

Sophie: I usually travel by bus but I don't really like to. You wait at the bus stop for ages and then when the bus does finally come, it's really crowded. I prefer cycling. I love travelling by bike. You don't get stuck in traffic, it's free and it keeps you fit, too. All my friends go to school on their bikes but my mum won't let me. She says it's too dangerous.

Peter: My favourite means of transport is actually the train. It's usually a fast way to travel and I love looking out of the window at the beautiful countryside. I don't mind travelling by car, either, but I live in a big city so

there's always a lot of traffic, which of course I don't enjoy. On the whole catching the train is a more pleasant way to travel, in my opinion.

Greg: When we go on holiday as a family, we either go by coach, plane or boat. I'm not very keen on travelling by coach because you can't move around a lot and the journey can be really long. I love it when we go by boat because you can walk around or go outside and look out to sea. It's a really interesting way to travel. Travelling by plane's OK, too, because it's usually the fastest way to travel, but sometimes I feel nervous of flying and the seats can be quite uncomfortable.

Unit 6d – Ex. 10 (p. 97)

- 1 Welcome aboard the 10.15 intercity service from London to Manchester. This service will be calling at Milton Keynes, Birmingham and finally Manchester Picadilly, arriving at 14. 35. The buffet car is situated towards the front between first class and carriage A and serves a selection of hot and cold drinks and snacks...
- 2 Good morning, this is your captain, Mark Johnson, speaking. Welcome aboard flight BA345 to Madrid, Spain. Our flight time today will be 2 hours and 5 minutes. We'll be flying over the English Channel and then passing over Paris and then down through France, across the Pyrenees into Spain and then finally on towards Madrid. You'll be pleased to know that the current weather conditions in Madrid are warm and sunny. Now I'll hand you over to your flight attendants today, Kelly, Sue and Tony...
- 3 Hello and welcome aboard this National Express service to Edinburgh. I'm Andy, your driver for this journey. First of all I'd like to apologise for the late departure of this service - this was due to heavy traffic on the outskirts of London. Please note that this is a non-smoking service. Unfortunately there is no toilet on board but don't worry because we will be making two short stops on our journey...

Module 7 – Education

Unit 7b – Ex. 1 (p. 108)

- 1 **Boy 1:** You can do it, Ben! Yes!
Boy 2: That's another two points for our team. Well done everyone! It looks like we might win the game now!
- 2 **Female teacher:** Can you see it clearly now? Tell me what it looks like.
Male student: It looks strange - like a bunch of grapes. I can also see something brown.

Female teacher: Good. Now draw a picture and look in your textbook to see what kind of fungus it is.

- 3 **Female teacher:** Are you getting on alright, Sarah?
Sarah: Yes. I've found lots of information for my project now. Can I print this picture?
Female teacher: Yes, but make sure you send it to the colour printer.

Ex. 8 (p. 109)

- 1 **Teenage boy:** I felt really nervous when I went into the exam room as I was expecting the worst. I thought the questions would be much harder, actually. But, thankfully, I managed to answer everything quite easily and I had plenty of time to check my work at the end. I am so happy it's all over! I just have to wait for the results now!
- 2 **Headmaster:** Due to the bad weather we will be closing after lunch today. Lesson five will end at 12.45 and the lunch break will last forty minutes, not the usual fifty. When the bell rings, year 7 and 8 pupils should go to the canteen without delay so that everyone can have their lunch quickly. At the end of the lunch break you should board your bus immediately.
- 3 **Teenage girl:** I like learning French but I wish we could have more fun in the lessons. I can't relax in Mrs Muroe's class. It is really difficult to learn when you are feeling scared. When I answer in class she always corrects every little thing – I get so nervous now! And when I get my homework back I am almost always disappointed. She never gives me an A or a B, only a C.
- 4 **Male teacher:** There will be another student in detention today, Mr Kerr – Jason Greene. This is the second time this year that I have caught him decorating the walls of the Science block. He must learn to respect the school building. He should find somewhere else to use his artistic talents, if you ask me.
- 5 **Young woman:** I think I did well! I was in there for over an hour! They were really interested to hear about my experience in marketing and sales. I spoke a lot but I also asked a lot of questions as well. I am really interested in working for them – they're a good company and there would be possibilities for promotion in a few years. Anyway, let's hope they offer me the position!

Tapescripts

Unit 7d – Ex. 5 (p. 112)

- A Weather presenter:** Temperatures are going to rise over the weekend and most of the country should enjoy some sunshine on Saturday and Sunday. There is a risk of showers in the north east, however, and it will feel slightly cooler in the north of England and Scotland with temperatures reaching only 16 degrees celsius. In the south temperatures should reach 19 degrees – much warmer than we normally expect at this time of the year.
- B Man:** You've been very quiet tonight!
Woman: I'm sorry, Dave.
Man: No, don't apologise. It was a compliment.
Woman: What? Am I so impossible to live with?
Man: Now that you mention it ...
- C Newsreader:** And now a reminder of today's top stories. A strong earthquake measuring 7.4 on the Richter scale has hit the island of Martinique in the Caribbean. According to early reports only two people have been injured but several buildings have collapsed in the capital, Fort-de-France. The earthquake struck at three p.m. local time.

Module 8 – Pastimes

Unit 8b – Ex. 4 (p. 124)

Bill: I am on both my school team and a local team, so I have training most evenings and play in matches at the weekends. Actually, last season I was the top scorer on my school team! My sport means everything to me. Even when I'm not playing, I'm kicking a ball around in the garden.

Ann: My dad and I have been in my village team for about three years now. I've been getting a lot better lately, apparently. I've caught a few really difficult balls recently and I scored the most runs I had ever scored in last week's match. A lot of people say it's quite boring to watch a whole match, because it can be quite a slow game, but my family enjoy coming down to the green and watching me play on Sunday afternoons, especially when it's my turn to bat!

Steve: I have always lived by the sea, so I love all kinds of water sports, but this is definitely my favourite. It was quite difficult to learn at first because you have to pull up the sail, which is quite heavy, and keep your balance at the same time. Now I'm actually quite good and have even won a few competitions recently. I can't describe to you how amazing it is to feel the power of the wind pushing you through the waves.

Unit 8b – Ex. 8 (p. 125)

Interviewer: We spoke to some young people to find out about what sports they play and what they like about them.

Speaker 1: I love tennis. I've been playing since I was quite young. At first I used to play first for fun, but now I take part in different tournaments around the country. I've even won some prize money!

Speaker 2: Football is my life and I play as often as I can. Recently, I left my boots in another team's changing rooms and I missed a match because I didn't realise. I was more upset about that than losing my boots.

Speaker 3: In the winter, I go snowboarding as often as I can. Even though I've been doing it for a long time now, still nothing beats the thrill of sliding fast down a mountain. It still gives me a real rush of energy and an amazing feeling of excitement every time I do it.

Speaker 4: I started swimming as part of my therapy after I broke my leg. After my leg was better, I carried on going because I loved it so much. I go at least three times a week now.

Speaker 5: My sport is ice skating. I've been doing it for quite a long time now, but I don't take it very seriously. I'm not at all bothered about competing. I just do it because I enjoy it and for the exercise.

Unit 8e – Ex. 2 (p. 130)

- A:** Yes, can I help you?
B: Oh, yes please. I'd like to join the swimming club.
A: OK, let me just fill in an application form for you. What's your surname, please?
B: Davis...that's D-A-V-I-S.
A: OK, and your first name?
B: Peter.
A: Date of Birth?
B: It's the second of the tenth 1995.
A: Right, and could you give me a telephone number please?
B: Sure. It's 9765054.
A: 9765054...ok, got it. And would you like to give us an email address, too? We sometimes email our members with special offers or notices.
B: Oh, that's good. My email address is sdavis123@gmail.com.
A: OK, and could you give us an emergency contact number please. You can give us the number of a close relative or friend.
B: Err...ok, I'll give you my mum's mobile number. It's 07862132091.
A: 07862132091. Is that right?
B: Yes.
A: OK, and the address, please?
B: 17, King Street.

Tapescripts

A: OK, and which swimming sessions do you think you'll be attending?

B: Err...what are the choices?

A: There's Monday, Wednesday or Friday.

B: Wednesday I think.

A: OK, I'll tick Wednesday and you can always change your mind later.

B: OK, thanks.

A: Now, just a couple more questions. Do you have any health problems at all, such as asthma?

B: No, none.

A: OK, that's great. And finally...do you already have any swimming certificates at all?

B: No, actually I'm a total beginner.

A: OK, that's fine. Right, that's everything! Welcome to Brighton Swimming Club!

B: Thanks. Bye!

Workbook Tapescripts

Unit 1

Exercise 2 (p. 5)

Speaker 1: I came at the bottom of the class in my maths exam. My teacher was so disappointed in me. She asked me if I had studied for the exam and I couldn't lie to her. I had to tell her that I had played computer games instead of revising. I felt really ashamed of myself. (boy)

Speaker 2: I am not very confident. Whenever a teacher asks me to give a talk in front of the class or asks me a question in class, I get really uncomfortable and embarrassed. My face goes red and I can't speak. I wish I wasn't so shy. (girl)

Speaker 3: My friend didn't hold his tongue. I told him a secret that I didn't want anyone else to know and he didn't keep it. What's worse, he told the biggest gossip in class! I still like my friend but I will never tell him anything I want kept secret again! He is too unreliable. (boy)

Speaker 4: My dad got a new job so we had to move to London. I'm really happy to be here but I'm finding it hard to make friends at my new school. Everyone in my class is so trendy and cool. I just don't feel I fit in. Usually, I'm a really confident person who has no problem making friends ... but my new classmates make me really nervous. (girl)

Speaker 5: I find communicating with my mother almost impossible! We fight every single day. She always wants to do things her own way. (girl)

Unit 2

Exercise 3 (p. 15)

Interviewer: I recently spoke to some people about their shopping habits and experiences. Here's what they had to say.

