

TEACHER'S BOOK



Virginia Evans - Jenny Dooley

Intermediate

C O U R S E B O O K

ENTERPRISE

4



Express Publishing



Express Publishing

Teacher's book

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Intermediate

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Note: There are four tests in two versions. Each test is provided with a marking scheme based on a total of 100 marks.

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Introduction

To the Teacher

Enterprise 4 Intermediate is a communicative course, specially designed to motivate and involve students in effective learning.

The course consists of four modules of three units each and provides systematic preparation for all the skills required in successful communication both in written and spoken form. Each unit is designed to be taught in six or seven teaching hours.

Components of the course are:

- Student's Book
- Teacher's Book
- Workbook
- Class cassettes (set of four)
- Student's cassette

The **Teacher's Book** contains:

- answers to the exercises in the coursebook, supported by teaching notes and optional extra activities
- video project work (photocopiable section)
- four tests of two versions each and answers (photocopiable section)
- answers to the exercises in the workbook
- The teaching notes provide guidance on how to deal with the material as it appears in each unit in the Student's Book. All tapescripts of the recorded material appear after the answers to the relevant sections. Each unit is preceded by the objectives applied in each exercise. Optional extra activities give teachers a different approach to various exercises. Answers to all exercises are provided.
- Photocopiable video project work is an extra activity which is planned to be done after the end of each unit (for further analysis see pp. 129 - 130)
- There are four tests of two versions each with answer sheets (to be used by students to fill in their answers) as well as the answers to each test and marking scheme. The tests help teachers check vocabulary and structures presented in the course. Each test is to be given every three units after students have done the relevant revision unit section in their book.
- Answers to the workbook exercises are provided in the last section of the Teacher's Book.

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Unit 1: People & Jobs



Objectives of Unit 1

Lead-in (p. 6)

introduce topic; brainstorm Ss' ideas; predict text content

Reading (pp. 6 - 7)

infer background information from textual clues; identify direct reference within the text

Vocabulary Practice (p. 8)

- Ex 1** deduce meaning of vocabulary items from context
- Ex 2** identify alternative words/expressions
- Ex 3** match words in collocations
- Ex 4** distinguish among commonly confused words
- Ex 5** identify equivalences between words and phrasal verbs
- Ex 6** practise use of dependent prepositions

Talking points: skim text for main points; make brief notes in order to give a short talk.

Language Development (pp. 9 - 11)

- Ex 1** present vocabulary related to jobs
- Ex 2** discriminate between pairs of easily confused words
- Ex 3** present adjectives related to jobs
- Ex 4** practise using vocabulary related to jobs (round-off)
- Ex 5** listen for specific information
- Ex 6** (free practice) discussion on various jobs
- Ex 7** distinguish between pairs of commonly confused words related to work
- Ex 8** predict content of listening text; prepare for a role-playing activity
- Ex 9** guided role-play of a job interview
- Ex 10** categorise vocabulary of physical description
- Ex 11** listen for specific information; use vocabulary to describe people's physical characteristics
- Ex 12** identify vocabulary items in pictures; distinguish between pairs of words used to describe clothes

- Ex 13** pre-listening: present vocabulary through pictures; listen to match descriptions with pictures; act out monologue based on listening input
- Ex 14** present vocabulary related to people's character
- Ex 15** free practice based on previous exercise

Grammar / Use of English (pp. 12 - 13)

- Exs 1-6** presentation of Present Simple, Present Continuous, too / enough
- Ex 7** distinguish between minimal pairs (recognise phonetic symbols for vowel sounds)
- Ex 8** infer meaning from intonation; pick out rising intonation expressing disbelief/surprise
- Ex 9** guess missing words from context (open cloze)
- Ex 10** word formation (identify parts of speech needed and derive from word-stem given)

Listening Task (p. 14)

blank filling; understanding gist and specific information

Speaking Task (p. 14)

express viewpoints based on visual prompts

Writing (pp. 15 - 17)

- Ex 1** brainstorm Ss' ideas on points to consider when describing people
- Ex 2** listen for specific information; use notes and ideas to form own description of people
- Ex 3** analyse focus of paragraphs in order to re-order composition
- Ex 4** work with vocabulary of descriptions of people; analyse paragraph focus
- Ex 5** distinguish narrative - descriptive style
- Ex 6** check Ss' understanding of guidelines covered in Writing section
- Ex 7** independent practice of elements introduced in Writing section

Unit 1 - People & Jobs



Lead-in (p. 6)

- **Jobs shown:** pilot, astronaut, acrobat, builder, waiter/waitress, dentist, bullfighter
dangerous jobs: pilot, astronaut, acrobat, builder, bullfighter
well-qualified: pilot, astronaut, dentist, bullfighter

- **(Suggested answer)**

(Before Ss answer this question T can ask them to think of various jobs which he/she then writes on the board, e.g. farmer, doctor, chef, clown, actor, reporter, teacher, etc.)

Some jobs are usually done by men (e.g. builders) as men are physically stronger than women.

- **(Suggested answer)**

I think bullfighters need to be strong and brave. They should also be quick-thinking, to avoid getting seriously injured.



- | | |
|------------------|----------------|
| 1. professionals | 6. Parla |
| 2. crowds | 7. gym |
| 3. dancer | 8. smoke |
| 4. woman | 9. stomach |
| 5. 1974 | 10. champion's |



Reading (pp. 6-7)

The Reading Task consists of a text followed by four-option multiple choice questions. T should explain to Ss how to treat this type of exercise.

Steps to be followed

- Skim-read the whole text.
- Carefully read each question and decide whether they are asking for specific or general information.
- Re-read the text looking for relevant information. Pay attention to the meaning of individual words.
- Make your choice (A, B, C or D). If you don't know the answer, use the process of elimination to help you decide.

- | | |
|-----------------|-----------------|
| 1. D (Ln 2-3) | 4. B |
| 2. B (Ln 17-21) | 5. B (Ln 32-38) |
| 3. D (Ln 30-31) | 6. A (Ln 46-47) |

(After Ss have done the Reading Task, T asks Ss comprehension questions.)

(Suggested comprehension questions)

- Were Cristina's parents pleased when she told them she wanted to be a bullfighter?
No, they weren't very pleased.
- Where did her parents send Cristina to train as a bullfighter?
They sent her to a bullfighting school in Madrid.
- What does Cristina look like out of the ring?
She's casually elegant, very feminine and wears her long blond hair loose.
- Is the world of bullfighting easy for a woman?
No, it isn't. A woman has to prove herself many times.
- When did Spanish women win the legal right to fight bulls on equal terms with men?
In 1974.
- Where does Cristina live?
She lives in Parla, south of Madrid.
- How does Cristina's mother feel towards her daughter's occupation?
She would be happy if Cristina quit but they get on well.
- What is Cristina's fitness programme?
She runs, works out in the gym and practises with her father in the afternoon.
- Does Cristina have any social life?
She has a rather limited social life since she has to follow her fitness programme strictly.
- How many times has Cristina been injured?
Twice lightly in the leg and once seriously in the stomach.
- What does Cristina think about after being injured?
She can't wait to get back to the ring.
- Who is Cristina managed by?
She's managed by Simon Casas.
- What does Cristina's manager think of her?
He believes that she's got a champion's mentality, courage and technique so she is going to be successful.



Vocabulary Practice (p. 8)

- [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]
- | | |
|----------------------------|-----------------|
| 1. socialise | 6. support |
| 2. novice | 7. professional |
| 3. face | 8. confidence |
| 4. masculine | 9. courage |
| 5. get my foot in the door | 10. mature |

3 (Ss should memorise these collocations. T checks in the next lesson.)

- | | |
|--------------|-------------------|
| 1. tough | 7. casually |
| 2. to give | 8. to take |
| 3. to win | 9. on equal terms |
| 4. to damage | 10. to wear |
| 5. limit | 11. to prove |
| 6. popular | 12. a champion's |

4 1. career 3. occupation
2. job 4. profession

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- | | | |
|-------------|-------------|-------------|
| 5 1. up | 3. in/up | 5. off/out |
| 2. away | 4. out/away | 6. out |
| 6 1. about | 6. of/about | 11. with/by |
| 2. with | 7. with | 12. in |
| 3. on/about | 8. in | 13. to |
| 4. about | 9. at | 14. with |
| 5. about/by | 10. to/on | |

Talking Points (p. 8)

(T writes the headings on the board and elicits answers from Ss completing the table, then he/she asks some Ss to report back to the class. T can assign this as written HW afterwards.)

Training: Bullfighting school in Madrid.

Problems: Bullfighting is a masculine profession and tough for a woman. Some male matadors won't fight if a woman is in the ring.

Fitness Routine: Running, working out in the gym, practising with her father in the afternoon.

Dangers: Injuries.

Qualities needed: A champion's mentality, courage and technique.

• (Suggested answer)

Sanchez trained for her profession at a bullfighting school in Madrid. She discovered that it is a very masculine profession which is difficult for female bullfighters. In fact, some male bullfighters won't even fight if a woman is in the ring. She has to train very hard, and every afternoon she runs, works out in the gym and practises with her father. Bullfighting can be very dangerous and Sanchez has received several injuries. Fortunately, she has the qualities needed to be a matador; she has a champion's mentality, courage and technique.

• (Suggested answer)

boxing/mining/working as a fireman/soldier/working on an oil rig, etc.



Language Development (pp. 9 - 11)

- 1 2. **baker** - He/She makes/bakes bread and cakes.
3. **secretary/typist** - He/She types letters and makes appointments in an office.
4. **doctor** - He/She helps people who are sick/cures sick people.
5. **boxer** - He/She fights in a ring.
6. **cashier** - He/She takes money from customers and gives receipts to customers in a shop.
7. **farmer** - He/She grows plants and rears animals for food.
8. **painter** - He/She paints the walls of buildings.
9. **magician** - He/She performs magic tricks.
10. **hairstylist** - He/She cuts and styles hair.

2 (T points out that the vocabulary items in Ex 2 are easily confused, therefore Ss should pay attention when using them. Ss first do the exercise on their own, then T checks round the class explaining each profession.)

- mechanic, engineer
- editor, publisher
- Lifeguards, bodyguards
- Booksellers, librarians
- journalist, newsreader
- astronomer, astrologer
- weather presenter, meteorologist
- Fishermen, fishmongers

3 (Before Ss do this exercise, T goes through the list of adjectives pointing out that these adjectives describe the qualities that certain professions demand. T explains unknown items and points out that each quality should be justified e.g. We can say that **salespeople have to be persuasive** but we have to justify this: **to get people to buy their products**. Ss do the exercise on their own, then T checks round the class.)

- | | | |
|----------------|-------------|-------------|
| 1. persuasive | 4. accurate | 7. patient |
| 2. intelligent | 5. polite | 8. fair |
| 3. friendly | 6. brave | 9. creative |

4 **pictures:** chef/cook, cameraman, policeman, clown, secretary

(Suggested answers)

Cameramen have to be **imaginative** when filming so that their films are interesting. They must also be **patient** as they may need to wait for hours for a good shot.

Policemen have to be **courageous** as they often find themselves in dangerous situations. They must also be physically **fit** because they might have to chase a suspect.

Cooks/Chefs have to be **creative** so as to make their food interesting.

Clowns have to be **cheerful, imaginative** and **creative** in order to make people laugh.

5	Qualities	Advantages	Disadvantages
(Executive)	hard-working , persuasive	well paid , people respect me	travelling a lot, not much free time
(Fire-fighter)	courageous, calm, fit	saving lives, exciting	dangerous , not well paid
(Nurse)	patient , sympathetic, caring	satisfying because you help people	not well paid , upsetting

Tapescript for Exercise 5 (to be heard twice)

Radio Presenter: We all have our own ideas about what certain jobs are like, but are we right? Today, we're going to hear three people talking about their very different jobs. Our first guest is James Barnes, a business executive. James, what kind of qualities do you need to be a business executive?

Business Executive: Being a business executive requires a number of qualities. You definitely have to be **hard working** or you'll never succeed. You also have to be **persuasive**, since doing business is all about getting people to see things your way. There are plenty of good things about being an executive: I mean, it's a **well paid** job, and **people respect me** for what I do. On the other hand, **there's a lot of travelling** and I **don't have much free time**. I enjoy it, though — it's the right kind of work for me.

Radio Presenter: Thank you, James. Our next guest today is Reg Bowles. Reg, what does it take to be a fire-fighter?

Fire-fighter: Well, the first thing you have to be is **courageous**. You have to keep **calm** at all times, and of course you have to be **fit** as well. The great thing about the job is helping people — you have the chance to **save lives**. It can be **exciting**, as well. Unfortunately it's a **dangerous** job. It's possible to get injured or even die on the job. Considering the risks, it's **not well paid** either. On the whole, though, I think the good things outweigh the bad ones.

Radio Presenter: I see. Thank you Reg. Finally, our last guest today is Jenny Baxter, a nurse. Jenny, what are the most important qualities for a nurse to possess?

Nurse: First and foremost, a nurse has to be **patient**. Sick people can be very difficult, and the worst thing you can do is lose your temper. You have to be **sympathetic** and **caring** too, so that people know you care about them. It's a very **satisfying** job — you always know you've done your best to **help people**. Unfortunately, it's **not a well paid** job, not in Britain anyway. It can be very **upsetting** as well, especially when people die. I can't imagine doing another job, though — nursing is my life.

Radio Presenter: Thank you, Jenny, and thank you again James and Reg. Now if you would like to know more about... (FADE).

- 6 (T asks Ss to work in closed pairs for 3 minutes and encourages them to use vocabulary from Exs 3, 4 and 5. T goes round class and checks. Then he/she invites some pairs to report back to the class. Alternatively, T can elicit answers from Ss and write them on the board. Ss then work in closed pairs for 2-3 minutes. T asks some pairs to report back to the class. At this stage, T should explain to Ss that when discussing a topic, they should not monopolise the conversation but should involve their partner, as this is a major part of successful pairwork. T assigns this exercise as written HW after Ss have done this in class.)

(Suggested answers)

pilot

qualities: brave, well-trained, etc.

advantages: well paid, can travel a lot, respected, etc.

disadvantages: risky, tiring, often away from home, etc.

miner

qualities: courageous, determined, not afraid of working underground, etc.

advantages: well paid

disadvantages: dangerous, dirty, tiring, risk of serious illnesses, etc.

fashion model

qualities: patient, fit, hard-working, etc.

advantages: well paid, exciting, glamorous, etc.

disadvantages: tiring, model has to retire at a young age, lack of private life

- 7 (T points out that the words in bold are related to jobs and allows Ss some time to look through the exercise. Then, T checks the answers, pointing out the differences in meaning between the words in bold.)

- | | |
|--------------------------|----------------|
| 1. salary | 5. redundant |
| 2. perks | 6. post |
| 3. CV (curriculum vitae) | 7. experienced |
| 4. apply | 8. part-time |

- wage** = regular payment for work (usu weekly)
salary = fixed regular payment to employees (usu monthly or yearly)
- perk** = money/goods given as a right (in addition to one's salary/wages)
bonus = payment extra to what is usually given

3. **CV (curriculum vitae)** = brief account of sb's previous career
application form = form listing qualifications and personal details which sb completes to apply for a post
4. **appoint** = to choose sb for a job
apply for = to make a formal request
5. **fire** = to sack; dismiss
be made redundant = to be dismissed from a job because one is no longer needed
6. **post** = position
vacancy = unfilled position
7. **experienced** = having knowledge gained through working
trained = having practical education on sth
8. **full-time** = working a complete normal working week
part-time = working less than a complete normal working week
- 8 (T elicits questions from Ss and writes them on the board. T points out that Ss can use words and get ideas from Ex 7 in order to form their questions.)

(Suggested questions)

Interviewer: How old are you? What are your qualifications? Have you got any experience? Where were you working before? May I see your CV? etc.

Applicant: What is the salary? Could you tell me what the working hours will be? What career prospects are there? etc.

(Questions heard)

Interviewer: 1. Where did you see the advert for this post?
 2. Have you brought your CV with you? etc.

Applicant: 1. Could you please tell me what the working hours will be?
 2. Could you tell me what salary I might expect?

CD **Tapescript for Exercise 8 (to be heard twice)**

Interviewer: Hello, Miss Jones. Thank you for coming. Please, sit down.

Applicant: Thank you.

Interviewer: Firstly, **where did you see the advert for this post?**

Applicant: I saw it in last Friday's *Evening Post*.

Interviewer: Mmmm. Now, **have you brought your CV with you?**

Applicant: Yes, here you are.

Interviewer: Thank you. Could you tell me a bit about your qualifications?

Applicant: Of course. I left school with 2 "A" levels in English and French. Then I did a diploma at Crewe College.

Interviewer: What sort of diploma is that?

Applicant: It is a secretarial and business diploma.

Interviewer: Fine. Could you tell me about any relevant experience you have?

Applicant: Yes. I worked at Francobank for 2 years, as a personal secretary to the director.

Interviewer: Would you mind telling me why you left?

Applicant: Well, the salary was fairly good, but there were no promotion prospects, so I decided to resign and look for something more challenging.

Interviewer: I see. Now, if you were to be offered a post, would you be able to start straight away?

Applicant: Yes, of course.

Interviewer: Excellent. Now, is there anything you would like to know about us?

Applicant: Yes, I have a few questions. **Could you please tell me what the working hours will be?**

Interviewer: Of course. The normal office hours are 9 am to 5 pm, with an hour for lunch. But we are quite flexible about this.

Applicant: That sounds fine. **Could you tell me what salary I could expect?**

Interviewer: Well, the starting salary is £750 a month before tax. After 6 months, the salary increases by 10%.