Speaker 1: Last week, I bought a pair of jeans but when I tried them on at home I noticed a hole in one of the pockets. I took them back to the shop so they could give me a new pair but they only offered me my money back. They didn't want to give me another pair of jeans.

Speaker 2: My favourite place to shop is the local flea market. I love going there because I can find just about anything I want at very low prices. Of course, I usually have to walk around for quite a while before I find what I'm looking for, at the price I want to pay for it!

Speaker 3: I don't really like going into the centre of town to do my shopping. My neighbourhood has all the shops I need, just a ten-minute walk from where I live.

Speaker 4: I bought a used TV a few days ago. My friend says that it'll break down soon but so far it has been working perfectly. It's like brand new!

Speaker 5: Every time I go to Mama's bakery I'm sure to get something that's just out of the oven. What's more, everything smells so delicious, I always end up buying something extra that I didn't go in for!

Unit 3

Exercise 4 (p. 25)

Woman: If you love teaching and are looking for a challenging new career why not consider the Brentford Secondary School in Helsinki?

Here at Brentford our teachers help students develop their problem solving abilities and strengthen their communication skills. Our focus is on higher learning and preparing our students for the future.

Currently, we are looking for educators in the field of English and Science to join our team. Applicants must be energetic, friendly, native English speakers and have no less than 2 years teaching experience with teenagers. Furthermore, all candidates must be available to start in August of 2009.

There will be an open day on 12th May between 9 am to 2 pm for all interested applicants. Members of the teaching staff will be there to greet visitors as well as give guided tours. All those who attend should remember to bring a detailed CV, reference letters and a recent photo.

Only qualified candidates will be contacted for an interview. Interviews will be held throughout the month of June.

We look forward to welcoming you to the Brentford Secondary School.

For further information regarding our open day or programmes and activities offered at our school, visit www.BrentfordSecondary@School.fi.

Unit 4

Exercise 3 (p. 35)

John: What do you think of this checked shirt for my sister's graduation tonight?

Workbook Tapescripts

Maria: I don't like it. Why don't you try on this plain dark brown shirt instead? It looks smart and classy. I think it's perfect for the occasion.

John: I don't think dark colours suit me.

Maria: Of course they do! Try it on.

John: I also need a jacket. My old one doesn't fit me any more.

Maria: How about this grey jacket?

John: Isn't grey old-fashioned?

Maria: John, grey is really trendy right now.

John: Mmm, all right ... Do you think it matches my shoes and blue jeans?

Maria: Hang on, you're not thinking of wearing those scruffy jeans, are you?

John: Why not?

Maria: They're far too casual. Wear these plain ones instead. They're more elegant.

John: Wow, this outfit's perfect. You really do have a good fashion sense.

Maria: Thanks.

Unit 5

Exercise 4 (p. 45)

Radio Announcer: Good morning listeners. Today I am pleased to have the mayor of Greenfield Park here with me. The mayor is here to talk about a pleasant activity that his office has organised for the first half of the weekend. Welcome Mr. Mayor, you are now on the air.

Mayor: Thank you Doug and greetings to all listeners. First of all, I'd like to thank all those who gave generously in last month's fundraiser to help the poor. I'd also like to congratulate the Dagwood Construction Company for volunteering their time to renovate an old building at the edge of town for the homeless. Today I'm here to let everyone know about a fun activity that all members of the community can take part in. On Saturday May 15th, everyone is welcome to come and help make Central Park a cleaner place!

Radio Announcer: Wow! That's a great idea Mr. Mayor. Where should volunteers meet?

Mayor: Well, I'll be leaving my office near town square at 10:00 am and meeting volunteers at the fountain in Central Park.

Radio Announcer: Tell us a little bit more about the activity, Mr. Mayor.

Mayor: Certainly. Volunteers will be grouped into teams of five and will be handed three rubbish bags. Each team will be given an area of the park to clean. The first team to clean their area will be awarded a prize.

Radio Announcer: What will they win?

Mayor: A brand new bicycle each. The teams in 2nd and 3rd place will win tickets to the theatre. Refreshments will also be given to all those who participate.

Radio Announcer: That sounds great! Thank you Mr. Mayor for stopping by. For those of you who are listening, don't miss this special event!

Unit 6

Exercise 4 (p. 55)

1 Listen to Pat telling Stella about her holiday. Why didn't she like her hotel?

- A Her room didn't have a view.
- B There was too much noise.
- C The food was bad.

Pat: I won't stay there again! As soon as I arrived, I knew I had made a bad choice. The hotel was under repair! My room was very nice with a great view. And the food wasn't bad at all. But with all the noise the builders were making, I couldn't get any sleep. It was the worst hotel experience I've ever had.

2 You overhear a conversation between a passenger and a flight attendant. The passenger ...

- A didn't see the seat belt sign on.
- B feels nervous.
- C is not feeling well.

A: Excuse me sir, but the seat belt sign is on. You'll have to take your seat.

B: Yes, I know it's on but I have to stretch my legs.

A: You'll have plenty of time for that later, sir.

B: Yes, but the problem is I've got a sharp pain in my leg and I'm worried.

A: OK sir. There is a doctor on this flight. Sit down and after take-off I'll bring him over to see you.

3 Listen to a radio announcement. There is time for people to ...

- A evacuate.
- B board up windows.
- C drive to safety.

This is a severe weather alert for the Seacrest area. In the next 2 hours a hurricane will reach the town of Newport. There is no time to evacuate. You are advised to quickly close all doors and windows and to stay indoors. Drivers must leave their vehicles immediately and get inside the nearest building. Once again within 2 hours a hurricane will hit the Seacrest area ...

Workbook Tapescripts

4 Listen to a conversation between a hotel receptionist and a hotel guest. The guest isn't on the reservation list because ...

- A The hotel didn't book him a room.
 B He booked for the wrong day.
 C His credit card doesn't work.
- A: I don't understand what the problem is. I called last week and reserved a room.
 B: Unfortunately, sir, your name doesn't appear to be on our reservation list. Maybe there was a problem with your credit card?
 A: That's impossible. It's a new card and it's working fine.
 B: And you're sure you booked for tonight, sir? May the 15th?
 A: Yes. I'm positive I didn't book for the wrong day.
 B: Of course you didn't, sir. Well, it must have been a fault on the part of the hotel then let me put you in our best suite to apologise for not booking you a room.

Unit 7

Exercise 3 (p. 65)

Welcome class. Please take your seats. This afternoon is your final English exam. I know that most of you sat your final History exam this morning, and that two of you have just come from your final French oral exam. So you've had a stressful day already. But don't worry, three more hours and it will all be over. So, take a deep breath and relax.

Let me tell you about this exam. The exam is five pages long. You have exactly three hours to finish it. There are both multiple choice questions and essay questions to answer. Multiple choice questions are worth one mark each. Essay questions are worth 10 marks each.

The following exam rules apply. Print your name clearly on the top right hand corner of the first page of the exam only. If you need to leave the room to go to the bathroom, raise your hand and wait until I am at your desk to ask me. This is an open-book exam, but you are only allowed to use the course text book. You are not allowed to use your own personal notes.

Next, I want to give you the following advice. If you don't know an answer in the multiple choice section, guess. An incorrect answer is better than none at all and you have a 25% chance of choosing the correct answer. If you happen to finish before the three hours is up, I advise you to look back carefully over your work as you

may spot some mistakes. Finally, remember what I have taught you this year about essay structure. Namely, provide a clear introduction and conclusion in your essays.

Finally, I want you all not to worry. While the exam is not easy, and retakes are not possible if you fail, I don't expect any of you will fail this exam. The work of everyone in this class this year has shown me that you are all more than capable of getting above 50%.

So, class, it is now time to begin. The time is five minutes to two. Please turn over your exam papers now. You have five minutes to look at the exam. You are not allowed to write anything in these five minutes. Just use it to look at the questions. At two o'clock I will tell you that you can start to write and the first thing you will do is put your name on the exam paper. So, heads down and no talking for the next three hours please. Good luck to everyone!

Unit 8

Exercise 4 (p. 75)

Speaker 1: I can't believe we lost. Yes, our opponents are a great team but I know we are better!

Speaker 2: He's right. We could have beaten them. And we can't say we haven't been practising. We're always on the ice!

Speaker 3: Maybe that is the problem. We are just too tired. Four games in two weeks is a lot.

Speaker 4: Well, we now have a week to relax. The good thing is that we're playing the next game at home, so we'll have the advantage.

Speaker 5: Yes. If we can win the next game, we still have a great chance of winning the Cup. We're not out of the competition yet!

Pairwork Activities Key

Student A

(Suggested Answers)

1B

- B: Who is the youth club for?
 A: All teens are welcome at the youth club.
 B: Where is the meeting place?
 A: The address is 22 Oxford Street.
 B: When do they meet?
 A: They meet Wednesday and Friday evenings at 6 pm.
 B: What activities will they be doing?
 A: Teens will be able to play sports, chat about music, watch films, as well as other things.
 B: How do teens join the youth club?
 A: They should call Joanna on 0799750443.

2B

- B: What items are available at the Bay Road Market?
 A: You can purchase flowers and plants at the market.
 B: Where is the market located?
 A: It is at Harbour Square, 55 Bay Road.
 B: What time is it open?
 A: It is open from 6 am until 3 pm.
 B: Is there a bus that goes there?
 A: Yes, you can catch the number 221 or the number 223 from outside the Sydney Opera House.
 B: Where can I find more information about the market?
 A: You can visit their website at www.sydneymarkets.com.

3B

- B: Who is allowed to enter the inventors' competition?
 A: Anyone in school between the ages of 13-16.
 B: Is there a prize?
 A: Yes, you can win £1000.
 B: Where can I find an entry form?
 A: You can get an entry form from the website.
 B: When do the entry forms have to be in by?
 A: All entries must be received on 16 May, by 5 pm.
 B: Does the invention have to be anything special?
 A: It must be completely original.

4B

- B: How old do you have to be to be the next supermodel?
 A: You must be between the ages of 17-25.
 B: Who would you live with?
 A: You could live in a house with 12 other contestants.
 B: Where are the auditions held?
 A: The auditions are in London, at Park Square Stadium.
 B: When are the auditions?
 A: On 14 July.

- B: What could you win?
 A: The winner will get £10000.

5B

- B: Where is the fundraiser fair located?
 A: At Allenstown Square, in Kingsley.
 B: How much do the tickets cost?
 A: It doesn't say.
 B: When is the fundraiser fair?
 A: The fundraiser fair is Sunday, 18 May.
 B: Where does the money that is raised go to?
 A: The money will go to help the victims of Cyclone Nargis.
 B: Who should I contact for more information?
 A: You can contact Mrs Tyler on 031198236674 for more information.

6B

- B: What is the bridge at the Grand Canyon Skywalk made of?
 A: The bridge is made from glass.
 B: How high is the bridge above the Grand Canyon?
 A: It is 1,200 metres above the Grand Canyon.
 B: What can you see from the bridge?
 A: You can see amazing views of the Colorado River and Granite Gorge.
 B: How far is the bridge from Las Vegas?
 A: The bridge is a three-hour drive from Las Vegas.
 B: Where can I make reservations to see it?
 A: You can make reservations at their website www.grandcanyonskywalk.com.

7B

- B: How many open days are there at the University of Hertfordshire?
 A: There are two open days at the university.
 B: When is the Law Department's open day?
 A: It is 12 June.
 B: What is the name of the train I should take to get there?
 A: You should catch the Northern Express.
 B: Where do I catch the train?
 A: You can take it from Euston Station.
 B: When can I contact the university offices?
 A: You can contact the university offices between 9 am and 5 pm.

8B

- B: How much do adults have to pay to join the karate club?
 A: Adults must pay £300 a year to join the club.
 B: How much does it cost for children 12 and under?
 A: It costs £100 a year for children 12 and under.

Pairwork Activities Key

- B: When are the karate lessons?
 A: The lessons are Monday from 6-8 pm and Thursday 6-9 pm.
 B: Are there any special offers?
 A: Yes, if you join today you will get 25% off all club clothing.
 B: How can I join the karate club?
 A: You can join the club by calling James on 014497893822.

Student B

(Suggested Answers)

1A

- A: What is the name of the speaker at the body language seminar?
 B: The speaker is Dr Penny Tyler.
 A: When is the seminar?
 B: The seminar is Saturday, 23 March.
 A: Where is the seminar going to be?
 B: The seminar will be at The London Conference Centre, in Room 2.
 A: Do students get a discount?
 B: Yes, students get a 25% discount.
 A: When are booking lines open?
 B: Booking lines are open Monday to Friday, from 9 am until 9 pm.

2A

- A: When is the new seafood restaurant opening?
 B: It is opening tomorrow night.
 A: What is the address?
 B: The address is 85 Bridge Street.
 A: What hours will the restaurant be open?
 B: The restaurant will be open from 6 pm until late.
 A: What can you eat there?
 B: You can eat every kind of seafood you can imagine!
 A: Will I get a discount if I use the voucher?
 B: Yes, you will get 50 % off your bill if you show your voucher.

3A

- A: What is the name of the shop that has a job opportunity?
 B: The shop is called The Teenage Clothing Shop.
 A: What age of worker are they looking for?
 B: They would like someone between the ages of 15-19 years old.
 A: What day does the shop need someone to work?
 B: The job is for Saturdays.
 A: What do you have to love in order to get this job?

- B: You must love fashion in order to do this job.
 A: Who should you speak to for more information about this job?
 B: You should call Sasha or Claire, on 01829964328.

4A

- A: What is the name of the salon?
 B: The salon is called OH! LA LA!
 A: How much does a manicure cost at the salon?
 B: A manicure costs from £15.
 A: Are hair treatments available at the salon?
 B: Yes, there is a wide range of hair treatments available.
 A: Who should I speak with to make an appointment at the salon?
 B: You can call Sharon on 07579683384.
 A: What days is the salon closed?
 B: The salon is closed Sundays and Mondays.

5A

- A: What does the disaster relief group need?
 B: The group needs volunteers.
 A: What was the natural disaster?
 B: Hurricane Bernard.
 A: When does the group need your help?
 B: They need help on the 12th and 13th of August.
 A: What will people be helping with on the Sunday?
 B: Volunteers will hand out food supplies to victims.
 A: Who should I contact for more information?
 B: You can call Mike Sanders on 0800999991.

6A

- A: Where should we meet for the Venice Ghost Walking Tour?
 B: The tour will meet in the Main Square.
 A: How much does the tour cost?
 B: The tour costs €25.
 A: Who is the tour suitable for?
 B: The tour is suitable for people that speak English, Italian, French, Spanish or German.
 A: Are there any special offers?
 B: No, there are no offers.
 A: Is there a time when the tour is not available?
 A: The tour is not available during the winter months.

7A

- A: What is the name of the MP3 player?
 B: It is called "Creative Zen".
 A: How much does it cost?
 B: It costs £84.99.
 A: Is there anything included for free?
 B: Yes, there is a re-chargeable battery included with the price.

Pairwork Activities Key

- A: How can I order this MP3 player?
B: You can only get it online.
A: Are there any special offers?
B: Yes, if you buy it today, you will receive a 5% discount off any other music product.

8A

- A: Where is the sailing school located?
B: The sailing school is in Cyprus.
A: When is the sailing school?
B: The sailing school is offered from May until October.
A: How much does it cost for the beginner course?
B: The beginner course is £150.
A: Are there any special offers?
B: Yes, if you book online today, you will save 15%.
A: Where can I find more information on the sailing course?
B: You can visit their website for more information at www.cyprussailingschool.com.

Spotlight on Russia Key

Socialising

Suggested Answer

- A: What other social etiquette advice would you give to a foreigner visiting Russia?
- B: Well, if you are invited to someone's home you should always be on time or no more than 15 minutes late.
- A: Well yes, that's just common courtesy anywhere! I don't like being late for anything. What else would you suggest?
- B: If you are invited for a meal, you should offer to help the hostess with the preparation or clearing up after a meal is served.
- A: Oh right, some people don't actually like their guests to help.
- B: Well I suppose they can always say no thank you, but it is polite to offer.
- A: That's good advice. Thanks.

Activities

When you travel to Russia on business, there are a few things you should know about etiquette. Russians do not like to be rushed, so take things slowly and explain your business clearly. Also, you should have all of your written materials in both Russian and English. Finally, remember to be polite and show respect towards everyone in the room.

As far as dressing for a business meeting, you should try to be formal and conservative. Men should wear a business suit and tie and women should wear a suit with a skirt that covers the knees. Lastly, your shoes should be well polished.

Food & Shopping

Suggested Answer

- A: Tell me Nadia, how often do you eat out?
- B: Not that often really. Maybe once a month, I prefer to cook myself.
- A: Really? What types of dishes do you like to cook?
- B: I like to make traditional dishes, like golubtsy and beef stroganoff.
- A: Mmm, beef stroganoff is my favourite. Do you know any other Russian dishes?
- B: I can make borshch quite well and I also enjoy making desserts like fruit kisel and pies.
- A: Do you have any old family recipes?
- B: Yes, I have a pie recipe from my grandmother. But of course, it's a family secret!

Activities

My favourite national dish is Chicken Kiev. It is a popular dish of boneless chicken breast pounded and rolled around cold butter, then breaded and fried. I like to make it at least once a week.

If I was to have a welcome dinner for a friend, this would be my menu:

Starter - Buzhenina

Soup - Solyanka with mushrooms

Main course - Beef stroganoff

Dessert - Apple pie

Great Minds

Suggested Answer

- A: So Ivan, if you had the chance, would you go into space?
- B: Oh yes, definitely. I think it would be thrilling to go into space?
- A: Wouldn't you be afraid?
- B: Well yes, I suppose a little. But I think it would be worth it to see the Moon and the Earth from space. I would love to actually walk on the Moon and see it up close.
- A: Do you think people will ever be able to travel in space?
- B: Oh I hope so. Right now you have to be very wealthy to buy your way into space, but I think one day it will be available to everyone. I think anyone who wants to go into space, should have the choice to go.
- A: What do you think people would have to study to become a scientist?
- B: I suppose it would depend on what kind of scientist they wanted to be. If you want to be a physicist, you would have to study Physics.
- A: What if you wanted to be a cosmonaut?
- B: You would probably have to have some type of science background and maybe a degree in Engineering or Mathematics.
- A: Yes, I suppose you're right. They must have to work very hard and be quite bright.