Applicant: Oh, that sounds good.

Interviewer: Well, do you have any more questions you'd like to ask?

Applicant: No, I don't think so. When could I expect to hear from you?

Interviewer: We have a few more people to see, but we hope to reach a decision by Friday. We'll be in touch by the end of the week.

Applicant: Thank you for your time. Goodbye.

Interviewer: Goodbye. And thank you.

- 9 (T elicits from Ss points to be included in their dialogues and writes them on the board - **CV, qualifications, experience, salary, working hours**. T also points out that this job interview is a formal situation and tells Ss to use the expressions that appear in Ex 9. Then T asks Ss to work in pairs for 3 - 4 minutes. T goes round the class and checks, then asks some pairs to report to the class.)

(Suggested dialogue)

A: Hello, Mr Watson. Thank you for coming. Now, firstly, would you mind telling me where you saw our advert?

B: It was in this month's *Kitchens and Catering*.

A: You sent us your CV and it looks very impressive. I see that you graduated from the Gourmet catering school.

B: Yes. I've always been interested in creating new dishes and after I finished my French degree at Oxford I decided to go to Paris to study catering.

A: Could you give me some more details about your post at the George Hotel?

B: Certainly. At the moment I'm in charge of planning all the hotel's menus for its three restaurants.

A: Why do you want to leave?

B: Well, I feel that I have done everything I can there and now I want a new challenge.

A: If you were to be offered this post when could you start?

- B:** It would not be until the end of the month, as I am training my replacement.
A: I see. Do you have any questions?
B: Yes. Could you tell me what salary I might expect?
A: It will be around £1,200 a month, but there will be a 10% increase after the first six months.
B: And what about the working hours?
A: Well, the hours vary from week to week but you will always have one day off every week. Is there anything else that you would like to know?
B: When could I expect to hear from you?
A: You'll be informed within the next three days.
B: Okay. Thank you very much. Goodbye.
A: Goodbye, and thank you.

- 10 (T goes through the list of words and elicits/explains the meaning, then Ss do the exercise. T allows Ss some time to decide on how to list the words. Meanwhile, T draws a table on the board and then checks round the class writing the correct answers under the correct headings. As an extension, T asks Ss to describe their partner using the vocabulary presented.)

Height	of medium height (+ tall, short)
Build	well-built, muscular, skinny (+ slim, slender)
Age	middle-aged, teenage (+ elderly, mid/early/late 20's,30's, etc., young, old)
Complexion	tanned, freckled, pale, wrinkled, spots (+ sunburnt, red)
Face	square, round, freckled, pale, wrinkled (+ oval, sunburnt, red, heart-shaped)
Hair	straight, wavy, curly, blond, shoulder-length, permed (+ brown, red, grey, dyed, short, long, white)
Eyes	almond-shaped, slanting (+ blue, green, brown, grey)
Nose	straight, crooked, hooked, curved (+ small, turned up)
Lips	full (+ red, thin)
Special Features	dimples, scar, mole, limp, tattoo, high cheekbones (+ earring, birthmark)

- 11 (T asks Ss to go through the table before they listen to the tape. Ss hear the tape twice and fill in the missing words. Then T checks the answers and invites two or three Ss to describe each of the suspects. T assigns Ex 11 as written HW.)

	SUSPECT 1	SUSPECT 2
Height	short	tall
Build	quite muscular	skinny
Age	mid-fifties/middle-aged	teenager
Complexion	tanned	pale
Face	round	square
Hair	thick, wavy, grey	short, blond
Eyes	blue	slanting
Nose	crooked	curved
Lips	thin	full
Special features	walks with a limp	tattoo

Tapescrpt for Exercise 11 (to be heard twice)

We interrupt this programme to bring you a news-flash. Two dangerous and heavily armed criminals are believed to be at large in the area of Riggsham following the robbery of Lloyds Bank this morning. Several police officers were seriously injured during the incident. The description of the two suspects seen leaving the scene of the crime together is as follows: The first man, and possibly the leader is described by witnesses as being short, quite muscular and middle-aged (probably in his mid-fifties) with tanned skin. He has a round face and very thick, wavy grey hair. He is also described as having blue eyes, a crooked nose and thin lips. He was wearing a long dirty overcoat and shiny black shoes and he walks with a limp. By contrast, the second suspect may still be a teenager. He is a tall skinny youth, well over six feet. He has pale skin and a square face with very short blond hair, slanting eyes, a curved nose and full lips. One witness noticed a large tattoo on his right arm. He was wearing tight blue jeans, a plain white cotton T-shirt and heavy boots. If you believe you have seen either of these people, please contact your local police station.

- 12 (Ss do Ex 12 on their own. T then asks Ss to read aloud and checks answers explaining/eliciting the meaning of unknown words.)

(first text) casual, loose-fitting, slip-on, short-sleeved, low-heeled

(second text) jacket, cuffs, blouse, collar, skirt, tights, boots, gloves, hat, buttons

- 13 Models A and D are casually dressed. Models B and C are formally dressed. Model A is wearing **trainers**. Model D is wearing **knee-high boots** and a **polo-neck jumper**. Model B is wearing **high-heeled, sling-back shoes**. Model C is wearing **braces**. Model D is wearing a **scarf** (round her waist). Model A is wearing a **leather jacket** and a **checked shirt**. Model B is wearing a **jacket which has a tie fastening at one side**.
Model A: Chris
Model B: Kate
Model C: Steve
Model D: Helen

(Note: Ss are not expected to describe each model's clothes in exactly the same way as Janet does. Simple but accurate descriptions are adequate. As an extension T can ask Ss to cut pictures from newspapers/magazines, stick them on a piece of paper and write a description of the people's clothes.)

Tapescrpt for Exercise 13 (to be heard twice)

Ladies and gentlemen, we are proud to present this year's winter collection. First, you will see our day-wear collection, all shown off by our gorgeous models.

First on the catwalk is Steve, wearing a classic-cut, two-piece black woollen suit.

Steve wears it with black shoes and a plain white shirt. The red and white spotted braces and the lively coloured tie brighten up the suit and make it more interesting. Thanks, Steve.

Dressed in comfortable clothes, Helen introduces our women's casual wear collection. Helen is wearing a pair of blue jeans and a black polo-neck jumper. The cowgirl style brown jacket and the knee-high brown boots add taste. Helen has thrown a jumper over her shoulders and added a hat and a belt with a silver buckle to the outfit. She has also tied a scarf round her waist to complete the look. Thanks, Helen.

What about men's casual wear? Well, colour is everything this season. Chris is wearing bright red jeans with a black leather jacket. He has chosen to combine these with a comfortable pair of black trainers rather than heavy boots. A checked shirt completes the outfit. A smart and trendy look to brighten up dark winter days. Thanks, Chris.

Dressed with classic elegance, Kate is wearing a white, two-piece suit. The skirt is short and is worn with a matching long-sleeved jacket. The jacket has a tie fastening at one side. She is wearing high-heeled, silver, sling-back shoes which perfectly complement this beautiful outfit. Thank you, Kate.

- 14 (T goes through the list of adjectives describing people's character and elicits/explains the meaning of each. T can also ask Ss to identify which of these adjectives are positive and which are negative in meaning. While checking Ss' answers, T points out that when we talk about negative qualities we use expressions such as: ... tends to be, ... seems to be, ... is sometimes, ... often, etc to avoid sounding rude and critical.)

- | | |
|-------------|---------------|
| 1. selfish | 5. optimistic |
| 2. reliable | 6. impatient |
| 3. generous | 7. persistent |
| 4. stubborn | 8. helpful |

- 15 (If Ss have difficulty with some of the adjectives, T can give examples to clarify meaning e.g. Little Tommy only has to ask for a toy and his parents buy it for him. They never say "no" to anything he asks for. Tommy is a spoilt child.)

(Suggested answers)

I would describe somebody as being ...

reserved when they don't talk about themselves a lot.

pleasant when they are nice to others.

bossy when they tell everybody what to do.

rude when they are not polite.

spoilt when they always get what they want.

sensible when they think carefully before doing something.

sensitive when they are easily affected emotionally by other people and situations.

shy when they feel uncomfortable talking to people.

sociable when they like to be with and talk to people.

(After Ss have done Ex 15 in class, T can ask Ss to make sentences using these adjectives as written HW.)



Grammar / Use of English (pp. 12 - 13)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1
1. Present Simple (b)
 2. Present Continuous (h)
 3. Present Continuous (a)
 4. Present Simple (e)
 5. Present Continuous (i)
 6. Present Simple (d)
 7. Present Simple (j)
 8. Present Simple (c)
 9. Present Continuous (g)
 10. Present Continuous (f)

(T asks Ss to justify their choice of tense for each blank)
e.g. 1 Dave **lives** (permanent state)

- 2
1. lives, works, has, earns, meets, leads, is expanding, is seeing
 2. are flying, takes off, arrives, owns, are staying
 3. bangs, is doing/does, is installing, is driving/drives, doesn't seem, bothers
 4. swims, lifts, is training, wants

3 (Suggested answers)

2. My city **is becoming** bigger as more and more buildings are being constructed.
3. I **am going** to the cinema on Monday.
4. Bill **is always biting** his nails.

5. At the weekend my friends usually **go** shopping/**go** to the cinema.
6. The sun **is** hot. Water **boils** at 100° C. The sun **rises** in the east, etc.

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

5 Daily routines (Suggested answers)

Secretary:

She probably gets up quite early, at about 7 o'clock so that she can get ready to go to work by nine. At work she answers the telephone, makes appointments and types letters. I expect she has a lunch break at about one o'clock and goes home at about five. I don't think she goes to bed very late.

Baker:

He probably gets up very early every day so that he can get to work at about three o'clock. Then, he bakes bread and cakes until about ten o'clock. He wears a hat for hygiene reasons and an apron so his clothes don't get dirty. I expect he goes to bed early as well.

Fire-fighter:

Sometimes he has to work at night and other times during the day because fire-fighters have to be on duty 24 hours a day. At work in the fire station, he probably does emergency drills, writes reports, or cleans the fire engines. When there is a fire, he rushes to the scene and puts it out. Sometimes he saves people's lives.

Diary Plans

Secretary:

She is meeting Fiona at 9 o'clock in the morning. Then she is going to the dentist at noon. At five, she is going shopping with Helen and in the evening she is babysitting for Stella.

Baker:

He is digging the garden on Saturday morning. Then he is taking the children to the zoo. At seven, he is having dinner with the Smiths.

Fire-fighter:

He is picking up his car from the garage on Saturday morning. Then he is taking his dog to the vet. At four, he is playing football, and at nine, he is going to the theatre with Janet.

- 6
1. ... too expensive for her to ...
 2. ... too complicated for us to ...
 3. ... is not tall enough to ...
 4. ... is too much work for ...
 5. ... not enough room in here ...

7 Pronunciation

(T explains the phonetic symbols: /æ/ (front vowel between open and half-open e.g. cat), /ɑ:/ (back vowel, open, long-fronted e.g. heart) and /ʌ/ (back vowel, half-open, raised [a] e.g. cup.)

	/æ/	/ɑ:/	/ʌ/
hat	✓		
heart		✓	
hut			✓
bat	✓		
but			✓
muck			✓
mark		✓	
ant	✓		
aunt		✓	
ankle	✓		

(T should pause between words in the second listening so that Ss have time to repeat.)

- 3 A: Hi honey. It's me. (statement-neutral)
 B: What's wrong? (surprise)
 A: Nothing. (statement-neutral)
 B: Nothing? (disbelief)
 A: Nothing serious. Christina had a minor injury, that's all. (statement-neutral)
 B: A minor injury? (disbelief)
 A: Yes, she's going to be okay. (statement-neutral)

9 T explains to Ss how to deal with an **open cloze** text.

Steps to be followed

- Read through the text to get an understanding of its general meaning.
- Think about the missing word: is it a noun, adjective, verb, adverb, article, preposition, modal, pronoun?
- Read the text sentence by sentence; write the answers you are sure about first.
- Look at the words surrounding the gap and the words in the sentence.
- Write only **one** word for the answer.
- Re-read the text, filling in the remaining answers.
- Check if your sentence is grammatically correct and check for spelling.

- | | | |
|-----------------|-------------|--------------|
| 1. ourselves/us | 6. on | 11. in |
| 2. what | 7. by | 12. is/looks |
| 3. For | 8. hand | 13. makes |
| 4. in | 9. get/have | 14. than |
| 5. be | 10. are | 15. lot |

10. T explains to Ss how to deal with a **word formation** exercise.

Steps to be followed

- Read through the text to get an understanding of its general meaning.
- Look at the words on each side of the gap to determine the kind of word missing (adjective, noun, verb, etc).
- Once the kind of missing word is determined, think about typical endings or prefixes. Pick the one that sounds best, keeping in mind that some words may need to be made negative.
- Read through the text a final time to see if your answers make sense.

- | | |
|-----------------|-----------------|
| 1. intensive | 6. courageous |
| 2. various | 7. annoying |
| 3. complicated | 8. patient |
| 4. equipment | 9. irritating |
| 5. intelligence | 10. challenging |



Listening Task (p. 14)

T explains to Ss how to deal with this type of listening.

Steps to be followed

- Listen the first time, filling in any gaps you can.
- Listen again, filling in the remaining gaps and checking your answers to make sure they make sense.
- Don't try to fill in words or phrases before listening to the recording.

- | | |
|---------------------|------------------|
| 1. an interview | 6. right clothes |
| 2. up-to-date | 7. ten minutes |
| 3. employers | 8. extra nice |
| 4. (the) newspapers | 9. sit down |
| 5. sleep | 10. smoke |



Tapescript for Listening Task (to be heard twice)

Interviewer (male): And so, as unemployment reaches record levels, now is a good time to discuss what you can do to get a job, and we are lucky to have in the studio with us today, Jane Longly from the Department of Employment to give some advice to those currently seeking work. Welcome, Jane.

Jane: Hello. It's nice to be here.

Interviewer: So, how can today's job-hunters get themselves back into employment?

Jane: Well, the person seeking work faces two major problems. The first is actually getting an interview, and the second is making sure they perform well at the interview itself. And I'd like, if I may, to give a few handy tips - some "Do's and Don'ts" as it were.

Interviewer: That sounds fine. So starting with looking for jobs...

Jane: Right. Firstly, you must make sure that you have a CV that is up-to-date. Emphasise the positive aspects of your career history and outline the range of skills you possess which could be useful to an employer. Further details on CV preparation are available in the free leaflet from your local Job Centre. Anyway, once you've got a CV, the next thing is to get it into the hands of possible employers. There are several ways to do this.

Interviewer: Such as...?

Jane: First you should check the newspapers on a regular basis for vacancies. Think what kind of jobs you could actually do. It may well be the case that you have the skills necessary to do work which you hadn't previously thought of. So, don't restrict yourself unnecessarily. Also make sure you ask your family and friends about work, as up to fifty per cent of job vacancies never get advertised in the newspapers at all. Another thing you can always do is to make a list of organisations which need your kind of skills and just send them a copy of your CV. An employer may have a vacancy, or they often put your CV in their files and contact you later when a vacancy arises.

Interviewer: OK, let's imagine that you have finally got an interview. What should you do to make a good impression?

Jane: I'm glad you asked me that. Well, many of the things are just common sense really. For instance, make sure you get enough sleep the night before. That way you will look and feel your best on the day itself. Secondly, make sure you wear the right clothes for the job. If it's an office job you must wear formal clothes but for a factory or shop job it is often OK to wear something more casual. But you should always look clean and tidy. And always make sure you arrive, say, ten minutes early. That way you can sit down and relax for a couple of minutes before the interview. Another good tip is to be extra nice to the receptionist, as in many organisations she or he often has a surprisingly large say in who gets the job. And when you meet the interviewer smile pleasantly, shake his or her hand but don't sit down until invited to. I think I hardly need to add that you shouldn't smoke or chew gum. Towards the end of the interview, the interviewer may ask you if you have any questions, so try to think of one or two intelligent ones before the interview. This is easier if you have found out something about the organisation - done some research, so to speak. And finally, when the interview is over, never ask if you have got the job. If the interviewer wants to tell you then and there that you have the job, then he or she will.

Interviewer: Well, thank you, Jane. I'm sure many of our listeners will have found that very helpful. And coming up after the adverts is our Recipe of the Day with the chef himself, Pierre DuPrés...

*(After checking the answers, T can ask Ss to talk about what they **should do to find a job** e.g. have an up-to-date CV, check newspapers, ask friends and family, **how to be successful in a job interview**: e.g. sleep well the night before, arrive ten minutes early, wear the right clothes, be nice to the receptionist, etc.)*



Speaking Task (p. 14)

- Ss refer to Exs 3, 4 (p. 9), 5, 6, 7 (p. 10) and 14, 15 (p. 11) in Language Development section of Unit 1. T elicits answers and writes them on the board. Ss, looking at the table, compare and contrast the pictures.

(Suggested answers)

	Farmer	Politician
Qualities	hard-working, patient, efficient, careful, experienced, knowledgeable, etc.	hard-working, persuasive, intelligent, fair, efficient, original, careful, highly qualified, educated, experienced, etc.
Advantages	open air, close to nature, physical exercise, etc.	fame, money, influence, chance to improve others' lives, etc.
Disadvantages	not well paid, stressful, tiring, no promotion prospects, irregular working hours, etc.	long hours, stressful, tiring, not much free time, requires a lot of travel, irregular working hours, etc.

(Model Talk)

Both a farmer and a politician have to be hard-working in order to succeed. A politician needs to be persuasive to bring people round to his point of view. He **also** has to be intelligent so as to face leaders of other countries. **Furthermore**, a politician has to be experienced to cope with this demanding lifestyle. A politician earns lots of money. He does, **however**, have to travel a lot and hasn't much free time. A farmer doesn't have much free time either. **Despite** this, he may not earn much money. **However**, he can work close to nature.

- I would prefer to be a farmer because I would love to work outside in the open air and be close to nature.
- or** I would prefer to be a politician because they earn lots of money and their job is very exciting. What's more, they get to meet many interesting people.

**Writing - Describing People (p. 15)**

- 1 When describing people we should talk about **physical appearance, character and their hobbies or interests**. We could use the following words/expressions:

Hair - long, short, shoulder-length, curly, straight, wavy, brown, blond, etc.

Eyes - small, large, slanting, blue, green, etc.

Mouth - small, thin/full lips, etc.

Height - tall, of medium height, etc.

Build - slim, well-built, muscular, etc.

Age - old, in one's twenties, in one's mid-forties, etc.

Face/Complexion - oval, round, tanned, pale, etc.

Clothes - jeans, casual, smart, trainers, etc.

Accessories - earrings, glasses, etc.

Character - kind, strict, patient, etc.

Hobbies/Interests - basketball, going to the cinema, fishing, etc.

(T elicits answers from Ss drawing on all vocabulary presented in the Language Development section.)

2

	Height/ Build	Facial Features	Hair	Clothes/ Accessories	Character	Hobbies/ Interests
Mary	in her mid-twenties , tall, slim	oval face, small nose, full lips , green eyes	red, shoulder-length	fashionable tops, jeans	polite, sociable	goes to the gym

(After Ss have done the Listening exercise, T goes through the table and describes Mary: e.g. Mary is in her mid-twenties. She's tall and slim. Mary has got an oval face, a small nose, full lips and green eyes. Her shoulder-length hair is red. She usually wears fashionable tops and jeans. Mary is polite and sociable and enjoys going to the gym. Then T asks Ss to describe Mary orally and then to fill in the second part of the table and describe their friend.)

**Tapescript for Exercise 2 (to be heard twice)**

Susan: Oh, Jane, are you still looking for a babysitter?

Jane: Yes, why? Have you found one?

Susan: Yes. Mary - one of the receptionists at my office.

Jane: Oh wonderful! How old is she?

Susan: Oh, in her **mid-twenties**, I'd say.

Jane: And what does she look like?

Susan: She is quite tall, about 5' 9" and she is **slim**... Um, she's got an oval face with a small nose, full lips and beautiful green eyes. She's got red shoulder-length hair, a bit like yours.

Jane: It seems she is good looking, then.

Susan: Yes, and she usually wears fashionable tops and **jeans**.

Jane: What do you think of her?

Susan: Well, she's really polite and **sociable** so I'm sure she'll get along fine with your kids.

Jane: How can I reach her?... (fade)

3 A. 2 B. 5 C. 1 D. 4 E. 3

Questions

- a. A, E, D
- b. C
- c. B
- d. Yes, they are. (e.g. kind: will listen to your problems.)
- e. Yes, there are. (e.g. She's got a round face **with** beautiful almond-shaped eyes **and** a slightly upturned nose.)
- f. Because he/she describes sb related to the present.
- g. Yes, he/she has. Paragraphs A and E are well structured and detailed since the writer knows Julie very well.

4 **Physical Appearance** - heart-shaped, tall, sparkling, straight, slim, shoulder-length
Character - intelligent, generous, sociable, successful

- | | |
|-----------------|--------------------|
| 1. slim | 6. shoulder-length |
| 2. tall | 7. successful |
| 3. heart-shaped | 8. generous |
| 4. sparkling | 9. sociable |
| 5. straight | 10. intelligent |

Paragraph plan

- Para 1:** name - place
- Para 2:** physical appearance
- Para 3:** personality characteristics and justification
- Para 4:** freetime activities; interests
- Para 5:** comments

This piece of writing could be found in a newspaper or magazine in article form.

Note: After Ss have done Ex 4, T asks them to compare the models in Exs 3 and 4, asking comprehension questions.

- e.g.
 - How does the writer know Julie?
He met her at school.
 - How does the writer know Claudia?
He has seen her in a magazine.
 - How can the writer describe Claudia's character since he has never met her?
He must have read information about her in magazines.
 - What are the writer's feelings towards Julie?
He feels fortunate to have met her.
 - What are the writer's feelings towards Claudia?
No feelings are mentioned since the writer hasn't met her. Instead, we read some comments about her.

5 Both models are good, and include interesting descriptions, but the first model is more interesting; it involves narration, while the other is a purely descriptive composition. By using narration, the character described seems more real.

Narrative Parts of Model A

- Para 1** - I'll never forget ... back to England.
- Para 2** - When she arrived ... hiding behind him. It had never ... to meet me. She was ... imagined when she smiled ... a big hug, ...
- Para 3** - It wasn't long ... understanding she was.
- Para 4** - She was determined ... of her own ...
- Para 5** - That meeting ... two years ago.

Paragraph Plan

- Para 1** - Introduction - say who is being described and briefly explain relationship.
- Para 2** - Physical Appearance
- Para 3** - Character
- Para 4** - Interests/Hobbies
- Para 5** - Conclusion - Writer sums up own feelings.

6 **Self Check**

1. T 2. F 3. T 4. F 5. F 6. F

7 (Points to consider before Ss write any of the four topics.)

Composition topic 1. Ss should use present tenses. They can describe their mother's physical appearance and personality characteristics justifying them, her hobbies/activities and finishing with their feelings towards her.

Composition topic 2. Ss can use present tenses if the person is related to the present, or past tenses if the person is related to the past. Ss's feelings can appear in the final paragraph.

Composition topic 3. Ss should use only past tenses since the person is a historical figure. Character can be described through his/her actions. Comments or feelings should appear in the final paragraph.

Composition topic 4. Ss should use present tenses if they choose a star who is still alive. Their favourite film star's character can be based on what Ss have read about this person. Comments are used in the final paragraph.

After Ss have finished with Unit 1, they can do the video project work as explained on p. 131 in the Teacher's Book.

Unit 2: Places to Visit



Objectives of Unit 2

Lead-in (p. 18)

introduce topic; brainstorm Ss' ideas; multiple matching listening

Reading (pp. 18 - 19)

infer background information from textual clues; identify direct reference within the text

Vocabulary Practice (p. 20)

- Ex 1 deduce meaning of vocabulary items from context
- Ex 2 identify alternative words/expressions
- Ex 3 match words in collocations
- Ex 4 distinguish among commonly confused words
- Ex 5 identify equivalences between words and phrasal verbs
- Ex 6 practise use of dependent prepositions

Talking points: skim text for specific information; make notes under headings in order to prepare a talk; free discussion

Language Development (pp. 21 - 23)

- Ex 1 identify types of dwellings; free discussion on types of dwelling
- Ex 2 listen for specific information
- Ex 3 (personalisation) discuss one's own town using ideas from Ex 2
- Ex 4 skim for specific information
- Ex 5 listen for specific information; use notes to describe places
- Ex 6 use adverts as a springboard to talk about holidays and necessary equipment
- Ex 7a listen for specific information; use notes to talk about weather conditions

- Ex 7b listen and make notes (specific information)
- Ex 8 word formation from given stem
- Ex 9 identify word equivalences
- Ex 10 listen for specific information; guided role-playing (booking a holiday)
- Ex 11 listen for specific information; use ideas introduced as a springboard for discussion

Grammar / Use of English (pp. 24 - 25)

- Exs 1-10 presentation of Past tenses, Present Perfect and Present Perfect Continuous, relatives
- Ex 11 multiple choice cloze text — distinguish between closely related words in order to complete a text

Listening Task (p. 26)

listen for specific information — selection of true/false

Speaking Task (p. 26)

express opinions using given visual prompts

Writing (pp. 27 - 29)

- Ex 1 listen for specific information
- Ex 2 use notes to describe places
- Ex 3 enhance descriptions using the senses
- Ex 4 analyse model text
- Exs 5,6 compare and contrast model texts, in order to analyse key features
- Ex 7 check Ss' understanding of guidelines covered in Writing section
- Ex 8 independent practice of elements introduced in Writing section

Unit 2 - Places to Visit



Lead-in (p. 18)

• (Suggested answers)

Yes I do. **Big Ben** is a huge clock which is one of **London's** landmarks. The **Statue of Liberty** is in the harbour of **New York**. Alexandre Gustave Eiffel designed the **Eiffel Tower** which is situated in the centre of **Paris**. The **Colosseum** is in **Rome** and was built nearly 2000 years ago. Finally, the Sphinx and the **Pyramids** are in **Egypt**. The Pyramids were built to be tombs for pharaohs.

- I would choose to go on holiday to Egypt to see the Pyramids. I have heard that you can also hire a camel to explore the desert, which I think I would enjoy.

In **London** you could go to places such as Buckingham Palace, Trafalgar Square, and London Bridge. You could also go shopping or to one of the theatres in the West End.

In **New York** you could visit Central Park, the Empire State Building and Times Square. You could also go and see a show on Broadway or eat in one of its thousands of restaurants.

In **Paris** you could see the famous Notre Dame, the Pompidou Centre, and EuroDisney which is only half an hour away from the city by car. You could also visit the Louvre to see its beautiful paintings, including the Mona Lisa, or you could visit one of the many restaurants to try some real French cuisine.

In **Rome** you could go and see the Trevi Fountain, the Spanish Steps, Saint Peter's Basilica in the Vatican, and the house of the Romantic poets Keats and Shelley. You could also go for a walk in the Villa Borghese, a beautiful park, or wander around some of Rome's galleries.

In **Egypt** you could go to Cairo and visit some of its many archaeological museums, or you could visit famous sites outside the city which include the Pyramids of Giza and the ancient temples in Luxor. You could also go to one of the beautiful beaches, where you could swim and sunbathe.



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



Reading (pp. 18 - 19)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 1, Reading p. 6.)

- | | |
|-----------------|-----------------|
| 1. B (Ln 1-6) | 5. B (Ln 33-39) |
| 2. A (Ln 14-15) | 6. D (Ln 43-45) |
| 3. D (Ln 20-21) | 7. A |
| 4. A (Ln 30-33) | |

(After Ss have done the Reading Task, T asks Ss comprehension questions.)

(Suggested comprehension questions)

1. What are London's world-famous landmarks? *St Paul's Cathedral, Buckingham Palace, the Tower of London, Big Ben.*
2. Why is London better now? *Because the building works which covered many historic sites have been taken down revealing newly cleaned and restored buildings.*
3. What has happened alongside the river? *The old warehouses have been transformed into galleries, shops and clubs.*
4. What is the best way to explore the City? *On foot.*
5. What else is London famous for except for its historic sites? *For its music, clubs, street fashion, visual arts, restaurants and boutiques.*
6. Where could someone do his shopping? *In Covent Garden and King's Road in Chelsea. Harrods and Harvey Nichols in Knightsbridge, for more expensive tastes.*
7. Where exactly is Soho? *Between Oxford Street and Charing Cross Road.*
8. Why did Soho have a bad reputation? *Because it was dirty and extremely dangerous.*
9. How has Soho changed? *It has been cleaned, there are pavement cafés so it has become a meeting place.*
10. Is London worth visiting? *Yes it is, despite its heavy traffic and shaking underground railway.*



Vocabulary Practice (p. 20)

- 1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]

2 1. transform	7. exclusive
2 2. explore	8. gear
3 3. metropolis	9. revealed
4 4. claims to be	10. experience
5 5. sophisticated	11. restore
6 6. head for	12. lively
- 3 (Ss should memorise these collocations. T checks in the next lesson.)

1. to give	9. highly
2. to bring	10. historic
3. grand	11. heavy
4. department	12. reasonably
5. meeting	13. full
6. a pint	14. sophisticated
7. gurgling	15. pavement
8. visual	16. cosmopolitan

4 (Ss do the exercise on their own. T checks round the class eliciting/explaining the meaning of each distractor.)

- | | | |
|------------|---------------|--------------|
| 1. stopped | 3. historical | 5. shore |
| 2. trip | 4. brochure | 6. excursion |

- stop** = to stay somewhere temporarily while travelling
break (a journey) = to stop travelling for a short time
interrupt = to stop a process or activity temporarily
pause = to stop sth for a moment
- journey** = act of travelling from one place to another
trip = journey to a place and back again
voyage = long sea journey
tour = organised sightseeing trip around a particular place
- antique** = valuable because of age (e.g. an antique car)
ancient = extremely old (e.g. ancient ruins)
old = existing for a long time (e.g. old shoes)
historical = related to history (e.g. historical importance)
- leaflet** = folded sheet of printed paper containing information
prospectus = printed book, etc., giving information about a college, new business, etc.
handout = sheet of paper, often prepared by a teacher, giving information
brochure = small book or magazine with pictures advertising or containing information about sth
- coast** = line where land ends at (e.g. the coast of France)
bank = land at the side of a river
shore = strip of land along the sea or lake
seaside = area near the sea/beach
- excursion** = short organised trip
expedition = long journey for the purpose of exploration
sightseeing = visiting interesting sites in a place
travel = act of going from place to place

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- | | | | | |
|---|----------|--------|---------|-------|
| 5 | 1. down | 3. in | 5. over | 7. to |
| | 2. aback | 4. off | 6. up | |
-
- | | | | |
|---|--------------|--------------|---------------|
| 6 | 1. into/by | 6. for | 11. by; in/on |
| | 2. on | 7. of | 12. by, in |
| | 3. away from | 8. of | 13. on |
| | 4. about | 9. about | 14. for |
| | 5. for | 10. about/of | |



Talking Points (p. 20)

- (T completes the table on the board, eliciting answers from Ss, then he/she invites some Ss to talk about London. T can assign this as written HW.)

historic sites - have been cleaned and restored - now the city looks as if it has been revitalised

along the river - old warehouses have been transformed into galleries, shops, and clubs

the pubs - have been restored to their original Victorian beauty

Soho - used to be considered one of the dirtiest and most dangerous places in London, it was cleaned up in the early 1980's. Today it is one of the liveliest and most bohemian areas in London, with cafés which stay open day and night.

(Suggested answer)

London has changed a lot recently. First of all, the historic sites have been cleaned and restored, making the city look as if it has been revitalised. Down by the river, the old warehouses have been transformed into galleries, shops, and clubs. The pubs have also been restored to their original Victorian beauty. However, the greatest number of changes have been made to Soho; this used to be considered one of the dirtiest and most dangerous places in London until it was cleaned up in the early 1980's. Today it is one of the liveliest and most bohemian areas in London, with cafés that stay open day and night.

(Suggested answers)

- In some ways London is quite similar to my capital city because it has a variety of old and new buildings, lots of shops, and many historical sites. However, in other ways it is quite different. There is no river in my city and we do not have an underground railway.
- (Any answer is acceptable. T should point out that Ss should mention the most striking features of their capital city.)



Language Development (pp. 21 - 23)

- | | | |
|---|------------------------|-------------------|
| 1 | 1. skyscraper | 4. cottage |
| | 2. semi-detached house | 5. detached house |
| | 3. block of flats | 6. mansion |

(Suggested answers)

Semi-detached houses - Semi-detached houses can be found in villages, towns and in the suburbs of cities. I don't think they're very expensive to maintain because, generally, they aren't very big and they only have small gardens.

Flats - Flats can be found in towns and cities. I expect they are rather cheap to maintain because most flats are quite small and they don't have gardens.

Cottages - Cottages can be found in the countryside. They are probably the most economical to maintain because they are usually quite small.

Detached houses - Detached houses can be found in villages, small towns, in the countryside and in the suburbs of cities. They are probably quite expensive to maintain because they are quite big with a garden, and usually only one family lives in each house.

Mansions - Mansions can be found in the countryside, in towns, and in the suburbs of cities. They are probably the most expensive to keep because they are very big and have large gardens.

(As an extension Ss can make sentences about these types of dwellings as written HW.)

- I would like to live in a mansion with a large garden in the countryside because mansions have many rooms. Then I could invite all my friends to come and stay with me.

Then	Now
hardly any traffic	busy streets
lovely green fields	huge department stores
little cafés and shops	fast-food restaurants, gift shops
seafront: old empty cottages	nice hotels

2 **Tapescript for Exercise 2 (to be heard twice)**

Ann: So how was your visit to your old town?
James: Well, it was quite a shock, to be honest. I mean, so much has changed.
Ann: Oh, really? What kinds of things?
James: The roads, for one thing. I mean, there used to be hardly any traffic at all - it was safe enough to play in the streets! But now the streets are so busy that I felt nervous crossing them.
Ann: Well, I suppose that's happened in a lot of places.
James: Yeah, I guess. Oh, and then the lovely green fields outside the town have been turned into huge department stores. It's really ugly, and it used to be so nice there.

Ann: That's a shame.

James: They've built things up a lot too. All the little cafés and shops have been turned into fast-food restaurants and gift shops. That has helped the town's economy, but the town has lost its traditional look.

Ann: Sounds as if it's changed for the worst.

James: Not entirely. One good thing they've done is to improve the beach area. It used to be a bit of a mess, with old empty cottages along the seafront, but now there are some really nice hotels.

Ann: So it wasn't all bad then?

James: No, not really—it's just that it didn't bring back many childhood memories.

- 3 (T should focus Ss' attention on things which could have changed in 50 years. T elicits these from Ss and writes them on the board, e.g. buildings, cars, streets, parks, etc. Then, Ss work in pairs. T goes round and checks, then asks some Ss to report to the class. T asks Ss to write a short paragraph about what their town used to be like and what it is like now, either in the class or at home.)