Activities

Yuri Gagarin

He was the first person to travel into space, in 1961. He became famous and travelled all over the world talking about his experience as a cosmonaut. Gagarin continued to work for the space programme, although he never returned to space. Sadly, he was killed in a plane crash on 27 March 1968, at the age of 34.

Special Interests

Suggested Answer

- A: Do you find national costumes interesting?
- B: Yes, I do. I think we can learn a great deal about various cultures from their national costume.
- A: Really, how?
- B: Well, it can tell you many things about the place and the people. Things like geography and climate, national colours and symbols, a person's profession and even their social class or status.
- A: I never thought about it like that, but I suppose you're right. Have you ever worn a national costume?
- B: Yes, I have. I'm a member of the local dance group and during the summer festival we had to perform in a national costume. Have you ever worn one?
- A: No, but I have seen people wear them during parades and festivals. They looked very smart and the people wearing them seemed quite proud to be wearing them.
- B: Yes, I'm sure. I know I felt honoured to wear it during my performance.

Activities

(Ss' own answer)

Natural World

Suggested Answer

- A: Do you know any traditional herbal medicines?
- B: Oh yes, there are many different herbal medicines. They seem to be quite popular these days.
- A: Which ones do you use?
- B: I have used Siberian ginseng in the past for stress and I've also used wormwood to help with digestion.
- A: Did they work?
- B: Yes, they did.

Activities

(Ss' own answer)

Cultural Exchange

Suggested Answer

- A: Hi Stephan, have you ever visited the World Heritage Site called Kizhi?
- B: Yes, I have. I really enjoyed it. Have you ever been there?
- A: Yes, I have. I think it is very important to visit places like Kizhi.
- B: Why do you say that?

- A: I think places like this show us what life was really like in the past. It is important for all of us to realise where we came from and how people used to live. We can learn so much more from actually seeing these things, rather than just reading about them in a book.
- B: I guess you're right. What exactly did you learn about life in the past from visiting Kizhi?
- A: I learnt what the houses were like in the past and saw the tools and household objects people would have used every day. It was fascinating.
- B: I think I'll have to visit Kizhi again, I don't remember seeing all of that.
- A: I'll go along with you then. I'd love to visit there again.

Activities

The Moscow Kremlin and Red Square

The Moscow Kremlin sometimes referred to as simply The Kremlin, is a historic fortified area at the heart of Moscow, overlooking the Moskva River (to the south), Saint Basil's Cathedral and Red Square (to the east) and the Alexander Garden (to the west). It is the best known kremlin (Russian citadels) and includes four palaces, four cathedrals, and the enclosing Kremlin Wall with Kremlin towers.

Education

Suggested Answer

- A: Do you know if there are any differences between the Russian school system and another foreign system?
- B: Well, I do know that in England, children go to primary school from ages 5-11. then secondary school from 11-16 and then, if they pass the proper exams, they go on to do their A-levels from ages 16-18. But they only go to school five days a week in England.
- A: So, it is similar to the Russian system?
- B: Yes, it seems to be. I think it is a good system.
- A: What do you think are the strong and weak points of the Russian education system?
- B: I think the fact that they offer so many courses and several foreign languages is a real strength. Russians students are given many opportunities to study various things. The thing that concerns me the most is the long summer break. I think it is too long and students can forget some of the skills they learnt the year before.

Spotlight on Russia Key

A: Yes, I agree the holidays are quite long, especially for the young children. What are you proud of in your school?

B: My school specialises in Maths and Science and we have excellent scores in our final exams.

A: What's your favourite place in school?

B: I love Science and my favourite place is the Biology lab. I like doing experiments and learning with a hands-on approach.

Activities

(Ss' own answer)

Pastimes

Activities

(Ss' own answer)

Suggested Answer

A: What is your favourite sport?

B: My favourite sport is ice-hockey. I love skating and I find ice-hockey is such an exciting, fast sport.

A: Can you play it in the summer or the winter?

B: Well, if you're lucky, you can play it summer and winter. Some places have indoor ice-hockey arenas where you can play year round. Of course, we play it all winter outdoors!

A: Is there any sport that you would like to try that you have never played before?

B: I've never gone cross-country skiing and I would really like to give that a go. It looks like it would be a great workout. And the scenery would be lovely if you were out in a forested area or in the mountains.

A: It is a great physical activity. You should definitely try it.

The Play

Script and General Stage Directions

Although these stage directions suggest that the narrator(s) will always stand downstage right (DR), behind the Canterville Chase signpost, they may stand on either side, and may leave the stage between their lines, or even deliver the narration offstage by means of a microphone and speaker system. When a narrator is onstage, however, they should stand where they do not interfere with the action or obstruct the view of the audience.

It is suggested that, rather than standing in a spotlight when delivering their lines, the Narrator(s) should use a torch held just below chin level and pointing upward, for a 'spooky' effect.

Characters: Ghost

Mr Otis

Mrs Otis

Washington

Virginia

Twins

Mrs Umney

Lord Canterville

Duke of Cheshire

Narrator(s): At least one student
dressed all in black.

For the purpose of this
production, the Narrator's part
will be played by a student.

The Play

Stage Directions

Scene 1

House lights off. Curtains open. Music starts. The cast sing the song. (See Choreography for ideas.)

Note: *The stage is in darkness; each member of the cast holds a torch just below chin level, pointing up, which they switch on at appropriate moments to light their face in a 'spooky' way; a dim, narrow spotlight or hand-held torch is shone on the net curtain from behind, and bat/etc cutouts are dangled in front of the light to cast shadows on the net.*

Spotlight off. Narrator moves into position, DR. Music ends. Curtains close.

Narrator begins as the apron lights come up. Mr Otis and Lord Canterville are DC; they mime conversation until the Narrator's lines end.

Lord C looks over each shoulder, making sure the Ghost is not within earshot, then speaks as if sharing a secret.

Mr Otis is smiling, gently teasing Lord C.

Script

Scene 1

SONG - A HAUNTED HOUSE

Something's strange at Canterville
Something's not quite right
With shadows moving on the walls
And noises in the night

CHORUS:

*Never buy a haunted house
That's the golden rule
If you buy a haunted house
You must be a fool!*

People live at Canterville
But not for very long
It only takes one ghostly laugh
To show them something's wrong

REPEAT CHORUS

Narrator: When the American minister, Mr Hiram B Otis, bought Canterville Chase, everyone told him that he was very foolish. Even Lord Canterville, who wanted to sell the house, tried to tell Mr Otis that it was a mistake to buy it.

Lord C: I must be honest with you, Mr Otis. There is something very strange about this house. My family and I don't stay here very often.

Mr Otis: But what is so strange about the place?

Lord C: There is a ghost here. It visits anyone who lives or stays here.

Mr Otis: Are you sure?

Lord C: Oh yes. My poor old aunt, the Dowager Duchess of Bolton, once felt two hands on her shoulders as she dressed for dinner.

Mr Otis: Two hands?

Lord C: Yes. The hands were cold and hard, like the hands of a skeleton. My poor aunt was very frightened. She became ill, and she never really got better.

The Play

Mr Otis takes Lord C's arm in friendly fashion and leads him slowly L.

Mr Otis, now at far L of apron, stops and laughs.

Mr Otis shakes his head.

Mr Otis laughs again.

*Lord C wags a finger to warn Mr Otis.
Apron lights off. Mr Otis and Lord C exit through curtains. Narrator turns "FOR SALE" sign to "SOLD".*

*Narrator's light on for the lines, then off.
Curtains open. Mrs Umney (UR) nods to Virginia, the Twins and Washington as they enter and stand UL, DL and DR respectively. Mr and Mrs Otis enter, and Mrs Umney greets them, indicating the tea things on the table next to her.*

Mrs Otis advances CS, stops and points at the bloodstain on the floor.

Mrs Umney nods and picks up the teapot.

Mrs Otis puts a hand to her chest — at first it seems she is shocked by the mention of blood, but then she makes it clear she is upset by the idea of dirty floors.

Mrs Umney puts the teapot down, advances downstage and speaks dramatically, as if expecting a horrified response.

Mr Otis: Did anyone else see the ghost?

Lord C: The Reverend Augustus Dampier also saw it. Dampier went to Cambridge University, you know. He's very clever, and not the kind of man who imagines things.

Mr Otis: No, of course not.

Lord C: We are afraid to stay in this house. We hear strange noises in the halls and in the library at night.

Mr Otis: I'm not afraid. I want to take the house — and the ghost.

Lord C: You are a brave man.

Mr Otis: I come from a modern country, where we have everything that money can buy. There is nothing in Europe that we don't have in America, and there are no ghosts in America, you know!

Lord C: I'm afraid that the ghost is real. It is more than three hundred years old.

Mr Otis: I don't believe in ghosts. There is no such thing!

Lord C: I hope you are happy in the house, but you must remember that I warned you, and you did not listen to me.

Narrator: Mr Otis bought Canterville Chase, and a few weeks later, he moved into the house with his family.

Mrs Umney: Welcome to Canterville Chase. I have tea ready for you.

Mrs Otis: Oh dear! There's a mark on the floor.

Mrs Umney: Yes, madam. That is blood.

Mrs Otis: How horrible! I don't want blood on my floors!