(Suggested answer)

My town has changed a lot in the last fifty years. Mostly, it has grown: where there used to be green fields with a few houses, there are now huge office blocks and blocks of flats. The roads have changed too: they used to be narrower with trams and fewer cars, but today they are very wide with many cars, trolley buses, taxis and buses. Because of this, the air has changed too: it used to be clean, but now it's polluted. Even the shops have changed: while we used to have small neighbourhood shops, we now have huge supermarkets and department stores.

- 4
- Important old buildings such as the castle and the town hall have been renovated.
 - A school built in the 18th century has been pulled down and replaced by a lovely new park with fabulous gardens.
 - The old mill has been replaced by a sports and leisure centre.
 - The riverfront has been turned into a place for peaceful walks by the water.
 - A new car park has been built.
 - A modern shopping centre is being planned.

5	Speaker 1	Speaker 2
name	Edinburgh	Tokyo
location	Scotland	Japan
reason they visited the place	holiday	business conference
sights/things to see	Edinburgh Castle , tiny chapel of St. Margaret, museums, Scottish National Zoological Park	Imperial Palace , shopping district, lovely parks
feelings/thoughts	great place for a holiday	would love to go again

Tapescrpt for Exercise 5 (to be heard twice)

Female: Well, I'd never been to **Scotland** and I had a couple of weeks free and some money to spare, so I thought - why not go to Edinburgh? Of course, I saw all the usual things - Edinburgh **Castle** and the tiny chapel of St. Margaret. The museums are fantastic and I really enjoyed walking round the Scottish National Zoological **Park**. It's a **great place for a holiday**.

Male: My boss decided he was too busy to go to this big **business conference** in Japan, so he asked me to go in his place. I'd always wanted to go to **Tokyo**, and this was my chance. It's such a busy place that you wouldn't think there'd be much to see, but there's really quite a lot. The Imperial **Palace** is really beautiful, and there's a fascinating shopping district, and some lovely **parks**. Of course, I was busy with business a lot of the time, but I came away with a good impression of the place. I'd **love to go again**.

(Suggested descriptions)

Edinburgh is in Scotland. There are many things to see, such as Edinburgh Castle, the chapel of St. Margaret, the museums and the zoological park. It's a great place for a holiday. Tokyo is in Japan. Visitors there can visit the Imperial Palace, go for a walk around one of the lovely parks or go shopping. It would definitely be an exciting place to visit.

- 6 [Before doing this exercise T asks Ss to think of as many types of holidays as possible and writes them on the board (e.g. skiing, scuba diving, safari, camping, yachting, sightseeing, snorkelling, etc.). T should also make sure that Ss are familiar with the types of holidays mentioned in this exercise. After Ss have done Ex 6, T can ask Ss to make sentences as the one in the example as written HW.]

1. Skiing holiday
2. Safari holiday
3. Camping holiday
4. Yachting holiday

(Suggested answers)

Skiing holiday: boots, warm clothes, camera, skis, goggles, suntan lotion, first-aid kit

Safari holiday: boots, mosquito repellent, camera, portable gas stove, suntan lotion, sunglasses, sleeping bag, sun hat, tent, light clothes, first-aid kit

Camping holiday: boots, mosquito repellent, camera, portable gas stove, sunglasses, sandals, sleeping bag, tent, light clothes, first-aid kit

Yachting holiday: camera, swimming costume, goggles, flippers, suntan lotion, sunglasses, sandals, sun hat, light clothes, first-aid kit

If I went on the safari holiday, I'd take mosquito repellent as there might be lots of insects there.

If I went on the yachting holiday, I'd take a swimming costume in case I wanted to swim, etc.

- 7 a.
1. fog, **sunny**, cold, **snow**
 2. dull, wet, **storms**, heavy **rain**
 3. clear, **warm**, cloudy, showers
 4. hot, strong **winds**, sandstorms, **chilly**

Tapescrpt for Exercise 7a (to be heard twice)

Speaker 1: There will be fog in the mountains early tomorrow morning, disappearing by noon, and it will be **sunny** but cold for most of the day. **Snow** is expected tomorrow night.

Speaker 2: It will be another dull, wet day tomorrow. **Storms** are expected in the afternoon and there will be heavy **rain** in all areas.

Speaker 3: For most of the day tomorrow the weather will be clear and **warm**. However, by late afternoon it is expected to become increasingly cloudy, with the possibility of showers in the evening.

Speaker 4: It will be another hot day tomorrow. People are, however, advised to stay indoors, as strong **winds** are expected in the afternoon with the likelihood of sandstorms. Temperatures are expected to drop tomorrow night and it will become quite **chilly**.

- b. (T writes the names of each country on the board and asks Ss to take notes while listening to the dialogue. T elicits reasons from Ss and writes them on the board. As an extension T can ask Ss which of these places they would like to visit, giving reasons.)

- reasons for each person deciding to go to each place
- Switzerland:** fabulous, skiing, excellent food, discos every night
Egypt: history, museums, exotic evenings
Jamaica: sunny, favourite music, golden sandy beaches, clear sea
England (Stratford-upon-Avon): love Shakespeare, see a play/attend a performance at a theatre

▶▶▶ Tapescript for Exercise 7b (to be heard twice)

Maria: George, where are you going for your holidays?
George: I think that I'll be going to Switzerland.
Helen: Switzerland? It's always snowing there and it's far too cold.
Peter: No, it's not. I went there two years ago and it was fabulous. My skiing improved, I loved the food, and the hotel organised discos every night.
George: That's everything I want in a holiday. At least I'll never be bored.
Maria: I know you love sports and discos, but I want something entirely different. Egypt is the place for me.
Helen: Why Egypt?
Maria: Well ... You all know that I love history and museums and things. And don't forget the exotic evenings. Just imagine a midnight stroll to the Pyramids. What a dream!
Helen: Oh no! I would never go there. There are always sandstorms and it's far too hot and humid. I love the sun, but not when it makes me clammy. Anyway, I've already seen the Pyramids. On television, I admit, but I've seen them
Peter: Helen, you are lazy. You hate sports, and you have no sense of adventure. Sometimes you can be very boring.
George: Oh, stop arguing. This is supposed to be a friendly conversation. Where are you going, Helen?
Helen: Sunny Jamaica! It's the land of my favourite music, reggae, and there are miles and miles of golden sandy beaches. The sea is so clear that you can see the fish swimming. Montego Bay, here I come.
Peter: I knew that she'd choose something lazy.
Maria: Well, we've all decided. What about you, Peter?
Peter: Don't laugh, but I'm broke, so I'm going to stay with my aunt in Stratford-upon-Avon.
All: Poor you ...
Peter: Don't feel sorry for me. I'm going to have a great time. You know I love Shakespeare.
George: We know ... You never stop talking about his plays.
Peter: Well, the Royal Shakespeare Company is presenting Hamlet and I've got a ticket for the play, so I'm going to have the best holiday ever.
Maria: That's great. We've all decided on something different, so let's keep a holiday diary, and compare notes when we return.
All: What a good idea!

- 8
- | | |
|----------------|----------------|
| 1. enjoyable | 6. peaceful |
| 2. spicy | 7. impressive |
| 3. lively | 8. mountainous |
| 4. colourful | 9. sandy |
| 5. traditional | 10. tasty |

scenery - impressive, mountainous, sandy
atmosphere - lively, colourful, traditional, peaceful
food - spicy, tasty, delicious
feelings - enjoyable

- 9
- | | |
|------------------|---------------|
| a) 1. cloudless | 4. peaceful |
| 2. overpriced | 5. modern |
| 3. uncomfortable | |
| b) 1. luxurious | 4. delicious |
| 2. spacious | 5. welcoming |
| 3. elegant | |
| c) 1. endless | 4. vast |
| 2. bottomless | 5. unpolluted |
| 3. towering | |

- 10
- | | | | | |
|------|------|------|------|-------|
| 1. ✓ | 3. ✓ | 5. — | 7. — | 9. — |
| 2. ✓ | 4. ✓ | 6. ✓ | 8. ✓ | 10. — |

▶▶▶ Tapescript for Exercise 10 (to be heard twice)

Mrs Cohen: Good morning. I'm interested in taking my family to the Sunnyside self-catering apartments in Torremolinos.
Travel Agent: I see. Now, when would you like to go?
Mrs Cohen: Oh, in June, the first two weeks of June. How much would that cost?
Travel Agent: For the whole family?
Mrs Cohen: Yes, that's two adults and two children.
Travel Agent: How old are the children?
Mrs Cohen: They're eight and five.
Travel Agent: Well, it's £230 each for the adults and children under twelve pay £130, so that's ... £720 altogether.
Mrs Cohen: What does that include?
Travel Agent: That, madam, includes flights, accommodation, transfers to and from resort, the services of our resort representative and, of course, holiday insurance.
Mrs Cohen: Hmm, that sounds very reasonable. May I book now and pay by credit card?
Travel Agent: Of course, madam. Just give me your full address and names, and I'll issue the flight tickets and accommodation vouchers immediately.
Mrs Cohen: Thank you. My address is 7 Lincoln Avenue, London NW8. My name is Mary Cohen, my husband's is Sammy, and our children's are Ben and Holly.
Travel Agent: Here is your travel wallet. You will be flying from Gatwick Airport on June 1st at 9 o'clock. Please be at the airport two hours in advance for check-in procedures. From there our staff will take care of you.

Mrs Cohen: Well, you've been very kind and helpful.

Travel Agent: All part of the service, madam. Have a pleasant holiday and thank you for travelling with us.

11 COMPLAINTS HEARD ON TAPE

Sunnyside self-catering apartments	- broken cooker - dirty fridge - noisy disco
The Chester Hotel	- tiny room - awful food - rude, unfriendly staff
Kingsbrooke campsite	- huge hole in tent - no hot water - shop understocked

Tapescript for Exercise 11 (to be heard twice)

Male: That's the last time we try a self-catering holiday. On arrival we found the kitchen area in the main bedroom. The cooking unit was at the foot of the bed and when we turned it on we discovered that it was broken. The fridge was dirty and even contained a bottle of curdled milk. To make matters worse, we couldn't sleep as there was a noisy disco directly opposite our room which stayed open until the early hours of the morning.

Female: Well, it wasn't what we expected - I mean, it was supposed to be a five-star hotel and we certainly paid for a five-star hotel! The room was tiny and the food was absolutely awful. The other problem was the staff - they were really **rude** and unfriendly. For example, when I tipped one of the porters for bringing up our luggage, he actually said, "Is that all?" I mean, can you believe it?

Male: I was so disappointed when I got there. All I wanted was a quiet relaxing holiday and Kingsbrooke sounded perfect. It wasn't, though. The tent had a huge hole in its side and the wind howled through every night, eventually blowing it over. When we found the shower block we were shocked that there was no **hot** water. It's not pleasant showering in freezing cold water. Besides, the shop was understocked; it was sold out of everything except two tins of baked beans, and the sell-by date on those had passed a month before.

(Suggested answers)

(Ss can talk about their own unpleasant holiday experiences, then T assigns it as written HW.)

- Once I stayed in a hotel which the brochure had promised would have a lovely swimming pool. However, when I arrived the pool was empty and stayed that way the whole time we were there!

• Other unpleasant experiences:

dirty hotel/room/beds/pool, etc.
food poisoning
delayed/cancelled flight
unfinished hotel/pool
lost/stolen luggage/money/passport, etc.



Grammar/Use of English (pp. 24 - 25)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- (Past Simple) h
 - (Past Simple) d
 - (Past Continuous) a
 - (Past Perfect) c
 - (Past Perfect Continuous) b
 - (Past Continuous) f
 - (Past Continuous) e
 - (Past Continuous) g
- Paul was not there when Sheila arrived because he had left already.
 - Paul was there when Sheila arrived but then he left.
 - She heard a strange noise outside while she was locking the door.
 - First she heard a strange noise outside and then she locked the door afterwards.
 - He read the whole book last night.
 - He read part of the book last night.
- | | |
|---------------|---------------------|
| 1. was flying | 6. had been trying |
| 2. occurred | 7. remembered |
| 3. had left | 8. had disconnected |
| 4. landed | 9. had forgotten |
| 5. ran | |
 - | | |
|------------------|--------------------------|
| 1. was preparing | 4. opened |
| 2. was working | 5. saw |
| 3. heard | 6. had totally forgotten |
 - | | |
|------------------|-------------------|
| 1. were chatting | 5. hadn't visited |
| 2. was pouring | 6. noticed |
| 3. were working | 7. had argued |
| 4. had changed | 8. had decided |
- b (Present Perfect)
 - c (Present Perfect Continuous)
 - a (Present Perfect)
 - d (Present Perfect Continuous)
- Someone has spilt (some) coffee on the carpet.
 - She has lost (a lot of) weight.
 - He has been sitting in the sun (for) too long.
 - Tim has been waiting for his friend for a long time.

- 6 1. a. She no longer works for the company.
b. She still works for the company.
2. a. He is alive; I might see him again.
b. He is dead; I won't see him again.
3. a. It is still morning - she may type more letters.
b. It is afternoon now.

- 7 1. which/that 6. which/that
2. which 7. where
3. whom 8. who/that
4. which/that 9. whose
5. who/that 10. which/that

- a. whom, who, that, whose (people); which, that (things/objects); where, which (places)
b. whose
c. 1, 4, 5, 6, 8, 10

8 (Suggested answers)

- A **dentist** is someone who/that looks after our teeth.
- A **baker** is someone who/that bakes bread.
- A **hairdryer** is something which/that dries wet hair.
- A **hairstylist's** is a place where we can have our hair cut.
- A **hotel** is a place where people can stay during their holidays.
- A **dishwasher** is a machine which/that washes dirty dishes.
- A **swimming pool** is a place where we can swim.
- A **gardener** is someone who/that looks after gardens.
- A **post office** is a place where we can buy stamps.
- A **greengrocer's** is a place where we can buy fruit and vegetables.
- A **school** is a place where children have lessons.
- A **bank** is a place where we can keep/put money.

- 9 1. The man whom you were talking to is the manager of the company.
The man you were talking to is the manager of the company.
2. The hotel in which we spent our summer holiday is being restored.
The hotel we spent our summer holiday in is being restored.
3. The student who/whom I am sharing a room with is from Germany.
The student with whom I am sharing a room is from Germany.
4. She is the woman who/that I spoke to.
She is the woman I spoke to.
5. That's the room in which we keep our supplies.
That's the room we keep our supplies in.

- 10 1. I baked a cake, half of which I gave to my sister.
2. I have two brothers, neither of whom likes seafood.
3. Ten people were asked, all of whom answered promptly.
4. Tom visited two villages, both of which were on the coast.
5. There are many films on tonight, several of which are good.
6. They met lots of people, some of whom were from Spain.

11 T should explain to Ss how to deal with a multiple choice cloze text.

Steps to be followed

- Read through the text to get an understanding of its general meaning.
- Read the text a second time; try to find the answer, looking at **all** choices (A, B, C, D) and the words surrounding each gap.
- Read the sentences, inserting each choice into the gap. Decide which word is correct, keeping in mind that some choices are meant to mislead you.
- Try to omit three of the four choices.
- Never leave a gap unfilled.

- | | | | | |
|------|------|------|-------|-------|
| 1. B | 4. C | 7. B | 10. D | 13. D |
| 2. D | 5. B | 8. C | 11. A | 14. C |
| 3. A | 6. C | 9. A | 12. A | 15. B |



Listening Task (p. 26)

Before Ss do the Listening Task, T should explain to Ss how to deal with this type of listening.

Steps to be followed

- Before listening, read all the questions/statements carefully.
- When listening for the first time, try to understand the general meaning.
- Answer as many questions as you can. Don't panic if you haven't answered them all. There will be a second listening.
- During the pause before the extract is repeated, look at your unanswered questions and pay attention to these when listening again.
- Write your final answers only after listening to the recording twice.

- | | | | |
|------|------|------|------|
| 1. F | 3. F | 5. T | 7. T |
| 2. T | 4. F | 6. F | |

Tapescript for Listening Task (p. 26) (to be heard twice)

Travel Agent: Good afternoon, Mrs Cohen. How was your holiday?

Mrs Cohen: I've come to make a complaint actually.

Travel Agent: Oh right. Nothing major I hope.

Mrs Cohen: Only enough to spoil our whole holiday.

Travel Agent: Just give me two seconds to get a complaint form. I'll need it for our records.

Mrs Cohen: Don't bother, I've made a list that you can have. Firstly, the brochure claimed that the apartments were only two minutes' walk from the beach; they were one hour more likely. When we finally got there, the beach was filthy: it was covered in rubbish. The water ... well, I couldn't let the children near it.

Travel Agent: But you didn't have to go all that way to the beach, there is a luxury Olympic-size swimming pool in the apartment complex.

Mrs Cohen: You're right, there is, but they haven't finished tiling it yet. The owners said it would be finished this winter for next season.

Travel Agent: There must be some mistake, madam.

Mrs Cohen: Oh no, and that's not all. The en-suite bathrooms didn't exist. We had to share a bathroom and toilet with two other families.

Travel Agent: That's disgusting. I do apologise.

Mrs Cohen: As for the children's playroom, it was non-existent. There was also no horse riding, and the babysitting service was far too expensive.

Travel Agent: I'm so sorry, Mrs Cohen, but this is the first time we've had such a complaint.

Mrs Cohen: I've not finished. To top it all they had constructed a disco just over the road from the apartment block. We couldn't sleep. It closed at five am every morning.

Travel Agent: Oh dear!

Mrs Cohen: Well, I want my money back.

Travel Agent: Well, I'm afraid that isn't possible, Mrs Cohen. It's not company policy to refund money as compensation. What we could offer, as you are one of our regular clients, is a 20% discount on your next holiday.

Mrs Cohen: Alright, I suppose that's better than nothing. Anyway, we're thinking of visiting my family in Australia this Christmas, and a 20% discount on that trip would be a large saving.

- When your partner speaks, remember not to interrupt him/her.
- Do not monopolize the conversation. Involve your partner in the conversation.

(Suggested answers)

- **Student A:** In the first picture we can see Brickall as it was 100 years ago and in the second picture we can see what it looks like today. It seems to have changed a lot. For example, Brickall used to have a narrow main street with no cars, but today it has a busy main street with a lot of traffic.
Student B: The buildings have changed too. For example, the small newsagent's is now a department store, and instead of the chemist's and the greengrocer's there is now a huge theatre. However, the school has remained in the same place. There is still a hotel in the street, although it's bigger now.
Student A: I prefer the first picture of Brickall because it looks friendlier, with children playing in the street and there is a cafe where people can sit and chat. The town also used to have a square with a statue and trees.
Student B: I agree. I don't really like Brickall today because there is far too much traffic. Not only does this make the town noisier, but it also pollutes the air and makes it impossible for children to play safely in the streets.
- **Student A:** If I had been one of Brickall's town planners I would have kept the trees and the square because they would have made the town look nicer.
Student B: That's true. However, I would also have moved the school because today, with all that traffic, not only does the pollution harm the children's health, but a child could also be easily injured on the road.
- **Student A:** I would prefer to live in a village, because villages are usually quieter and friendlier and have less pollution and crime.
Student B: I agree that cities have their problems, but they also have a lot of good points. For example, they have more forms of entertainment such as cinemas, theatres, and clubs as well as more schools, shops and hospitals. For these reasons, I would prefer to live in a city.
- **Student A:** Modern cities could be improved a great deal. The two main problems are crime and pollution. If they had more parks and less traffic was allowed into the city centres, there wouldn't be so much pollution.
Student B: Yes, and if city authorities improved their police forces, there wouldn't be so much crime.

Speaking Task (p. 26)

T should explain to Ss how to deal with the Speaking Task.

Steps to be followed

- Focus attention on questions asked.
- Discuss the questions with your partner.
- Listen to your partner's answers and respond accordingly.



Writing - Describing Places/Buildings (pp. 27 - 29)

1 A

Name	Sydney
Location	New South Wales
Sights	Great Harbour Bridge built in 1932, Opera House built in 1973, Art Gallery of New South Wales built in 1874, Royal Botanical Gardens
Free-Time Activities	theatres, cinemas , restaurants , shopping, discos
Feelings	exciting city

B

Type	Victorian brick house
Location	Plymouth
First Look	bay windows, small balconies, flight of marble stairs, front porch
Details	<ul style="list-style-type: none"> - living room: large bay windows - master bedroom: spacious, built-in wardrobes - two children's bedrooms: small but cosy - bathroom: completely tiled, brand new - kitchen: big, bright - back garden: rose bushes, lawn
Feelings	nostalgic

Tapescript for Exercise 1 (to be heard twice)

A. On behalf of Boomerang Tours, welcome to Sydney. My name is Angela, and I'm your guide for today. Our driver is Paul, and we will be showing you the sights of our lovely city, so sit back and enjoy yourselves. **Sydney** is in the state of New South Wales. It has a population of 4 million people from 140 different countries, making us a cosmopolitan multicultural city. To your left is the Great Harbour Bridge built in 1932 - a wonder of modern construction. To your right, our famous **Opera** House, built by Joern Utzon in 1973, home to the Sydney Symphony Orchestra. We are now going through the business area, constructed on the site of the original settlement. To your right is the Art **Gallery** of New South Wales, which was built in 1874 and today houses the best collection of Australian art in the world. We are now passing the site of the first farm. Thirty hectares of lawns, gardens and exotic plants, today, our Royal Botanical **Gardens**. To your right, the shopping, hotel and entertainment area. As you can see, we have many theatres, **cinemas**, and **restaurants** with shows, films and food from all over

the world. We shall be stopping here for the afternoon to permit you to have lunch and to do some shopping. This evening we shall be going to the Opera House to see the ballet, *Sleeping Beauty*, and to end our evening, dancing and fun in a local disco. As you can see, Sydney is an exciting city with lots to see and do.

B. Oh hello, you must be Mr and Mrs Jenkins. I'm Mr Phillips, the estate agent. As you can see, this is a lovely old Victorian **brick** house. There are not many of them left in Plymouth nowadays. Look at those bay windows. The ones on the upper floor have small balconies - you could put flowers there in summer, and notice that beautiful flight of **marble** stairs leading to the covered **front** porch. Shall we go inside? (*sound of door unlocking*) This is the living room. Notice the **large** bay windows overlooking the park. They don't make them like that anymore. Shall we go upstairs? (*sound of steps on stairs*) This is the master bedroom. It's very **spacious**, and look at these built-in wardrobes. They don't only have hanging space, they also have huge drawers and a full-length mirror. The two children's bedrooms are rather **small**, but cosy. The bathroom is in here. As you can see, it is completely tiled and the pastel shaded bath, bidet and toilet are brand **new**. Let's go downstairs now and see the kitchen. (*sounds of going down stairs, footsteps in the corridor*) Notice how **big** and bright it is. You could fit a large table in here with room to spare. This door leads to the back garden. (*sound of door unlocking, birds chirping*) Aren't the **rose** bushes lovely? And look at that lawn, it's the size of a football pitch! These old houses make me nostalgic. They remind me of the happy times I had when I was a boy. (*sigh*) My grandparents had a house much like this. Oh, you've decided to buy it? I'm sure that you'll be very happy here.

2 (*Ss describe the two places using the notes from the tables.*)

(**Note:** While T explains to Ss how to write a good composition describing a place/building, he/she should point out that narrative techniques can be used in descriptions of places which appear in tourist magazines or brochures.)

(Suggested descriptions)

- a. Sydney is in the state of New South Wales. It has a population of 4 million people and it is a cosmopolitan city. There, one could see the Great Harbour Bridge which was built in 1932, the Opera House, which was built in 1973, the Art Gallery, which was built in 1874 and the Royal Botanical Gardens. There are also many theatres, cinemas, restaurants, discos and shops. Sydney is a very exciting city.
- b. This is an old Victorian brick house in Plymouth. There are bay windows and small balconies. A flight of marble stairs leads to the front porch.

Downstairs, there is a big living room with large bay windows overlooking the park, and a big, bright kitchen which leads to a back garden with rose bushes and huge lawn. Upstairs there are three bedrooms. One is the master bedroom which is spacious with built-in wardrobes. The other two are the children's bedrooms which are small but cosy. The bathroom is completely tiled and brand new. The house makes me feel nostalgic.

- 3 (T asks Ss to identify the places shown in the pictures. Then T goes through the list of phrases and asks Ss to identify the sense and match the phrase with the corresponding picture.)

	Sound	Smell	Sight
In the office	serious discussions, telephones ringing	unpleasant smell of cigarette smoke	cluttered desks, smartly dressed employees
At the funfair	sound of pop music, frightening noises from the ghost train	sweet smell of popcorn	bright flashing lights, excited crowds, spinning rides
On a noisy beach	cries of worried mothers, crashing waves	strong smell of suntan oil	suntanned bodies, white plastic sunbeds, brightly coloured beach towels

(Suggested answers)

Funfair

The funfair was filled with **excited crowds**. Children wanted to try the **spinning rides** with their **bright flashing lights**. The air was filled with the **sweet smell of popcorn**. The **sound of pop music** was occasionally interrupted by **frightening noises from the ghost train**.

Beach

The **strong smell of suntan oil** was everywhere. **Suntanned bodies** lay on **brightly coloured beach towels** or **white plastic sunbeds**. The sound of **crashing waves** could be heard. From time to time one could hear the **cries of worried mothers** calling their children.

- 4 (Suggested answers)

adjectives: quiet, immediate, noticeable, colourful, spacious, bright, delicious, untidy, antique, delightful, refreshing

SENSES

... quiet neighbourhood (sound)
 ... noticeable house (sight)
 ... colourful garden (sight)
 ... long driveway (sight)
 ... the old oak front door (sight)
 ... the sound of happy voices (sound)
 ... a spacious hall (sight)
 ... a bright kitchen (sight)
 ... an open fireplace (sight)

... a large wooden table (sight)
 ... the delicious smells of my mother's cooking (smell)
 ... untidy (living room) (sight)
 ... doors leading to ... (sight)
 ... an antique four-poster bed (sight)
 ... dressing table next to the window (sight)
 ... delightful sound of birds singing (sound)
 ... refreshing smell of coffee (smell)

NARRATIVE TECHNIQUES

Every time I walk into it, I feel an immediate sense of warmth and security.
 ... even before you enter through the old oak ...
 The front door opens into a spacious hall ...
 ... where we all sit chatting for hours ...
 ... where I wake up every morning ...

Outline

First paragraph - type of place being described and location
Second paragraph - general first impression; surroundings
Third paragraph - details
Fourth paragraph - feelings and final thoughts

(Note that this model is longer than the Ss would be asked to write. This is in order to illustrate the various techniques applied.)

5 **Model B** is the most successful one because it has an **interesting introduction** where narrative techniques are applied. This makes the reader want to read on. It also has a **wider variety of adjectives** and **more details** in the description of the city's sights and things to do there, while **Model A doesn't use many descriptive adjectives** and **just gives a list of things to see and do**. Model A is also **repetitive**.

- 6
- In the United States
 - The Statue of Liberty, the Brooklyn Bridge, Central Park
 - Visit the theatres on Broadway, art galleries, watch a game of baseball, go to restaurants/ bars/ nightclubs
 - He/she likes it a lot because there's a variety of things to see and do
 - This model could be found in a tourist magazine or brochure. It could also be an article published in a magazine or newspaper.

- The writer uses the senses to describe New York's noisy atmosphere and tall buildings, e.g.. "car horns beeping", "people shouting", "police car sirens wailing", "Amazingly tall skyscrapers rise up everywhere".

Narrative techniques

The description starts with a sentence which creates anticipation and describes people's feelings about the place.

Outline

- Para 1:** set the scene (name, location, reason)
- Para 2, 3:** overall look and particular details
- Para 4:** feelings, final thoughts, recommendation

7 1. T 2. F 3. T 4. F

8 (T can ask Ss to give beginnings and endings practising the various techniques presented in the theory p. 28 S's book.)

(Suggested beginnings)

- Have you ever imagined living in a small wooden house by a lake?
- "He who is tired of London, is tired of life."
- I could hardly take my eyes off the huge pine trees and towering mountains as I approached the wooden chalet.

(Suggested endings)

- Although my dream house wouldn't be luxurious, it would definitely be a place full of happiness and love because "Home is where the heart is".
- London will always provide a unique experience even for the most widely travelled adventurer.
- As I boarded the train for home, I knew that my memories of the beauty of the Alps would stay with me for ever.

1. **(Suggested plan)**

- First paragraph:** introduction; type of place, location
- Second paragraph:** surroundings, reason
- Third paragraph:** detailed description
- Fourth paragraph:** feelings and final thoughts

(T points out that Ss can use "would" in order to describe their dream house.)

2. **(Suggested plan)**

- First paragraph:** name of place and reasons for choosing it
- Second paragraph:** formal description of natural surroundings
- Third paragraph:** things to see and do there
- Fourth paragraph:** feelings and recommendations

3. **(Suggested plan)**

- First paragraph:** Identify place and location
- Second paragraph:** First look
- Third paragraph:** Details
- Fourth paragraph:** Feelings

After Ss have finished with Unit 2, they can do the video project work as explained on p. 132 in the Teacher's Book.

Unit 3 - Stories



Objectives of Unit 3

Lead-in (p. 30)

brainstorm ideas about different kinds of books; predict possible content of text

Reading (p. 31)

identify links between sentences/paragraphs; use textual reference to fill in missing parts of text

Vocabulary Practice (p. 32)

- Ex 1 deduce meaning of vocabulary items from context
- Ex 2 identify alternative words/expressions
- Ex 3 match words in collocations
- Ex 4 distinguish between pairs of commonly confused words
- Ex 5 identify equivalences between words and phrasal verbs
- Ex 6 practise use of dependent prepositions

Talking points: talk about flashback technique in story telling; skim text and identify linking words

Language Development (pp. 33 - 35)

- Ex 1 introduce different styles of writing (story plot line)
- Ex 2 identify different styles of writing (story plot line)
- Ex 3 brainstorm ideas about plot lines/titles
- Ex 4 analyse different elements involved in a story
- Ex 5 controlled oral practice - discuss elements presented before
- Ex 6 identify use of senses used in descriptive parts of stories
- Exs 7,8 practise use of adjectives and describing feelings using the 2nd conditional
- Ex 9 analyse various techniques used in opening paragraphs in story writing
- Ex 10 form adjective-noun collocations
- Ex 11 analyse use of time words in story writing (sequence of events)

- Ex 12 use time words while outlining a plot
- Ex 13 analyse various techniques for ending a story; brainstorm ideas for beginnings
- Ex 14 predict content of a text from cues; listen for specific information; use notes made as a basis for oral retelling of a story

Grammar / Use of English (pp. 36 - 37)

Exs 1-12 presentation of Direct / Reported Speech

Listening Task (p. 38)

multiple matching — series of short related extracts — selection of the correct prompt from a list; listen for gist

Speaking Task (p. 38)

problem solving — express ideas using given visual prompts

Writing (pp. 39 - 41)

- Ex 1 suggest possible story-line; listen for gist in order to put pictures in the correct order; listen for specific information in order to answer questions; use the answers to retell the story
- Ex 2 analyse various techniques for beginning and ending a story
- Ex 3 skim text in order to reassemble paragraphs; identify a beginning and an ending paragraph; identify use of descriptive techniques; produce paragraph-by-paragraph plan for the composition
- Ex 4 organise notes into a sequence; match narrative style with the notes
- Ex 5 revise rules on punctuation; produce paragraph-by-paragraph plan for the composition
- Ex 6 check Ss' understanding of guidelines covered in Writing section
- Ex 7 independent practice of elements introduced in Writing section

Unit 3 - Stories

Lead-in (p. 30)

(Suggested answers)

- The picture of the two men suggests an adventure or spy story. The one with the man and woman is evidently from a love story. The picture of the spaceship and the alien suggest a science fiction story, while the picture of the fairy is definitely from a fairy tale.

Suggested Titles: Spy in the Desert, Summer Love, Space Invasion, Peter Pan

- Spy stories can make you feel excited and intrigued. Love stories can make you feel sad or romantic. Science fiction stories are full of excitement and can make you wonder about the future. Fairy tales can fascinate you.
- My favourite type of story is science fiction because I like reading about the future and about creatures from other planets.

(Suggested answer)

I think he will probably find the bench and his wife will be there waiting for him. The story could be entitled "Anniversary Reunion".

Reading (pp. 30 - 31)

T should explain to Ss how to deal with this type of Reading Task.

Steps to be followed

- Skim the gapped text first and try to understand the subject of the text.
- Carefully read the list of paragraphs. There is one extra paragraph which Ss do not need to use.
- Read the paragraphs/sentences before and after each gap and try to match the topic with that of the missing paragraph.
- Look for connections between paragraphs such as linking words, phrases/pronouns making reference to points/nouns already mentioned, grammar connections such as verb tenses, etc.
- Keep in mind that using only topic connections may not work. A topic may be mentioned in more than one missing paragraph.
- Make sure that the extra paragraph does not fit into any of the gaps.
- Once finished, read the text to check if the completed version makes sense.

1. E 2. D 3. A 4. G 5. H 6. C

(After Ss have done the Reading task, T asks comprehension questions about the text.)

(Suggested comprehension questions)

- Where does Bill go? *To Paris.*
- Why did he go there? *Because it was there that he first met his wife 25 years before.*
- Who is Sandra? *His wife.*
- Why had Sandra left? *Because she needed to get away for a few days as a result of problems in their relationship.*
- Where had Bill first met Sandra? *In Paris.*
- What did Bill do before he went to the gardens? *He bought something to eat.*
- Whom did he meet there? *He met his wife, Sandra.*

Vocabulary Practice (p. 32)

- [Ss try to explain the words in bold by giving a definition or an example or by using L 1 (students' native language).]

1. eventually	4. startled	7. fed up with
2. typical	5. exclaimed	8. admit
3. crowded	6. concentrate on	9. paused
- (Ss should memorise these collocations. T checks in the next lesson.)

1. thermos	6. lunch
2. fresh	7. to fall
3. on my	8. floral
4. to have	9. to rush
5. to catch	10. asleep
- (After Ss have done Ex 4, T checks answers while explaining/eliciting the meaning of each distractor.)