Mrs Umney: That is the blood of Lady Eleanore de Canterville. Her husband, Sir Simon de Canterville, murdered her there in 1575.

The Play

Mrs Umney looks around at each member of the family, obviously enjoying telling her tale of horror, then returns upstage. There is little reaction from the Otis family.

Washington takes a marker pen from his pocket, rubs at the stain (crumpling the red paper in his free hand), then steps back. The lights dim; a flash of lightning from window UC; SFX – Thunder. Mrs Umney faints onto the sofa. Mr Otis looks towards the window, then speaks calmly as the lights return to normal. Virginia calls out and kneels beside Mrs Umney.

Mrs Otis clutches Mr Otis' arm again, it seems at first she is shocked, but she shows that she simply disapproves.

Mr Otis speaks loudly over his shoulder in Mrs Umney's direction, clearly intending her to hear.

Mrs Umney sits up quickly, then gets to her feet before speaking. She wags her finger at Mr Otis, warning him.

Mrs Otis waves away Umney's warning with her hand as she advances DC. Apron lights come up.

Mr Otis moves DC to stand next to his wife, and Washington moves downstage in front of the curtain line. Mrs Otis half turns and speaks to Mrs Umney over her shoulder. Music starts. Curtains close.

*Mr & Mrs Otis and Washington sing the song.
(See Choreography for ideas.)*

*Apron lights off.
Actors exit through
the curtains.
Music ends.*

Mrs Otis: Murdered?

Mrs Umney: Sir Simon disappeared suddenly nine years later. No one ever found his body, but his ghost haunts this house. No one can clean the blood from the floor.

Washington: That's silly! I can clean it up right now with Pinkerton's Stain Remover! You see?

Mr Otis: What terrible weather they have in this country!

Virginia: Look at Mrs Umney!

Mrs Otis: My dear Hiram! What can we do with a woman who faints?

Mr Otis: We can take money from her wages every time she faints.

Mrs Umney: You must not make the ghost angry, sir. Terrible things happen in this house.

Mrs Otis: Ghosts! Ha!

Mr Otis: We don't believe in ghosts.

Mrs Otis: But we would like some tea.

SONG - I DON'T BELIEVE IN GHOSTS

You can tell me stories
Of ghosts who walk the halls
But I will only laugh at them
For I'm not scared at all

CHORUS:
*I simply don't believe in ghosts
And really, nor should you!
How can something scare you
When you know that it's not true?*

Spiders give me nightmares
And snakes can make me scream
But ghosts can never scare me
For they're no more than a dream

REPEAT CHORUS

Scene 2

Narrator removes the "SOLD" sign. Narrator's light on for the lines, then off. Curtains open. Soft light SL.

Mr Otis and Washington stand outside the half-open door; Washington has removed his jacket; Mr Otis is wearing slippers, with a long dressing gown and a shawl or scarf to cover his costume from the previous scene.

Mr Otis is holding the door handle, waiting for Washington to finish so he can go to bed.

Mr Otis delivers his line, exits through the door and closes it behind him.

Washington exits DR. Pause, then SFX – Chains; sound of footsteps approaching from UR. The Ghost enters the light and walks up and down, shaking his chains. (Note: the Ghost holds the chains looped around his wrists.)

Mr Otis opens the bedroom door, steps out, shows the Ghost a small bottle, puts it on the table, then exits through the door and closes it behind him.

The Twins, in nightshirts or dressing gowns, enter the light from UR, throw pillows at the Ghost, then exit UR. The Ghost glares angrily in the direction taken by the Twins; he bends and peers at the bottle, bewildered, then turns and complains to the audience. Lights off. The Ghost takes off his chains. Stagehands remove the bottle, pillows and chains. Brief pause, then Narrator's light on.

SFX – Armour. Narrator's light off. Dim light SR. The Ghost is in front of a pile of armour on the floor. Mr Otis and the Twins enter the light from UL. Mr Otis shouts at the Ghost, who jumps in fright.

The Twins pretend to shoot him. The Ghost makes a 'magic' gesture; SFX – Ghost disappears; light off immediately; Mr Otis & Twins exit DR. Pause, then lights on SL. The Ghost is in front of the door; he gives a ghostly laugh of triumph.

Scene 2

Narrator: The Otis family didn't believe in ghosts, but the ghost was determined to change their minds.

Washington: Father, every morning, when I come down for breakfast, the stain is on the library floor again.

Mr Otis: The stain?

Washington: Yes, the blood stain. I clean it every day, and every night it comes back.

Mr Otis: Never mind, son. It's just dirt. Good night.

Washington: Good night, father.

Mr Otis: My dear sir, your chains are making a terrible noise. You really must oil them. This is a bottle of Tammany Rising Sun Lubricator. It's just what you need.

Twins: Take that, you silly ghost!

Ghost: This is terrible! People should not treat ghosts in this way! They should shake and scream. They should run and hide. They should leave Canterville Chase and never come back! Why aren't they afraid?

Narrator: The next night, after the family went to bed, the Ghost tried to put on a suit of armour which stood in the hall. However, the armour was very heavy and it fell to the floor.

Mr Otis: What are you doing, sir?

Twins: It's the silly ghost! Let's shoot him! Pow! Pow!

Ghost: Ahahahahaha!

The Play

*Mrs Otis (in a long dressing gown and slippers) opens the bedroom door, steps out, shows the Ghost a bottle, puts it on the table, then exits through the door and closes it. The Ghost looks at the bottle and gives a cry of frustrated rage. He advances angrily DL. Spotlight up DL; stage lights off. Curtains close. Music starts. The Ghost sings the song.
(See Choreography for ideas.)*

*Spotlight off.
The Ghost exits through the curtains. Music ends.*

Scene 3

Narrator's light on. Curtains open. Very dim light, SR. The Ghost is sitting on his bed, looking miserable. Narrator's light off. SFX – Storm; a flash of lightning, SR.

The Ghost stands up, rubbing his hands together happily. After "Americans", the lights fade SR and come up dimly SL. The Ghost speaks as he enters the light and tiptoes towards the door. He sees the Otis Ghost and screams. Lights out; pause; light up SR. The Ghost is sitting on his bed, shivering with fright. Narrator's light on. The Ghost stops shivering and stands up; he takes a step or two forwards, hesitates and steps back. Narrator's light off. Speaking to the audience, the Ghost squares his shoulders and sticks his chin out, looking determined. Light off SR.

Narrator's light on. Lights up slowly SL, brighter and warmer than before. Narrator's light off. The Ghost tiptoes nervously into the light, then stops. He advances again, now suspicious rather than afraid.

Mrs Otis: You sound ill. Please, take this bottle of Doctor Dobell's medicine. It's just what you need.

Ghost: Argh!

SONG - RESPECT

A ghost should be well-respected
People should run in fear
People should shake and shiver
Whenever a ghost comes near

CHORUS:
*Why can't they just respect me?
I'm terrible and I'm bad
They tease me when they should fear me
It makes me so very sad*

A ghost should be free to frighten
To rattle and moan and sigh
People should fear my hauntings
Children should scream and cry

REPEAT CHORUS

Scene 3

Narrator: The ghost was very upset. He stayed in his room and didn't come out, except to make a new blood stain in the library each night. But one night, there was a terrible storm.

Ghost: A storm! Tonight is the night! It is time to frighten those stupid Americans! First, I must frighten that boy who keeps cleaning up the blood stain! Aaaaagh! What's that?

Narrator: After a while, the ghost felt brave again. He decided to go and talk to the other ghost.

Ghost: Two ghosts are better than one. We can frighten the family together.

Narrator: When the sun came up, the ghost went back to the hall outside Washington's bedroom. The other ghost was there, but now it looked different.

The Play

The Ghost lifts a fold of the Otis Ghost's sheet and exclaims in surprise. He removes the sign, reads it aloud, then exclaims angrily. Lights off. The Ghost moves DR. Stagehands remove the Otis Ghost.

Narrator's light on for the lines, then off; lights up SL.

The Ghost enters the light from DR and walks hesitantly towards the door, looking over his shoulder repeatedly and talking as if he is trying to convince himself.

The Twins suddenly jump out of the darkness UR, behind the Ghost, and shout very loudly.

The Ghost jumps and screams, then turns and shouts at the Twins.

The Twins laugh and point at the Ghost. Lights off. Twins exit quickly.

Narrator's light on. Light comes up SR. The Ghost is lying on his bed, curled up into a ball. Narrator's light off.

Music starts. Spotlight up slightly R of DC. The Ghost gets out of bed and sings the song. (See Choreography for ideas.)

Spotlight off. The Ghost lies down on his bed and curls up into a ball again. Music ends. Lights off. Curtains close.

Ghost: It's not very frightening at all. Oh! What does this say? "THE OTIS GHOST. THE ONLY TRUE GHOST!" Those foolish Americans tricked me! How can I make them sorry for this?

Narrator: The Twins played terrible tricks on the ghost. They made him upset and nervous.

Ghost: I have to appear in the hall at night. I have to make strange and terrible noises. It's my job, and I must do it.

Twins: BOO!!

Ghost: AGH! Horrible children!

Twins: Silly ghost!

Narrator: The ghost was so frightened of the Twins that he became quite ill. He spent most of his time in his room and often stayed in bed.