1. chatted	5. unsure	9. join
2. note	6. share	10. youngest
3. marriage	7. spent	
4. blame	8. floral	

 - chat** - to have a friendly conversation
 - discuss** - to talk seriously about sth
 - notice** - official, printed information
 - note** - short, hand-written letter to sb
 - wedding** - marriage ceremony
 - marriage** - relationship between a wife and husband
 - blame (sb for)** - to say sth is sb's fault
 - accuse (sb of)** - to say that sb did sth they shouldn't have
 - unsure** - uncertain
 - insecure** - not sure of one's own power/abilities

6. **share** - to have a part of sth with sb else
divide - to split into two or more parts
7. **spend (time)** - to use time to do sth
pass - to go by
8. **floral** - having a flower pattern
florist - sb who sells flowers
9. **enjoy** - to take pleasure from sth
join (sb) - to accompany sb
10. **smallest** - least in size
youngest - least in age

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- 5
- | | |
|------------------|--------------|
| 1. over | 4. by |
| 2. away | 5. away with |
| 3. on/along with | |
- 6
- | | | | |
|-------------|--------|-------------|--------------|
| 1. to | 5. on | 9. on | 13. in, with |
| 2. in | 6. of | 10. on | 14. to |
| 3. at | 7. for | 11. with/by | 15. in |
| 4. of/about | 8. for | 12. with | |

Talking Points (p. 32)

- | | |
|--|----|
| A. The writer got on a train to Paris. | 8 |
| B. He came back home from work. | 5 |
| C. He found a note from his wife. | 6 |
| D. He decided to go to Paris. | 7 |
| E. He got off at the Gare du Nord. | 9 |
| F. He got on the Metro. | 10 |
| G. He had been working in Paris. | 1 |
| H. He met Sandra there. | 2 |
| I. They moved back to England. | 3 |
| J. They got married. | 4 |
| K. He came out of the Metro. | 11 |
| L. He bought something to eat. | 12 |
| M. He went to the gardens. | 13 |
| N. He sat on their bench. | 14 |
| O. His wife appeared. | 15 |

Flashback narration is a technique used in stories to attract the reader's attention. This means that you start your story at a specified time, then go back in time and set the previous scene(s) using the Past Perfect. Then you continue your story using the Past Simple.

• Suggested ending

"Excuse me, sir!" she said. "Aren't you Bill Stevens?"
"Yes, indeed!" I answered feeling rather confused.
"I've got a letter for you," she said and gave me a small pink envelope. Hastily she disappeared as if she had come from nowhere.

Anxiously I tore the envelope open. In it there was a small piece of paper. "Meet me at Maxim's at 5.00. Sandra."



Language Development (pp. 33 - 35)

- | | |
|-------------------|----------------------------|
| 1 romance: | Don't Break my Heart |
| action/adventure: | Run for your Life |
| drama: | Family Crisis |
| comedy: | Naughty Nigel |
| horror: | The Creature from the Deep |
| fairy tale: | Wendy the Friendly Witch |
| murder/mystery: | Who Shot Henry Jennings? |

(T can pause between beginnings so that Ss can have enough time to match the extracts with the titles.)



Tapescript for Exercise 1 (to be heard twice)

- A:** Jim Stoppard had set up his fishing line and was about to settle down for a peaceful night of fishing on the seafront when suddenly his rod was pulled right out of his hands. He gasped in terror as suddenly, before his eyes, something began to rise from the waves.
- B:** Nigel was always in trouble — but the trouble was he didn't know why! It wasn't his fault that his pet spider had somehow crawled up Miss Prigg's leg. And he had nothing to do with Fanny Fenmor's falling in the pond. It wasn't as if he'd pushed her in, his hand had just, well, sort of slipped...
- C:** Rachel felt that her heart would suddenly stop beating. She couldn't believe this was happening, not after everything they'd shared together. Darren had come into her life unexpectedly and had changed her world completely. And now, just as suddenly, it looked as though he'd have to leave.
- D:** The meeting of planet leaders had ended in agreement. They had to prepare to defend themselves with all their available forces, otherwise the Valarians would take over the entire galaxy.
- E:** Kincaid was running through the forest, the men chasing him on horseback getting closer and closer. He jumped into a river, but he didn't feel safe until he was further downstream.
- F:** Roger was away on business when the call came through to his hotel room. He picked up the phone and heard his mother's trembling voice on the other end, "Roger, I know it's been a long time, but please come home. The family needs you!"
- G:** Wendy was a witch, and there was no denying it — but why did that have to mean she was nasty? "I suppose that's just what people expect of us," thought Wendy. "But I'm going to show them just how wonderful a witch can be."
- H:** Detective Jaffrey stared in disbelief at the body of the highly respected businessman Henry Jennings lying on the white marble kitchen floor in a pool of blood. Suddenly he caught sight of a small gold earring lying near the corpse. Perhaps this was the clue that would lead him to the murderer.

- | | | | |
|------|------|------|------|
| 1. B | 3. H | 5. C | 7. F |
| 2. D | 4. E | 6. A | 8. G |

2 (Suggested answers)

- I think *A Knight in Shining Armour* is probably a fairy tale about a brave knight who rescues a princess from a terrible monster. I expect they get married in the end.
- *That Handsome Man* must be a romance, perhaps about a woman who falls in love with a handsome stranger.
- *Escaped Prisoners* must be an action story about somebody trying to catch some escaped convicts.

- A *Escaped Prisoners* - science fiction
 B *That Handsome Man* - murder/mystery
 C *A Knight in Shining Armour* - comedy

- 3 (T is advised to do one in class and assign the rest as written HW.)

(Suggested answer)

Spy in the Desert is probably a James Bond-type adventure. There's a spy who has an important secret, perhaps about a bomb that's being developed in the desert, and the main character is trying to get the secret from him before the bomb is set off. There must be lots of chases and near captures before the hero succeeds. **Space Invasion** is about some strange aliens who come to Earth and try to take over. Humans fight them and finally force the aliens to return to their own planet.

4 (Suggested answers)

entertaining: funny incidents, original ideas, clever plot, etc.
boring: predictable characters, repetition, story too long, etc.
shocking: too much violence, tragic end, etc.
frightening: scary characters, too much violence, etc.
sad: tragic end, unhappy situations, etc.
exciting: clever plot, thrilling plot, lots of action, etc.
interesting: original ideas, clever plot, lots of action, realistic, etc.

5 (Suggested answer)

- A: I've just finished reading *A Knight in Shining Armour*.
 B: Well, what did you think of it?
 A: Actually, I found it very entertaining.
 B: Really?
 A: Yes, it had several funny incidents and a really clever plot.

(As an extension T can ask Ss to write a short paragraph commenting on the plot and characters involved in a book they have recently read. This can be assigned as written HW.)

- 6 A lighting up the sky - sight
 cool, moonless night - sight/touch
 huge spaceship - sight
 colourful lights were flashing - sight
 smell of burning rubber - smell

- B whistled - hearing
 hard ground - touch
 yelled - hearing
 creak - hearing
 tears shining - sight

- C hearing his voice - hearing
 seeing his smile - sight
 white hospital - sight
 antiseptic smell - smell
 bitter coffee - taste

- D rustled - hearing
 expensive perfume - smell
 the cruel look in Moira's eyes - sight

- A Science Fiction C Romance/Drama
 B Action/Adventure D Murder/Mystery

(Suggested answer)

I'd like to read the murder mystery (D) because I'd very much like to see what Moira has done and how she is going to be punished.

- 7 A. scared D. surprised/shocked
 B. sad E. angry
 C. happy F. nervous

- 8 (T goes through the list of adjectives and explains/elicits the meaning of each one. Then Ss do the exercise in class. T can ask Ss to write sentences using these adjectives.)

(Suggested answers)

excited: I'd feel excited if I won the lottery.
ashamed: I'd feel ashamed if I lied to my parents.
nervous: I'd feel nervous if I had to go to the dentist.
startled: I'd feel startled if I saw a mouse in the house.
worried: I'd feel worried if I was waiting for exam results.
shocked: I'd feel shocked if I saw someone kicking an animal.
angry: I'd feel angry if someone stole my bicycle.
sad: I'd feel sad if my pet dog died.
happy: I'd feel happy if I passed my exams.
surprised: I'd feel surprised if I met an alien.

- 9 [T explains the various ways to begin a story distinguishing between use of senses (sight, hearing, smell, touch, taste) and feelings/moods (happy, scared, shocked, startled, etc.). T points out that more than one technique can be used to begin a story. Then Ss do the exercise in class. As an extension T can give Ss a title of a story and ask Ss to think of possible beginnings applying the techniques explained in Ex 9.]

1. use of Direct Speech, reference to feelings (puzzled eyes)
2. dramatic sentence creating suspense, reference to the writer's feelings, question
3. use of senses to describe the weather
4. use of Direct Speech, use of senses (hard voice, cold eyes), dramatic sentence creating suspense

- 10 **clouds:** fluffy, grey
wind: soft, cold, strong (BUT high winds), light
night: cold, snowy, starry, clear, moonless
lights: soft, bright, blazing, strong
eyes: bright, cold, blazing, clear, grey
perfume: expensive, strong, light
sunshine: bright, blazing, strong
mountains: high, snowy, rocky

- 11 1. Immediately 4. After 7. after
 2. While 5. As 8. When
 3. As soon as 6. While 9. then

(Note: T should point out that time words should also be used in flashback narration as these will show the reader the sequence of events i.e. what happened before the starting point, what happened then, etc.)

- 12 (Ss work in pairs. T goes round and checks, then asks some students to tell their story. As an alternative this can be treated as a chain story. One student starts the story, another student goes on, then another till the story is complete. As an extension T can ask Ss to think of an interesting way to begin this story applying techniques mentioned in Ex 9.)

(Suggested story)

One Saturday afternoon Tim Randall and his elder sister Pamela were sitting at home watching TV. Their parents had gone out for the day. They were watching an exciting film **when** suddenly a news presenter came on with an urgent announcement. A dangerous criminal had escaped and was somewhere in the town.

As soon as they heard this, a neighbour's dog started barking, and **after** a few minutes they heard their back door open.

"Run upstairs," Tim whispered to his sister. "And call the police. Quick!"

No sooner had Pamela disappeared up the stairs **than** a horrible-looking man came into the room. He had long, straggly hair and was dressed in torn, filthy clothes.

"Are you alone here?" the man said.

Tim nodded, trembling.

"Are you sure about that?" The man approached Tim and grabbed him by the arm. "Because if you're lying, you're dead."

Just **then** the sound of police car sirens could be heard. The man reached for a knife, but **before** he could do anything the door burst open and a policeman shouted, "Let the kid go!"

Never before had Tim been so glad to see a policeman.

- 13 (T explains the various ways to finish a story pointing out that more than one technique can be used at the same time, then Ss do the exercise in class.)

1. describing people's reactions to the event developed in the main body (*action*)

2. describing people's feelings/moods, creating mystery/suspense (*science fiction*)
 3. use of Direct Speech, creating mystery/suspense (*action*)
 4. creating mystery or suspense (unexpected ending) (*horror*)
 5. reference to people's feelings/moods (*murder/mystery*)

(T should remind Ss of the elements which make the beginning of a story interesting, then Ss work in pairs for a set time of five minutes on one of the five endings to come up with a successful beginning. T asks groups to report back to the class. T can assign it as written HW after Ss have some practice in class.)

(Suggested Beginnings)

- "It'll be just a matter of seconds," John thought as he entered the isolated mansion through the back door.
- The dark sky was suddenly lit up by a sharp green light. Jim couldn't take his eyes off it. Then he heard a deafening noise as the dark clouds gave way to a huge steel object which soon landed in the field.
- James was sitting in the busy airport lounge waiting for his flight to be called. He was sipping his coffee, looking at a group of children playing happily and the tired tourists lying on the floor, when he noticed an unusual rush. Five security guards were heading towards Gate 9.
- He could hear the wind howling through the shutters as he made his way down the creaking wooden stairs, lighting his way with two candles. This huge empty house always frightened him. Still, he had to be here tonight as he had been every year on the same day.
- "Someone help me! Please, please help me!" Jessica's anxious voice echoed down the dark narrow street. Jessica had been on her way home from work. She had been following the same route for four months now, ever since she'd moved to Sheffield and found a job as a waitress in a fast-food restaurant.

- 14 (T assigns Ex 14 as written HW after Ss have done this orally in class.)

pour with rain = to rain heavily

soaked = completely wet

overflow = (of water/liquid) to spill out of its container because there's too much of it

float = to move around on top of water

belongings = possessions

water rising = water getting higher

rooftop = uppermost part of a building

fortunate = lucky

It must be an action and adventure story.

1. It was pouring with rain and there were clouds in the sky.
2. He went to work.
3. He was completely soaked.
4. The nearby river had overflowed.
5. Cars floating around and people running up and down, trying to rescue their belongings.
6. He told everyone to go upstairs onto the rooftop.
7. They were rescued by helicopter.
8. He felt fortunate to have escaped unharmed.



Tapescript for Exercise 14 (to be heard twice)

Male: It had been pouring with rain for hours. The sky was covered with clouds. Putting on my raincoat I set out for work. By the time I arrived, I was completely soaked.

I was sitting at my desk in the upstairs office when I heard people shouting downstairs. I soon realised what the problem was. The nearby river had overflowed, pouring its mud into the whole building. Looking outside, I saw cars floating like toy ducks on a pond. People were running up and down, trying to rescue their belongings. The water had risen up to their waists.

The situation seemed hopeless, as the water appeared to be rising by the second. The manager ordered everyone to go upstairs onto the rooftop. Ten minutes later a helicopter landed and took us to the town centre.

Sitting by a blazing log fire that evening, listening to my favourite piece of music, dry, warm and safe, I felt fortunate to have escaped that flood unharmed.



Grammar / Use of English (pp. 36-37)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- | | |
|---------------------|------------------------|
| 1. tell, said | 5. talk/speak, telling |
| 2. told, speak | 6. told, say |
| 3. talk/speak, said | 7. told, tell |
| 4. said, speak | 8. Say, said |

say → good morning, so, goodbye, etc.

tell → one from another, the difference, etc.

2. 1. Past Simple has changed into Past Perfect. "I" has changed into "she" to match the person who says the words. "this" has changed into "that". Inverted commas are no longer used.
2. Negative imperative has changed into a negative to-infinitive. The pronoun (me) has remained the same because it is used as an object. The introductory verb in the reported sentence is "told" as it is followed by a person as the object of the sentence. Inverted commas and an exclamation mark are no longer used.

3. Present Continuous has changed into Past Continuous. "You" has changed into "she" to match the person it was used for. The direct question has changed into an indirect question introduced with "asked". Inverted commas and a question mark are no longer used.
3. 1. She told the police detective (that) she had hit him over the head with a crystal vase and had run out of the house.
2. The professor said (that) someone had stolen the secret formula.
3. He told the children (that) he lived in a spooky town where ghosts came out when night fell.
4. Sally said (that) it was going to be a tiring journey.
5. Bob told his partner (that) he would go through the office files, while he/she was looking through the desk.
6. She said (that) she had really enjoyed the ride.
7. Paul told Ann (that) the following month they would be enjoying the sunshine in Barbados.
8. Little James told Cathy (that) they were planning to visit the haunted castle that night.
4. 1. The tense remains the same because the sentence expresses a general truth.
2. Tenses remain the same in Unreal Past (2nd/3rd type conditionals, wishes, etc.) "I" has changed into "she" and "here" into "there".
3. The tense remains the same because the introductory verb is in Present Simple. "My" has changed into "her".
4. The tense changed because the sentence expresses sth which is believed to be untrue.
5. When the reported sentence contains a time clause, the tenses of the time clause remain unchanged. "I" has changed into "He".

(Further examples)

1. "Water freezes at 0°C," she said.
She said water freezes at 0°C.
2. "Bill wouldn't have done that," he said.
He said Bill wouldn't have done that.
3. "I'm a porter at the hotel," he says.
He says he is a porter at the hotel.
4. "The Earth is flat," he said.
He said the Earth was flat.
5. "I went to school after having breakfast," she said.
She said she had gone/went to school after having breakfast.
- 5 (T should ask Ss to justify how tenses change.)
 1. He said it was time we left. (*unreal past*)
 2. He said if he were me, he would apologise. (*2nd type conditional*)
 3. He said the moon was flat. (*untrue*)
 4. He said water boils at 100°C. (*general truth*)
 5. She says he is rather boring. (*reported verb in Present tense*)

6. He said that as they were walking down the street, someone (had) stopped in front of them. (time clause verb remains unchanged in reported sentence)
- 6
1. The police inspector asked me where I had been the night before, at the time of the burglary.
 2. The manager asked his secretary if he had been using the computer to find the secret code.
 3. Karen asked Grandma how the prince had woken Sleeping Beauty up.
 4. He asked if she had finally decided to sail from Spain to Australia all alone.
 5. Fred asked Tim if he would tell Harry (that) he was/is the worst detective he had ever met.
- 7
1. The policeman told/ordered him to open the door at once.
 2. He told/ordered them to call the fire brigade immediately.
 3. Mum told me not to throw litter out of the window.
 4. The air steward told/asked the passenger to fasten his/her seatbelt.
 5. He told Mike never to act like that again.
- 8
1. She said she **would** always trust me/him/her.
 2. He said he **couldn't** go.
 3. He said he **wouldn't** be able to come to help the week after./He said he couldn't come to help the following week.
 4. She said she **might** be late that night.
 5. She asked if she **should** tell her Tom had quit.
 6. She asked what time they **would** be back.
 7. She said I **had to** do my homework.
 8. He said she **must** have forgotten.
 9. He said I **didn't have to** pay then.
 10. She said he **wouldn't have to** leave until the day after./She said he didn't have to leave until the next/following day.
- 9
1. He insisted he hadn't known it was/had been stolen.
 2. He claimed he had never seen that man before.
 3. He threatened to phone the police if I didn't leave.
 4. He refused to let me into his house.
 5. He denied stealing/having stolen the money.
 6. He encouraged me to do it/go ahead and try.
 7. He promised never to do/he would never do such a thing again.
 8. He demanded that I (should) give him all my money at that moment.
 9. He reminded me to feed the cat before I left.
 10. He suggested going to the zoo.
- 10
- | | |
|---------------|---------------|
| 1. advised | 6. complained |
| 2. warned | 7. informed |
| 3. accused | 8. refused |
| 4. apologised | 9. denied |
| 5. admitted | 10. boasted |

(Suggested answers)

1. "You'd better buy a burglar alarm," he said.
2. "If you bother Sally once more, I'll be forced to phone the police," she said.
3. "You stole my bike," he said to Tom.
4. "I'm sorry I broke your vase," he said to her.
5. "Yes, I stole the car," he said.
6. "They don't pay me enough money," she said.
7. "I've already called an ambulance," she said.
8. "No, I won't help you," he said to me.
9. "No, I didn't kill him," she said.
10. "I (have) saved the trapped man without any help," he said.

11 (Suggested answers)

1. He encouraged Sue to do it, adding that she should hold onto the rope and jump.
2. The policeman informed him that he was under arrest, adding that he could remain silent but anything he said would be taken down and used as evidence against him.
3. The doctor suggested I should see a counsellor, and he added that a counsellor could help me get over it.
4. She denied taking the diamonds, adding that she didn't even have a key to the jewellery box.
5. Mary accused Steve of lying to her and asked why he didn't just admit it.
6. He asked his assistant if he had read the reports and added that he wanted to go through them.
7. James asked if he could have a word with me, explaining that it was about the Johnson case.
8. He asked if I knew when Sally was coming back, explaining that a Mr Douglas wanted to talk to her.
9. He apologised to the court for causing/having caused the accident and went on to say that he had never meant to hurt anyone.
10. The teacher asked the students to keep notes while listening because otherwise they wouldn't be able to answer the questions.

- 12
1. ... suggested helping me with ...
 2. ... has been taking driving lessons ...
 3. ... since I (last) spoke to ...
 4. ... offered to do ...
 5. ... apologised for coming ...
 6. ... has been in Glasgow for ...
 7. ... forbade us to play football ...
 8. ... accused Mark of lying/having lied ...
 9. ... refused to ask her out ...
 10. ... admitted (to) having broken ...
 11. ... haven't seen Peter for ...
 12. ... first time she has eaten ...
 13. ... still hasn't called ...

**Listening Task (p. 38)**

T should explain to Ss how to deal with the Listening Task (multiple matching / topic related).

Steps to be followed

- Listen, making a first choice of answers.
- When repeated, listen for specific words related to the options - keep in mind that there is **one** option that you do not need to use.
- Make final decisions, using any notes you have made to help you.

1. E 2. C 3. A 4. F 5. B

**Tapescript for Listening Task (to be heard twice)**

Speaker 1 (male): At long last I held it in my hands. A new spy thriller written by my favourite author. I couldn't wait to settle into my favourite armchair and begin to read. The advertisements claimed that this book was the spy thriller of the year. Settled at last, I eagerly opened the front cover. Two hours later I had put it down. I was in despair. I had read six chapters but I couldn't understand any of it.

Speaker 2 (female): I don't usually enjoy the books that my grandfather sends me for Christmas and birthday presents. But this one was different. It made me cry. The book was set in France during the First World War. The heroine was a little girl. Her name was Claudine and she was seven years old. One day her dog Blackie ran away and she decided that she had to find him. The whole story is about her various adventures. Some were funny, some were sad. I was really happy when, in the last chapter, she found him.

Speaker 3 (male): Never in my life have I read a book like this. I think the author must have written it in five minutes. I bought it in the airport book shop, as the novel I had intended to read during my holiday flight had been packed at the bottom of my suitcase by mistake. When I realised my error it was too late as I had already checked in my luggage. The book was about Dracula coming back to life. It was supposed to be a scary horror story. In fact it was so dull, I fell asleep while I was reading it.

Speaker 4 (female): The book itself was beautifully produced. It was a hard back volume. It had a dark blue cover, with *Karina Kay* embossed on it in large gold letters and, underneath in smaller gold letters, *A Heroine's True Story*. I gladly paid £35 to buy the book, as I am Karina's sister. When I read it, I couldn't understand how anyone had the nerve to write so many lies. I am going to write to the publisher to complain, and as for the author, if I ever meet him, you can guess what I'll say to him.

Speaker 5 (male): My favourite book is part of a trilogy. The third part has not yet been published. The main character is an alien called Fuzz. He is now living on Earth because his spaceship has broken down and needs repairing. The adventures that he has while

looking for the strangest of spare parts are amazing. Imagine what I felt like today when I saw the author on a television programme talking about the publication of part three in two days' time.

**Speaking Task (p. 38)**

(T should explain to Ss how to deal with the Speaking Task. See T's Book, Unit 2, Speaking Task p. 25.)

(Suggested answer)

- SA:** I think there has been a burglary, as I can see an open safe.
- SB:** Yes, you're right. And the gloves were worn by the burglar so that he or she wouldn't leave any fingerprints.
- SA:** The bag was probably used to carry the stolen goods away.
- SB:** Yes, but I'm not sure about the pipe. Maybe the burglar left the pipe burning in an ashtray by mistake, and that could lead to his being arrested.
- SA:** I think the screwdriver must have been used to break into the house.
- SB:** That's quite possible. The burglar definitely knew what he was doing.

**Writing - Narrations/Story Writing (pp. 39 - 41)**

1. B 2. F 3. D 4. C 5. A 6. E

(After second listening, T should write key words/phrases on the board, then asks Ss comprehension questions. Then Ss retell it in their own words.)

Key words/phrases

- walking trip
- snow-capped mountains
- sign
- avalanches
- path got narrower
- sneezing
- echoed
- rumbling noise
- get shelter
- nearby cave
- a wall of heavy snow crashed down
- frozen in shock
- safe and sound
- survived

(Suggested comprehension questions)

1. Where were these people going?
On a walking trip up a mountain.
2. What was the weather like? *Nice, but a little cold.*
3. What was the sign about? *Avalanches.*
4. Why did they ignore the sign? *Because the weather was fine.*

5. What happened when the narrator sneezed?
His sneezes echoed around the mountain and then there was a loud rumbling noise. It was an avalanche.
6. How did they react to the avalanche?
They took shelter in a cave.
7. What did they do after the avalanche stopped?
They came out of the cave safe and sound and walked to the end of the valley.
8. How did they feel? *They felt lucky to have survived.*



Tapescript for Exercise 1 (to be heard twice)

"This is definitely one of the best ideas I've had all year!" I said as we made our way up the mountain. I was feeling really proud of myself for suggesting the walking trip into the snow-capped mountains. The weather was nice, a little cold but the fresh air made us feel good. I was glad I had managed to persuade my friends to join me.

We were walking along, admiring the view and singing happily when we noticed a sign warning of the danger of avalanches. As the day was fine we ignored it and kept walking. The mountain path seemed to get narrower as we climbed higher and higher. I suddenly started sneezing violently. My sneezes echoed around the mountain, and seconds later we heard a loud rumbling noise.

"Avalanche!" shouted Gary. "Quick, let's get shelter there!" he said, pointing at a nearby cave. We ran as quickly as we could into the cave. Seconds later, a wall of heavy snow crashed down outside. We couldn't believe what was happening. We waited, frozen in shock, until the snow stopped falling.

Everything was silent as we got out of the cave safe and sound. We walked to the end of the valley feeling lucky to have survived.

2 BEGINNINGS

- A. sets the scene through the use of the senses, uses 3rd person narration
- B. uses 1st person narration, includes a description of a person (character description: self-assured, charming, polite, ruthless)
- C. sets the scene through describing the weather, uses the senses, uses 1st person narration
- D. uses Direct Speech, uses 3rd person narration, uses the senses

ENDINGS

1. creates mystery
2. use of Direct Speech, creates mystery
3. describes people's reactions to the event
4. describes people's feelings and reactions

A. 3 B. 4 C. 2 D. 1

- 3 Paragraph 1 - B
- Paragraph 2 - D
- Paragraph 3 - A
- Paragraph 4 - C

descriptive techniques: A tall man with a scar on his left cheek ... followed by a friendly looking stewardess in a blue and red uniform.

Paragraph Outline

Para B: introduction (refers to mood/feelings)

Paras D, A: main body (development and climax)

Para C: conclusion (final feelings)

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

(Suggested answer)

It all started one evening when Carl was feeling worried about his debts. He knew he needed to talk to someone, so that evening, in the pub, he mentioned his problems to his friend, Ray. Ray had the perfect solution; they would rob a bank.

And so they started to plan their robbery. The preparation took several months, but eventually, the big moment arrived and Carl found himself gripping the steering wheel of a van outside a bank in a small town in Scotland.

Everything had been going smoothly until suddenly, Ray came out of the bank with his hands in the air. Carl quickly reached for the gear lever, ready to speed off, but it was too late.

"Don't move!" said a deep voice. His heart sank as he felt the cold metal of a gun barrel against his head.

At the end of his trial the judge sentenced Carl to twelve years in prison. The judge's words echoed around Carl's head as the two policemen silently led him out of the courtroom. Carl was filled with regret as he looked around the space inside the four walls of the tiny cell. Thinking of the years that lay ahead, he heard the heavy prison door shut behind him.

- 5 I was alone in the house, reading a scary ghost story as snow fell silently outside. The only sound was the ticking of my old grandfather clock. The dying fire cast an orange glow onto the walls of my study.

I was absorbed in the story when suddenly I began to feel that someone was watching me. The clock stopped ticking. I looked around but I could see no one. Was my mind playing tricks on me?

Trying to ignore my intense fears, I returned to my book. After a few seconds, though, the book was knocked to the floor by an unseen hand. "Who's there?" I cried. I saw something standing in front of me that made my blood run cold. A shadowy white ghost pointed a pale finger at me. Its mouth moved. "Come on! Come with me. It's time," it said.

"What do you want?" I managed to ask, shaking with fear. The ghost took me by the hand and led me to the window. Just as we reached it, the clock struck

twelve. Mysteriously, I found myself back in my armchair, my book beside me. I looked around but only Samantha, my cat, was in the room, trying to make herself comfortable on my lap. "Where's the ghost?" I wondered, then laughed at myself. "I'd better stop reading ghost stories," I thought. But then I felt a cold wind blowing in through the now open window.

Paragraph Plan

- Para 1:** introduction - sets the scene involving senses
- Paras 2, 3:** main body - development
- Para 4:** conclusion - unexpected ending, mood, people's reactions

6 1. F 2. T 3. F 4. F 5. F

7 (Points to consider before Ss write any of the three topics)

1. T reminds/elicits from Ss techniques to begin a story. T points out that the composition should fit the given ending so that the ending won't look like a piece from another puzzle. Ss should think of a plot line before attempting to write the composition. T can encourage Ss to use flashback narration.
2. T reminds/elicits from Ss techniques to end a story. T points out that Ss should have a plot line in mind before attempting to write the composition which could either continue with the event(s) which happened after the given sentence or use flashback narration.
3. T should remind Ss to employ the techniques mentioned in the unit to create suspense and grab the reader's attention.

After Ss have finished with Unit 3, they can do the video project work as explained on p. 133 in the Teacher's Book.

Module Self-Assessment (Units 1, 2, 3) (pp. 42 - 43)

- 1 1. C 3. D 5. A 7. B
2. A 4. C 6. B 8. A
- 2 1. made redundant 5. mentality
2. novice 6. chat
3. confidence 7. soaked
4. startled 8. sophisticated
- 3 1. up 2. up 3. in 4. over 5. off
- 4 1. in, about, for, with, in
2. of, of, for, with
- 5 2. A fire-fighter is someone who fights fires.
3. A camera is a machine which we use for taking photographs.
4. A doctor is someone who cures people.
5. A factory is a place where many workers work.
6. An iron is a machine which we use for ironing clothes.
- 6 1. ... isn't sunny enough ...
2. ... haven't seen him since ...
3. ... long ago is it since ...
4. ... is still marking ...
5. ... has been studying music for ...
6. ... have been living here for ...
7. ... denied having caused ...
8. ... since I (last) ate ...
9. ... accused Sally of killing/having killed ...
10. ... is seeing her lawyer ...
- 7 1. give 6. historic
2. heavy 7. popular
3. full 8. visual
4. cosmopolitan 9. highly
5. sophisticated 10. limit
- 8 1. already 3. ago 5. before
2. still 4. yet
- 9 1 1. was walking 4. saw
2. crashed 5. moved
3. had just passed
- 2 1. are leaving 4. saw
2. takes off 5. are looking forward
3. decided 6. haven't been
- 3 1. had been living 5. decided
2. was working 6. have been
3. offered 7. are beginning
4. discussed
- 10 1. it 6. to 11. had
2. much 7. of 12. have
3. was 8. in 13. they
4. of 9. been
5. is 10. he
- 11 1. By setting the scene (who-when-where we met/saw this person).
2. When we make a statement to the police.
3. The person's character traits.
4. Details of its interior.
5. a) Direct Speech
b) a sentence to create mystery/suspense
c) set the scene using your senses to describe weather, surroundings, etc.
d) describe your feelings/moods
e) address the reader directly, etc.
6. Flashback narration means that you start your story at a specified time, then go back in time and set the previous scene. You continue the story leading readers up to the specified time and then go on to the end of your story.

Unit 4 - Disasters & Accidents



Objectives of Unit 4

Lead-in (p. 44)

introduce the topic; brainstorm student's ideas; listen for specific information to get an idea of text content

Reading (pp. 44 - 45)

identify links between sentences/paragraphs; use textual reference to fill in missing parts of text

Vocabulary Practice (p. 46)

- Ex 1** deduce meaning of vocabulary items from context
- Ex 2** identify alternative words/expressions
- Ex 3** match words in collocations
- Ex 4** deduce meaning of idioms from contextual sentences
- Ex 5** identify word groups
- Ex 6** identify equivalences between words and phrasal verbs
- Ex 7** practise use of dependent prepositions

Talking points: skim text to find main points; make notes and use to give a talk

Language Development (pp. 47 - 49)

- Ex 1** work with language of disasters through newspaper headline language
- Ex 2** practise newspaper headline language
- Ex 3** listen for gist; use ideas from the listening text to talk about pictures
- Ex 4** deduce the meaning of vocabulary items from context; read for specific information
- Ex 5** listen for specific information; reproduce notes orally as a formal bulletin
- Ex 6** work with vocabulary of accidents
- Exs 7** make sentences in 1st conditional using "could" as variation on "will"
- Ex 8** use modals to express possibility
- Ex 9** work with vocabulary within context (car accident)

- Ex 10** listen for gist; guided oral practice using specific vocabulary items
- Ex 11** use newspaper headlines as a springboard to talk about accidents, causes and preventative measures
- Ex 12** use 2nd conditional to discuss hypothetical situations
- Ex 13** produce an informal oral narration as opposed to written news report

Grammar / Use of English (p. 50)

- Exs 1-13** presentation of conditional types 1, 2, 3 / wishes
- Ex 14** distinguish between minimal pairs; produce the sounds
- Ex 15** identify and produce strong/weak forms

Listening Task (p. 52)

listen for background information in order to eliminate distractors and choose the correct answer

Speaking Task (p. 52)

decision making based on given visual prompts

Writing (pp. 53- 55)

- Ex 1** brainstorm vocabulary and ideas which could appear in the listening text
- Ex 2** listen for specific items; listen for specific information
- Ex 3** use contextual clues to re-order paragraphs
- Ex 4** distinguish between style of news reports/stories
- Ex 5** form narration based on news report
- Ex 6** analyse model pieces of writing
- Ex 7** check Ss' understanding of guidelines covered in Writing section
- Ex 8** independent practice of elements introduced in Writing section

Unit 4 - Disasters & Accidents



Lead-in (p. 44)

(Suggested answers)

- **Fire** - flames, burns, fire brigade, smoke, heat, fire extinguisher, fireman, smoke damage, etc.
- **Car Accident** - crash, injuries, speeding, alcohol, seat-belt, brakes, etc.
- **Earthquake** - shaking, collapsed buildings, damaged roads/buildings, victims, etc.
- **Train Derailment** - brakes, sth on tracks, injuries, etc.
- **Natural** - earthquake, fire (caused by lightning)
- **Human Error** - car accident, fire, train derailment

Causes

Fire - gas leak, somebody playing with matches, a dropped cigarette/match, electrical fault, somebody leaving an electric/gas fire/stove on, etc.

Car Accident - somebody speeding, drink driving, driver falling asleep, careless driving, problem with the car, etc.

Earthquake - movement underneath the earth's surface

Train Derailment - sth on tracks, faulty tracks/brakes, drink driving, earthquake

Feelings

- fear, panic, terror, distress, trauma, horror, despair, helplessness, etc.



- | | |
|------------|--------------|
| 1. 1994 | 6. calm |
| 2. 60 | 7. traumatic |
| 3. billion | 8. scared |
| 4. crack | 9. won't |
| 5. Pacific | 10. 90% |



Reading (pp. 44 - 45)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 3, Reading p. 30.)

1. B 2. G 3. C 4. A 5. D

(After Ss have done the Reading task, T asks Ss comprehension questions.)