SONG - ENOUGH IS ENOUGH

Those nasty twins are after me
It's just not fair, why can't they see?
I'm big and bad, I'm mean and cruel
But they just treat me like a fool

CHORUS:

*Enough is enough, I can't work here
They only laugh, they feel no fear
What can I do if I can't scare?
Why don't these people seem to care?*

Before they came I had it made
The Cantervilles were so afraid
But now these people laugh at me
I'm just as sad as I can be

REPEAT CHORUS:

The Play

Scene 4

Narrator begins as the apron lights come up. Virginia and the Duke are DL, facing each other and holding hands. (Note: Virginia has a large handbag on a long strap over her shoulder.)

Curtains open as the Duke exits SL and Virginia starts to walk slowly SR. Apron lights down; light up SR. The Ghost is sitting on his bed, looking miserable. Virginia stops in surprise when she sees him, then goes to stand next to him, putting a hand on his shoulder.

The Ghost looks up miserably at Virginia.

The Ghost hangs his head in shame, then lifts it up in defiance.

The Ghost shakes his head as he explains.

Virginia puts her hand to her chest in shocked sympathy. She opens her bag and reaches inside.

The Ghost puts a hand up, gesturing to her to stop. She puts her bag down next to the bed.

Virginia puts her hands on her hips and looks angry. She points an accusing finger at the Ghost.

The Ghost spreads his hands in a gesture of hopelessness. Then he starts to cry, covering his face with his hands.

Virginia puts her arm around the Ghost's shoulder, comforting him.

Scene 4

Narrator: The young Duke of Cheshire was in love with Virginia and wanted to marry her one day.

Virginia: I want to change my clothes before we go horse riding again!

Duke: Of course!

Virginia: Oh, Ghost! You look sad. Don't worry —my brothers are going back to school tomorrow. You must be good until then.

Ghost: How can I be good? It is my job to walk in the hall, to make a noise with my chains and to frighten people.

Virginia: Mrs Umney told us that you killed your wife. Is that true?

Ghost: Yes, it is true. But it was a family problem, and it's no one else's business.

Virginia: It's wrong to kill people.

Ghost: You don't understand. My wife was a terrible woman. And her brothers starved me to death! That was unkind, even though I did kill her.

Virginia: They starved you to death? Oh, poor ghost. Are you hungry? I've got a sandwich in my bag.

Ghost: No, thank you. I never eat or sleep, but you are very kind. You are not like the rest of your rude, dishonest family.

Virginia: My family are not rude or dishonest! You are dishonest! I know you took all the paints from my paint box to make the stain in the library.

Ghost: Well, what could I do? It is so difficult to get real blood these days. Oh!

Virginia: Oh, don't cry! Why are you sad?

The Play

The Ghost looks up at Virginia, pleading with her.

The Ghost takes both of Virginia's hands in his.

Virginia lifts the Ghost's hands to help him to his feet, then leads him DC. Apron lights up. Curtains close. Music starts and Virginia sings the song to the Ghost.

(See Choreography for ideas.)

Lights out. They exit through the curtains. Music ends.

Scene 5

Narrator's light on. The Otis family and Duke, on the dark apron, call Virginia. Narrator's light off. SFX – Virginia returns; curtains open slightly; soft spotlights up DC; Virginia is in the opening, holding a box of jewels. Mrs Otis goes to Virginia and puts a hand on her shoulder. Washington follows her. The Duke, Mr Otis and the Twins move closer to Virginia on the other side.

Virginia is calm and serious; she opens the box and shows the heap of jewels inside.

Virginia exits through the opening; the Duke and her family follow her. Lights off; pause, then curtains open; light comes up SR. Virginia and the Duke are UR. Mr Otis steps into the light from UL, with Mrs Otis and Washington on either side of him.

Ghost: I want to sleep – but I need you to help me.

Virginia: How can I help you?

Ghost: You can help me get to the Garden of Death. You can ask the Angel of Death to let me sleep forever.

Virginia: I'm not afraid. Let me help you.

SONG - LET ME HELP YOU

We all need someone to care
When times are bad or life's unfair
When you don't know what to do
You know that I am here for you

CHORUS:

*Let me help you, don't be sad
Nothing's really quite that bad
All you needed was a friend
And now your pain is at an end*

Hold my hand and come with me
I can help you to be free
All your sorrow's in the past
And you can go to sleep at last

REPEAT CHORUS

Scene 5

Narrator: The Otis family couldn't find Virginia, and they were very worried. Then, at midnight, they heard a strange noise in the hall.

Mrs Otis: It's Virginia! Thank goodness!

Mr Otis: Where were you?

Virginia: I was with the ghost. He gave me these jewels.

Mrs Otis: Oh, my dear! We were all so worried!

Virginia: You must come with me. I have something to show you.

Mr Otis: My word! It's a secret room!

The Play

The Twins step forward, point at the skeleton, and rush DR for a closer look.

Virginia kneels by the skeleton's head.

The Duke kneels next to Virginia and lifts up the jug and plate (putting them down behind him at the end of his lines, so they are not in the way).

Mr Otis shakes his head in sympathetic sorrow.

The Duke puts his arm around Virginia, kisses her cheek and helps her to her feet. Apron lights up as they move DC, with the Otis family advancing downstage behind them.

Music starts. Curtains close. The Duke and Virginia sing the song, joined by the rest of the cast in the chorus. (See Choreography for ideas.)

Lights down.

Mrs Otis, Washington & the Twins exit through the curtains.

Lord C enters. Music ends.

Scene 6

Narrator begins as apron lights come up. Lord C, Virginia, the Duke and Mr Otis are DC. The men wear a black mourning band on their left sleeve.

Lord C shakes his head, as if unable to believe what has happened, and sighs.

Mr Otis takes a step or two R and holds out the box of jewels to Lord C.

Twins: Look! A skeleton!

Virginia: This is Sir Simon. He was a bad man, but in the end he was very sorry. His wife's brothers kept him here until he died.

Duke: Look how his hand is reaching out for food and water. The jug and plate were too far away for him to reach.

Mr Otis: Now we know the ghost's secret. What a terrible story!

Virginia: His sadness is over. Now he can sleep.

Duke: You are an angel.

SONG - SECRETS

Secrets are like treasure
Precious things to hide
Do you tell your secrets
Or keep them all inside?

CHORUS:

*We all have our secrets
The things we never say
We keep them all inside us
Each and every day*

Secrets can be painful
They make sadness grow
Sometimes we need to share them
To let our sadness go

REPEAT CHORUS

Scene 6

Narrator: Four days later, there was a funeral at Canterville Chase. Lord Canterville came from Wales.

Lord C: Well, well! The Canterville Ghost is gone.

Mr Otis: These jewels belong to your family. They are worth a lot of money, and you must take them.

The Play

Lord C shakes his head, smiling, then takes the box and hands it to Virginia as Mr Otis steps back L.

Virginia nods respectfully to Lord Canterville.

The Duke takes Virginia's free hand in both of his, kneels and looks into her eyes.

Virginia smiles happily; the Duke stands up and they hug each other, then stand arm-in-arm.

Narrator delivers the lines, then moves C to stand between Lord C and Virginia.

Curtains open. The actors on the apron step back to join the remainder of the cast.

Music starts. The cast sing the song. (See Choreography for ideas.)

Lord C: No, no. These jewels are Virginia's. Sir Simon wanted her to have them, and she must keep them.

Virginia: Thank you, Lord Canterville.

Duke: You can wear the jewels when we get married, Virginia. What do you say?

Virginia: Oh, Cecil! I'd love to!

Narrator: So Virginia became the Duchess of Cheshire. The Duke and Duchess loved each other very much, and they lived happily ever after at Canterville Chase.

SONG - A HAPPY ENDING

Sir Simon is at peace now
His story's at an end
He told the world his secret
And found a loving friend

CHORUS:

*This is a happy ending
The story turned out right
The past is all forgotten
The future's looking bright*

Canterville is peaceful
A happy place to be
The house is full of laughter
And a happy family

REPEAT CHORUS

THE END

The Play

Scenery/Props

Props	Scene 1	Scene 2	Scene 3	Scene 4	Scene 5	Scene 6
Canterville Chase signpost	✓	✓	✓	✓	✓	✓
FOR SALE/SOLD sign	✓					
torches (10)	✓					
bat/spider cutout(s)	✓					
bloodstain	✓					
painting	✓					✓
tea set on tray	✓					
table	✓	✓	✓			✓
vase of flowers	✓	✓	✓			✓
sofa	✓					✓
chains		✓				
bottle of oil		✓				
pillows (2)		✓				
suits of armour (2)		✓				
shield on wall		✓				
bottle of medicine		✓				
bed			✓	✓		
Otis Ghost			✓			
Virginia's handbag				✓		
box of jewels					✓	✓
skeleton					✓	
metal plate & jug					✓	

- The torches, vase of flowers, marker pen, bottles, pillows, metal plate and jug, wooden jewellery box and costume jewellery can all be brought in by students. They might also be able to find/borrow a 50-60 cm length of chain, heavy enough to make an audible clanking.
- The FOR SALE/SOLD sign, bat and/or spider cutouts, bloodstain, painting and shield can be made by students in Arts & Crafts lessons. The sign should be a rectangular white card with red lettering on each side, to be hung from the Canterville Chase signpost by a loop of string. The bat/spider should be cut from cardboard and fastened to two long threads. The bloodstain can be an irregular circle of thin paper, painted dark red. The painting and shield can be of painted cardboard and attached to the wall by adhesive putty or tape.
- The Canterville Chase signpost, fireplace, armour, Otis Ghost and skeleton may require slightly more elaborate construction (*see below for details*). If preferred, however, they may be simple painted cardboard cutouts supported by a wooden/cardboard stand.
- The furniture, tea set and drawing room curtains may be borrowed. The table should be small and round. The bed should be small and plain, with a plain blanket. The couch and curtains should, if possible, be appropriate to the period and colour scheme.

The Play

- The Canterville Chase signpost may be of plywood or stiff cardboard which is then painted; it should be attached to a piece of light wood, about 1 metre in length, securely fastened to a firm base. There should be a small hook or pin from which to hang the FOR SALE/SOLD sign so that the Narrator can easily turn it over and later remove it.
- The fireplace may be made of plywood, stiff cardboard or polystyrene (styrofoam) and then painted. The fire may be a painting; for greater realism, battery-powered torches may be concealed behind a log of firewood (real, or papier mache/polystyrene) and covered with red and/or orange cellophane. Alternatively, there are various lighting appliances which simulate the appearance of moving flames, but you should bear in mind that the need for an electrical lead may complicate scene changes.
- The armour may be made of rolls of cardboard, covered in aluminium foil or painted silver; the helmets may be motorcycle helmets covered in aluminium foil; the gauntlets/boots/etc may be carved from polystyrene and covered in foil. The standing suit of armour (which we suggest since the audience might otherwise not be able to recognise what the fallen pile of armour is) will require a wooden frame to support it.
- The Otis Ghost may be made by fixing an upside-down broom (or length of wood with a crosspiece at/near the top) securely to a chair, draping this in an old sheet and fixing on a spherical head made of papier mache or carved polystyrene, which is then painted. The eye sockets may be painted red, perhaps with luminescent paint for dramatic effect. A hand-lettered sign, which the Canterville Ghost must be able to remove easily, hangs around its neck.
- The skeleton may perhaps be borrowed (e.g. from a school Biology department); if this is not possible, it may be made of a cardboard/plywood frame covered by moulded papier mache or carved polystyrene 'bones' which are then painted. (If the skeleton is dressed in ragged shirt and trousers, only the skull, neck, arms, hands and feet need be modelled.) It is 'chained' by fetters made of cardboard covered in aluminium foil, which are attached to the wall by adhesive putty or tape.

The Play

Costumes & Make up

[Note: Since it might be impractical to obtain or make accurate period costumes of the late 19th century, the cast (except for the Ghost) may wear more modern dress, but their costumes should still appear slightly dated.]

Narrator(s): Black trousers and a black, long-sleeved T-shirt or pullover with a high neck.

Lord Canterville: A dark suit and waistcoat, obviously formal and old-fashioned, with a white shirt and conservative tie or *foulard*; a pale, wrinkled face; grey hair in an old-fashioned style, perhaps with a grey beard and moustache.

Mr Otis: For Scenes 1, 5 & 6, a conservative suit, waistcoat and tie with a white shirt; for Scene 2, a floor-length dressing gown and scarf/shawl, so that his 'daytime' costume is concealed, with slippers and perhaps a nightcap; wrinkles on the forehead and around the eyes; a neat hairstyle, perhaps with greying temples; if possible, a 'handlebar' moustache and fluffy sideburns.

Mrs Otis: For Scenes 1, 5 & 6, a long, formal dress in a conservative colour; for Scene 2, a floor-length dressing gown, so that her 'daytime' costume is concealed, with slippers and perhaps a scarf or cap covering her hair; an unlined face with discreet makeup; hair elaborately arranged in a conservative, 'middle-aged' style.

Washington: A suit, less conservative than Mr Otis', perhaps with a waistcoat, and a slightly flamboyant shirt and tie; a youthful face and hairstyle.

Virginia: A long, quite formal dress in a lighter, brighter colour and more youthful style than Mrs Otis'; a fairly large handbag with a long shoulder strap, preferably similar in colour to her dress; a 'fresh' face with no obvious makeup; long (preferably blonde) hair, worn loose or tied back with a ribbon in a child's style.

Twins: *[Note: as far as possible, the Twins should be dressed in identical costumes.]* For Scenes 1, 5 & 6, dark jackets and dark shorts, with knee-length socks and white shirts; for Scenes 2 & 3, dark pyjamas or nightshirts, with slippers and perhaps nightcaps; makeup to increase their resemblance to each other; identical hairstyles and hair colour (preferably blond).

Mrs Umney: A long, plain black dress, with white collar and cuffs, a white apron and cap; a pale, wrinkled face with thin lips; grey/white hair, pulled back in a tight bun.

Ghost: *[Note: strict historical accuracy is not important, but the Ghost's costume should be plainly several centuries out of date and may be very ragged; the following suggestion is just one of many possible choices.]* A white shirt with long wide sleeves, lace cuffs and a large lace cravat (or ruffle), a pale waistcoat reaching down to the knees, white tights and ballet slippers; a very pale, extremely wrinkled face, perhaps with shadows to make it resemble a skull, and red-rimmed eyes; long, stringy grey hair.

The Duke: A tasteful, expensive suit with waistcoat, plain shirt and tie; a youthful face and hairstyle.

The Canterville Ghost Key

Before you start

The Author

- 1 He was born in Dublin.
- 2 His mother was a poet and a journalist. His father was a writer and a doctor.
- 3 He went to Oxford University in England.
- 4 He travelled to America, Canada and France (Paris).
- 5 He married Constance Lloyd.
- 6 He had two sons.
- 7 He wrote his first book of fairy tales in 1888.
- 8 His first and only novel was The Picture of Dorian Gray.
- 9 His first play was Lady Windermere's Fan.
- 10 He died on 30 November 1900.

Background Information

- | | |
|----------------------------------|---|
| 1 Scottish – Irish | 6 three – many |
| 2 father – children | 7 English languages – many languages |
| 3 scary – funny | |
| 4 Australia – America | 8 old people – adults |
| 5 physical – cultural | |

The Plot

- 3 **Ascot** – the town near where the story is set
- horse racing** – Ascot is famous for this
- beautiful old house** – this is called Canterville Chase
- 300-year old ghost** – a ghost that lives in the house
- Lord Canterville** – is the previous owner of the house
- Otis family** – the American family that come to live in the house
- frighten** – the ghost tries to frighten the family
- twin boys** – play tricks on the ghost
- oil** – what they give him for his noisy chains
- ghostly voice** – they give him medicine for this
- depressed** – the ghost becomes depressed because he can't scare them
- help** – one of the family helps the ghost

The Characters

- | | |
|-------------------------|------------------------|
| 1 The Canterville ghost | 5 Mrs Otis |
| 2 Virginia | 6 Washington |
| 3 The twins | 7 Mrs Umney |
| 4 a) Mr Otis | 8 Lord Canterville |
| b) Mrs Otis | 9 The Duke of Cheshire |

Episode 1

Before Reading

1 (Suggested Answers)

Lord Canterville is warning Mr Otis outside the house. The other picture shows a lady who is frightened because she sees two hands on her shoulders in the mirror.

- 2 top hat, windows, reflection, carriage, candles, dressing table, carpet, beard, waistcoat, chimneys, gown, perfume bottle, mirror

While Reading

- | | | | |
|-------|-----|-----|-----|
| 3 1 F | 3 T | 5 F | 7 T |
| 2 F | 4 F | 6 F | |

After Reading

4 (Suggested Answers)

- I believe in ghosts, because I have heard about many people who have seen or heard ghosts./I don't believe in ghosts, because I think people who see or hear ghosts are imagining things or dreaming.
- I think some people believe in ghosts because they really believe that they have seen or heard one.
- I think I would like to visit a haunted house, because it would be very interesting to see what happens and if it seems real./I wouldn't like to visit a haunted house, because I think I would be very scared.
- The Otis family might see the ghost.

Episode 2

Before Reading

- 1 The Otis family arrive at Canterville Chase. They go to the library. The housekeeper becomes ill.

While Reading

- 2 1 Mr Otis has four children.
- 2 It started to rain.
- 3 Mrs Umney met the family at the door.
- 4 Lady Eleanore de Canterville was murdered there.
- 5 Washington removes the stain with a stain remover.
- 6 Mr Otis wants to take money from Mrs Umney's wages if she faints again.

The Canterville Ghost Key

After Reading

3 (Suggested Answers)

- I think Mrs Umney fainted because she is afraid that the Canterville ghost will be angry.
- I think Virginia is kind. Mr Otis is not kind, because he wants to take money from Mrs Umney if she faints.
- I think Sir Simon murdered his wife because she was a horrible woman.
- I think Sir Simon might have run away after he murdered his wife.

Episode 3

Before Reading

1 (Suggested Answer)

When the family finds another stain on the library floor, they talk about this in the morning. One night when the family is asleep, the ghost makes a noise with his chains. Mr Otis wakes up and he gives the ghost a bottle of oil so the chains don't make so much noise.

While Reading

- | | |
|--------------------|----------|
| 2 1 eleven o'clock | 5 grey |
| 2 hall | 6 dirty |
| 3 terrible | 7 wrists |
| 4 red eyes | 8 bottle |

After Reading

3 (Suggested Answers)

- 1 I think Mr Otis is a clever man. He knows the ghost's chains are a problem because they have woken him up, so he thinks the oil will get rid of the noise./I think Mr Otis is very foolish, because he might make the ghost angry.
- 2 I don't think Mr Otis is afraid, because he still doesn't believe in ghosts.
- 3 I think the ghost feels very annoyed, because shaking his chains and making a noise are ghostly, but he didn't frighten anyone.

Episode 4

Before Reading

- 1 The twins are throwing a pillow at the ghost.
- 2 I think he feels very upset.
- 3 I think the ghost feels angry now.
- 4 The room is very bare and spooky.

While Reading

- 1 The ghost throws the bottle of oil on the floor.
- 2 The ghost is green when he disappears.
- 3 The servants left the house.
- 4 The ghost blew his candle out.
- 5 The ghost thinks and plans for the rest of the night.

After Reading

3 (Suggested Answers)

- The family feels that the ghost is making too much noise and he is waking them up. The twins feel that the ghost is funny.
- I think the ghost is scary, because he walks around the house shaking his chains and making a terrible noise. He looks very frightening./I think the ghost is funny, because he gets very angry and it is difficult to take him seriously.
- The ghost wants to be on his own so that he can think.

Episode 5

Before Reading

1 (Suggested Answers)

Virginia is looking out the window. I think she is feeling very sad.

- 2 The family is talking about the ghost again when they eat together. I think the ghost makes a plan and it doesn't work. He tries to pretend to be an old soldier in a suit of armour and the suit of armour probably falls off. This makes a noise and wakes Mr Otis and the twins.

While Reading

- | | | |
|---------------|----------|------------|
| 3 1 breakfast | 4 armour | 7 medicine |
| 2 polite | 5 shoot | |
| 3 colour | 6 noise | |

After Reading

4 (Suggested Answers)

- I think the ghost is not using blood for the stain, as blood isn't purple or green.
- The ghost tries to frighten the family by putting on a suit of armour to look fierce. He then laughs in a ghostly way.
- If I was a ghost, I would appear in people's bedrooms at night while they were sleeping. I would laugh very loudly and touch them to wake another person and disappear.

The Canterville Ghost Key

Episode 6

Before Reading

1 (Suggested Answers)

I think there are two ghosts, because the other ghost is a pretend one. The ghost covered with the sheet is the Canterville ghost. His eyes are red. The other ghost has big teeth and a head like a turnip. The Canterville ghost has no teeth and a human head.

- 2 The second ghost has fallen apart. The Canterville ghost feels very angry because he knows he has been tricked again.

While Reading

- 3 2 He wraps himself in a sheet.
3 He sees another ghost.
4 He runs away to his room.
5 He goes back to the hall the next morning.
6 He touches the other ghost and its head falls off.
7 He knows the Otis family has played a trick on him.

- 4 1 quiet 2 old 3 bald 4 sun

After Reading

5 (Suggested Answers)

- I think the Otis family made the Otis ghost to show the Canterville ghost that they think he is funny, not scary. Also, it was a trick to scare the Canterville ghost.
- I feel sorry for the Canterville ghost, because he is trying so hard to do his job as a ghost but the family are playing terrible tricks on him and making him look very silly./I don't feel sorry for the ghost, because he wants revenge on the Otis family and that isn't very nice.

Episode 7

Before Reading

1 (Suggested Answer)

The ghost trips over string tied to furniture in the hall. A bucket of water falls on the ghost's head.

- 2 shield, candelabra, bucket, night cap, spears, puddle, pencil, wallpaper, portrait

While Reading

- 3 1 The ghost had to appear every week because it was his job.

- 2 The ghost took oil to put on his chains so they wouldn't make a noise. He didn't want the family to know he was there.
3 A bucket of water fell on top of the ghost's head from the twins' bedroom door.
4 The ghost wasn't wet all over because he had taken off his head.
5 The ghost stayed in his room because he became ill.

After Reading

4 (Suggested Answers)

- I think the twins' tricks are a bit unkind because they make the ghost look silly and he feels very upset. Also, the ghost might hurt himself.
- I don't think the ghost will leave Canterville Chase, because he has lived here for three hundred years. It is his home.

Episode 8

Before Reading

1 (Suggested Answers)

Virginia is in the doorway of the ghost's room. The ghost is feeling very sad because he can't do his job properly and the twins are always laughing at him.

- 2 I think Virginia and the ghost are going to a secret part of the house behind the ghost's room. I think Virginia is feeling scared.

While Reading

- 3 1 F 3 F 5 T
2 T 4 T 6 F

After Reading

4 (Suggested Answers)

- I think the ghost and Virginia went to the Garden of Death.
- Virginia will probably see the Angel of Death and talk to him about the ghost.
- I think that Virginia will come back, because she is only visiting this secret place.
- I think the ghost is good, because all he wants to do is his job and frighten people in his house. He is just a sad ghost./I think the ghost is bad sometimes, because he is always planning revenge and he says the Otis family are rude and dishonest.

The Canterville Ghost Key

Episode 9

Before Reading

1 (Suggested Answers)

- 1 She is carrying something she has taken from the Garden of Death. It may be a box or a small bag.
- 2 Virginia's family is shocked because she has appeared from a hole in the hallway.
- 3 The family are in a room which is probably underneath the house – a cellar.
- 4 I think the skeleton is Sir Simon Canterville. The skeleton is reaching its left arm out.

While Reading

- | | | |
|---|-------------|--------------------|
| 2 | 1 Virginia | 4 Duke of Cheshire |
| | 2 the ghost | 5 the skeleton |
| | 3 Sir Simon | |

After Reading

3 (Suggested Answers)

- I don't Sir Simon deserved his punishment, because it would be a terrible thing to keep someone in a cellar without food and water, and he was sorry for what he had done.
- I think the family feels very sorry for the ghost now. Even the twins look a bit sad.
- I think the ghost told Virginia his secret because he thought it was best for her to know the truth about what had happened in the house.
- I tell my secrets to my family and my friends because I know they won't tell them to anyone else.

Episode 10

Before Reading

1 (Suggested Answers)

I think the story has a happy ending because, although a funeral can be sad, the ghost wanted to sleep. Also, a wedding is a very happy event. I think Virginia will marry the Duke of Cheshire.

While Reading

- 2 Lord Canterville sits in the first carriage.
- 3 Mrs Umney travels in the last carriage.
- 4 Virginia says goodbye to Sir Simon.
- 5 Mr Otis offers the jewels to Lord Canterville.
- 6 Lord Canterville gives the jewels to Virginia.
- 7 Virginia marries the Duke.
- 8 Virginia becomes the Duchess of Cheshire.
- 9 The Duke and Duchess visit her parents.
- 10 Virginia keeps a secret.

After Reading

3 (Suggested Answers)

- I think that Virginia met the Angel of Death with the ghost, and she talked to him so the ghost would be allowed to sleep.
- I think the story has a happy ending, because everyone is happy after a lot of sadness. The ghost is happy because he can sleep now. Mrs Umney is probably happy, because the ghost has found happiness. Virginia and the Duke of Cheshire are happy, because they are in love and they are now married.
- I liked the twins' tricks, because they were funny and the ghost didn't actually hurt himself.

Final Comprehension Quiz

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

(Suggested Answers)

- My favourite character in the story was Virginia, because she is a very good person and always thinks about other people's feelings.
- I didn't like the twins, because they were a bit too nasty to the ghost.
- I would like to visit Canterville Chase, because it is a very old house with a lot of interesting history.
- My grandmother says she had seen a ghost in a very old house when she was a girl. It was the ghost of the first owner.
- *The Secret of Canterville Chase.*

Project

(Suggested Answer)

Not so long ago in the south of England, a new block of flats was built in a tiny village just near the town of Ascot. The people who lived in the village were very upset because the builders had to knock down a famous old haunted house that had been there for over three hundred years. The ghost of the house was very angry that he had to move from Canterville Chase to the new Canterville Gardens. One of the families who came to live in the new flats had moved all the way from America. Mr and Mrs Otis had four children – two teenagers, Washington and Virginia, and two twin boys.

The Canterville Ghost Key

One dark night, the Canterville ghost decided to take his revenge. He went into the bedroom where Washington and the twins were sleeping, and changed his clothes. He felt great as he threw his old torn clothes into Washington's wardrobe and put on a pair of denim jeans, a sweatshirt and a new pair of trainers. Just as he was admiring himself in the mirror, the twins woke up and saw the ghost with his new clothes. They started to laugh as the ghost's hair was still long, grey and dirty.

"What's going on?" shouted Washington as he woke up. "Keep quiet, you two! I have an exam tomorrow." With that, he fell asleep.

The next day, as the family ate their evening meal, Washington was in a bad mood. He thought he had failed his exam and he blamed the twins for waking him up. The twins told the whole story but nobody believed them, not even Virginia. The twins stayed up the next night and waited for the ghost. They saw him walking into Virginia's bedroom. They started to laugh again and pointed their laser pens at his face. The Canterville ghost had never seen light like this. He ran into Virginia's bedroom and crashed into her television and DVD table. Virginia woke up and saw the ghost disappear in a flash of light. The ghost was really frightened this time and he wished he was back in his old house with the creepy cellars.

The following evening, the whole family talked about the ghost and what they should do. Suddenly, Virginia had an idea. She was a good girl and she believed that kind thoughts were the answer to any problem. The family sat in a circle and held hands. Virginia told them to wish that the ghost could go where he could be happy. She knew he would be sad in the modern world.

At the same time, as the family wished for happiness for the ghost, the people out in the streets saw a strange light come out of the modern building and go down towards a big oak tree in the garden. Nobody ever saw the ghost again, but the tree grows stronger every year and has lots of acorns for the squirrels to eat.