(Suggested comprehension Questions)

1. When did the earthquake happen?
At 4:31 on January 17, 1994.
2. What did the earthquake measure?
6.7 on the Richter scale.
3. Where did the earthquake happen? *In Los Angeles.*

4. How did Rosemary Sato describe her earthquake experience? *She was shaken awake because her house was rocking. The quake had blown open her front door and thrown her furniture around.*
5. For how long was another resident of the community trapped? *Five hours.*
6. What were the immediate effects of the earthquake? *60 people were killed, more than 3,000 homes were destroyed or severely damaged and 10 highway bridges were brought down.*
7. What was the cost of the damage? *\$20 billion.*
8. What caused the earthquake? *Movement in the San Andreas fault system.*
9. What is the San Andreas fault system? *A crack between two giant pieces of the Earth's crust, one of which is mostly situated under the Pacific Ocean.*
10. How fast does the piece situated under the Pacific Ocean move? *About 4 centimetres every year.*
11. What are the Californians doing to protect themselves from another earthquake? *They are having the steel frames of buildings and other structures strengthened. They are also buying emergency supplies, nailing down their belongings and making plans for what they should do in the event of another earthquake.*
12. What should people do during a quake? *They should stay calm. They should stay where they are and take shelter under a bed or table.*
13. What is "earthquake trauma"? *A phenomenon which happens to some of those who have experienced an earthquake. Sufferers can't overcome the dreadful experience. They feel terrified of the dark, etc.*
14. How did Levon Jernazian help Ani to overcome this trauma? *He asked Ani to draw a picture of her fears. Ani drew a big rat. Then Levon asked her to cut the picture into pieces, burn it and jump on the remains. As a result, Ani's fear became less intense.*
15. Are the Californians likely to experience another earthquake? *Yes, there is a 90 per cent chance in the next thirty years.*



Vocabulary Practice (p. 46)

- 1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]
- 2

1. intense	6. strengthened
2. rocked	7. survivors of
3. restricted	8. cling
4. howling	9. impact
5. estimated	10. recalled

3 (Ss should memorise these collocations. T checks in the next lesson.)

- | | |
|------------|-------------|
| 1. massive | 7. steel |
| 2. to take | 8. plane |
| 3. to make | 9. to blow |
| 4. crust | 10. front |
| 5. shelter | 11. to stay |
| 6. wake-up | 12. seismic |

- 4
- as a complete surprise
 - unpleasant things all happen together
 - taking unnecessary risks
 - a lot of fuss about something that is not important
 - an indication of a much larger problem

- 5
- | | |
|-------------|----------|
| 1. think | 3. tiny |
| 2. thrilled | 4. cause |

(Ss should memorise the phrasal verbs and prepositions from Exs 6 and 7. T checks in the next lesson.)

- 6
- | | | |
|------------|--------|--------|
| 1. down on | 3. off | 5. out |
| 2. in | 4. off | |

- 7
- | | | | |
|-------|---------|------------|-------|
| 1. to | 3. in | 5. onto/to | 7. of |
| 2. to | 4. with | 6. of | |



Talking Points (p. 46)

(T writes the headings on the board, elicits answers from Ss and writes them on the board. Ss, looking at the notes, report the incident. T should point out that this is not a story but a report about sth which has happened. Therefore, the style is impersonal and rather formal. T can assign this as written HW after Ss have done this orally in class.)

WHAT: earthquake measuring 6.7 on the Richter scale

WHEN: 4.31 in the morning, January 17, 1994.

WHERE: (community of Northridge in) Los Angeles

DETAILS OF THE EVENT: 60 people killed, 3,000 homes destroyed or damaged, 10 highway bridges brought down, people trapped under debris.

PEOPLE INVOLVED: Rosemary Sato survived - the quake had blown open her front door and thrown her furniture around.

Another resident - top two floors crashed down onto his first floor apartment; trapped for five hours; suffered injuries.

ACTION TAKEN: engineers working to strengthen the steel frames of buildings and other structures, residents buying emergency supplies, nailing down their belongings, planning what to do in the event of another quake, some people left California, doctors trying to help people overcome earthquake trauma.

COMMENTS BY THOSE AFFECTED: "I'm not scared anymore. Also, it's similar to being in a plane crash. What are your chances of being in another?"

(Suggested answer)

There are several things we can do to protect ourselves against earthquakes. First of all, you should check that your home has a strong steel frame, so that it won't collapse during an earthquake. Secondly, make sure that large objects and furniture inside your house, such as bookcases, are secured to walls and floors. Thirdly, if you are indoors during an earthquake, take shelter under a bed or table or stand in a doorway. It is important to stay calm during a quake as panic leads to rash actions.



Language Development (pp. 47 - 49)

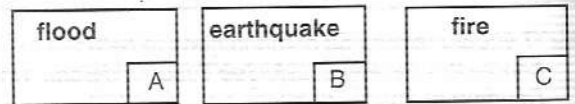
- 1
- | | |
|----------------|----------------------|
| a. avalanche | e. nuclear explosion |
| b. typhoon | f. drought |
| c. plane crash | g. famine |
| d. shipwreck | h. volcanic eruption |

- 2 (T should explain meaning of "key words" and explain to Ss that in headlines: **a)** present simple is usually used **b)** the verb "to be" is usually omitted and **c)** articles are usually omitted. T may show Ss some authentic headlines from a newspaper for them to examine and use as a model. T points out that headlines are short and give the necessary information about the event briefly but in an eye-catching way.)

(Suggested answers)

- Floods Force 600 to Leave Rockwood
(key words: flooding, Rockwood, 600 people forced, leave)
- 36 dead, 40 missing in Bay City Quake
(key words: earthquake, Bay City, thirty-six killed, forty missing)
- Drunk Driver Kills Two (key words: couple, killed, driver, lorry, drunk)

- 3 (Ss should first identify the accidents shown in pictures A, B, C, then do the listening activity.)



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



Tapescript for Exercise 3 (to be heard twice)

- "I've never seen anything like that before. I thought the rain would never stop!"
- "We think it may have started either by a candle or a cigarette that was left burning!"
- "It was awful. The earth was shaking under my feet. I was very scared."
- "I was shaking with fear. The smoke and flames were everywhere. I could hardly breathe."
- "Everything is ruined: carpets, curtains, furniture. It's such a mess. My kitchen floor is covered with a thick layer of mud."

6. "It was awful. The flames were licking at my feet. I was trapped."
7. "We tried to get people out of the fallen debris. All the time we were afraid there would be further shocks."
8. "I was terrified. Cars were floating down the street as the water was rising higher and higher."
9. "The first thing was this terrible rumbling sound. It went on for perhaps half a minute, but it seemed like forever."

(Suggested comments)

flood: "I was really scared when the water started to fill the living room. I didn't know what to do."

earthquake: "It was terrifying. Our house just collapsed around us."

fire: "I thought we were going to die. The smoke was really thick and I could hardly breathe."

4 (Suggested answers)

- A. taking off** - leaving the ground
runway - special road surface where aeroplanes take off and land
shattered - smashed
fuel tank - container in a vehicle where petrol, etc., is stored
air-traffic control - group of people who tell pilots where to fly their planes
visibility - state where people can see clearly
sabotage - act of damaging something on purpose
ruled out - dismissed
witnesses - people who have seen sth happen
nosedived - descended vertically with the front of the plane pointing to the earth
crashed into - violently hit
crash experts - people who know a lot about aeroplane crashes
wreckage - what is left of a severely damaged vehicle/building
- B. struck** - hit
residents - people who live in a place
evacuate - move people out of a dangerous area or building
extinguish - put out (a fire)
spread rapidly - moved quickly to other areas
rescue operation - organised attempt to save sb
smoke inhalation - breathing in of smoke from a fire which damages the throat and lungs
minor burns - injuries to the skin caused by fire which are not very serious
discharged - allowed to leave
injuries - physical damage; harm to the body
battled - fought
determine - find the facts about sth
malfunction - fault in a machine
wiring system - set of wires which provide sth with electrical power

(Suggested headlines)

- A** 59 Killed in Mysterious Plane Crash
B 43 Saved from Blazing Redbrooke Apartment Building
- A** a. A plane crash.
 b. This morning; in Bucharest.
 c. Not known yet.
 d. 59 people died.
 e. Crash experts are examining the wreckage.
- B** a. Fire.
 b. Late last night (after 2.00 am) in Redbrooke.
 c. It is suspected that there was a malfunction in the wiring system.
 d. Twenty-nine people were taken to hospital.
 e. An investigation is being carried out to determine the cause of the fire.

- 5 (*Ss read questions before they do the listening task. Before Ss present this shipwreck as part of a news bulletin, T explains that its style is rather formal, and gives the plan as shown on p. 53 S's Book on the board. T assigns this as written HW.*)

shipwreck = event in which a ship sinks or is destroyed at sea

crew members = people working on a ship

swim ashore = to swim to the nearest land

rescue = to save sb/sth from danger

lifeboat crew = group of people who rescue people at sea

missing = lost; unable to be found

sink = (boats, etc.) to go beneath the surface of water

survivors = those still alive after an accident

hit = to run into; collide with

bad weather = storms, heavy rain, wind, etc.

air and sea rescue team = group of people who save others using planes or boats

1. A shipwreck.
2. Yesterday morning.
3. Off the south coast of England.
4. Six.
5. Five.
6. Three.
7. Bad weather.
8. Survivors have been taken to hospital. Air and sea rescue teams are searching for the missing crew members.

**Tapescrpt for Exercise 5 (to be heard twice)**

A large British fishing boat, *the Red Herring*, was involved in a tragic shipwreck yesterday morning. The boat sank after hitting rocks off the south coast of England.

Six of the boat's crew members managed to swim ashore and get help. A lifeboat team was sent out to search for the rest of the crew. The lifeboat crew later returned to shore after rescuing five survivors and reported that there were still three missing crew members.

The boat was reported to have hit the rocks after running into bad weather.

The survivors of the shipwreck have been taken to hospital in Southampton where they are recovering from the accident. Air and sea rescue teams are continuing to search for the missing crew members.

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

(As an extension Ss can suggest other causes of these accidents.)

- 7 (T can ask Ss to write sentences as the one in the example at home after Ss have done Ex 7 orally in class.)

(Suggested answers)

- You could have a car accident if you drive on wet roads.
- You could slip and fall if you walk on an icy pavement.
- You could burn yourself if you play with matches.
- You could poison yourself if you swallow bleach.

- 8 **(Suggested answers)**

- A. She might have swallowed something e.g. pills, chewing gum, piece of food, fishbone, etc.
- B. She may have crashed into a tree while riding her bicycle. She might have broken her leg because she tripped over something.
- C. She could have hurt her knee while skateboarding.
- D. He might have fallen into water and nearly drowned.

- 9 1. injuries 5. crashed
2. overtake 6. direction
3. braked 7. damaged
4. skidded 8. collision

- 10 (Before Ss do the listening activity, T elicits/explains the words given in the list. After Ss do the listening activity T can ask them comprehension questions. e.g. How many people were involved in the first accident? What exactly happened? Are there any injuries? What was the cause of the accident? What were the consequences? Why did the accident happen? Alternatively, Ss close books and say as many words as they can remember related to a car accident as mentioned in this text. T assigns the short descriptions as written HW after Ss have done this orally in class.)

Picture A matches Listening B.

Picture B matches Listening A.



Tapescript for Exercise 10 (to be heard twice)

- A. **Policeman:** Did you witness the accident, sir?
Male: Yes, I did.
Policeman: Could you tell me what you saw?
Male: I was standing at the bus stop when it happened. A car was driving down the street just as a young girl on a bicycle was approaching the junction. The driver went through the stop sign and crashed into the girl on the bike, throwing her to the ground. The driver slammed on the brakes, jumped out of his car and rushed to the girl. An ambulance arrived shortly after.
- B. **Policeman:** Did you see what happened?
Male: Yes, I did.
Policeman: Could you describe the event as accurately as possible?
Male: I was waiting for the number 6 when I noticed an old lady start to cross the road in front of me. Suddenly a car turned left off the main road and for a second I thought it was going to hit the woman, but the driver managed to swerve just in time. Unfortunately, there was a lorry coming in the other direction and the two vehicles collided. There was a terrible noise, but luckily, no one was injured.
- 11 (T explains any unknown vocabulary before Ss do the exercise.)
1. b 2. a 3. d 4. c
- (Suggested answers)**
- fires at home**
- A pan of oil which has been left unattended on the cooker could start a fire. For this reason, you should never leave one unattended while you're cooking.
- poisoning**
- A child could be poisoned if he/she drinks bleach. For this reason, parents should always keep bleach locked away securely.
 - A child might be poisoned if he/she swallows pills. For this reason, parents should keep medicine out of children's reach.
- car accidents**
- Speeding causes car accidents. For this reason, people should not drive too fast and they should always wear seatbelts.
 - Drunk drivers cause car accidents. For this reason, you should never drink and drive.
- forest fires**
- A lit cigarette (e.g. thrown out of a car) can start a fire in a forest. For this reason, people should not drop lit cigarettes in forests.
 - A campfire, if left unattended, can start a fire in a forest. For this reason, campers should always extinguish campfires before leaving.

12 (Ss can suggest other survival techniques as well.)

fire	cover nose and mouth with a damp cloth, stay close to the floor
lost in the desert	light a fire, use a mirror to reflect the sun's rays, let off flares, keep head covered from the sun
trapped in debris	try not to move, use a whistle to signal your position
lost in snowy mountains	light a fire, let off flares, keep warm, jump up and down to improve your blood circulation
flood	let off flares, get rid of heavy clothes, go to the highest level of the building, turn off electricity to prevent electrocution

13 (After Ss have read the text T asks comprehension questions, e.g. What happened? Where did it happen? Who was in the house? What caused the fire to start? Who woke Ann up? What did Ann do to help her brother? Who helped her pull Frank out of the house? What is Ann going to receive? etc. T can also ask Ss to underline comments by people involved e.g. "I couldn't have done it without Danny, our dog." "I'm just glad we're all alright." T should remind Ss of narrative techniques as illustrated in Unit 3 which Ss should employ while narrating this incident in first person. T should also remind Ss that their story should sound informal. After Ss have told the story in class T can assign it as written HW.)

(Suggested story)

Last night I was asleep in my bed in our house in Manchester when I woke up to the sound of Danny, our dog, barking in the back garden and the smell of something burning. I was very frightened, as my parents were away for the weekend and my big brother Frank and I were the only ones home.

I jumped out of bed and ran to Frank's room to try and wake him up. When he wouldn't open his eyes I tried to pull him out of bed, but he was too heavy. Suddenly I remembered that Danny was outside, so I grabbed his lead, ran out to the garden and brought him back upstairs to Frank's room. Then I tied Danny's lead to Frank's left ankle and grabbed the other one. Together we were able to pull Frank to safety.

At the time, I was terrified at the thought that we might die and I know that if Danny hadn't been there I could never have saved my brother. Now I'm just glad that we're all alright.



Grammar / Use of English (pp. 50-51)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

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

1. Present Simple/Present Simple
2. Present Simple/Imperative
3. Present Simple/Future
4. Past Simple/Conditional
5. Past Simple/Conditional
6. Past Perfect/Perfect Conditional

- 2 • If you see smoke, evacuate the building quickly and quietly.
- If you see smoke, use the nearest emergency exit.
 - If you see smoke, do not use the lift.
- Zero conditional is used to give instructions

3 (Suggested answers)

1. If an earthquake occurs, I'll go under a desk.
 2. If a fire alarm goes off, I'll get out of the building immediately.
 3. If there's a blackout, I'll light candles.
 4. If I see a car crash, I'll call an ambulance.
- 4
- a. If I was/were trapped under debris, I'd use a whistle.
 - b. If the boat I was on started sinking, I'd use a life jacket.
 - c. If I was/were trapped in a mine, I'd use a torch.
 - d. If I was/were travelling through a desert, I'd use a compass.
 - e. If I got stuck on an underground train, I'd use an axe (to break the window open).
- 5
2. If the dam hadn't burst, the town wouldn't have been flooded.
 3. If one of the drivers hadn't been drinking, the two cars wouldn't have collided (on the road).
 4. If the cyclist had had lights on his bicycle, (the driver would have seen him and) he wouldn't have been injured.
 5. If the man hadn't thrown his cigar out of the window of his car, the garage wouldn't have exploded.
- 6
2. Unless we transmit a message now, it'll be too late.
 3. Unless the windscreen is clear, how can the driver see?
 4. Unless you wear warm clothes, you'll get cold.
 5. Unless we refill our air tanks, we'll suffocate.

- 7
1. wouldn't be (2nd type)
 2. won't roll (1st type)
 3. play (1st type)
 4. were (2nd type)
 5. wouldn't have drunk (3rd type)
 6. get (1st type)
 7. had listened (3rd type)
 8. would you do (2nd type)
 9. head for (zero conditional)
 10. would/could/might have avoided (3rd type)

- 8
2. Were I you, I would hire a bodyguard.
 3. Had he let off flares, they would have spotted him.
 4. Should you see smoke, activate the alarm.
 5. Had she not gone through the traffic lights, she wouldn't have hit the pedestrian.

9 (Suggested answers)

2. ... he wouldn't have hit it.
3. ... you won't have an accident.
4. ... if you see fire.
5. ... you'll miss your plane.
6. ... use a map.
7. ... he would be able to land the plane.
8. ... the fire wouldn't have started.
9. ... I'd use flares to signal my position.
10. ... she wouldn't have been poisoned.

- 10 1. c 2. b 3. a

11 (Suggested answers)

2. I wish Nina hadn't left her boots on the stairs.
3. I wish it would stop snowing. / I wish they could find the lost skiers.
4. I wish I hadn't unplugged the heater with wet hands.
5. I wish my radio transmitter worked.
6. I wish I hadn't left the saucepan on the cooker.
7. I wish I had a spare tyre.
8. I wish I hadn't eaten so much.

12 (Suggested answers)

2. I wish Ann wouldn't drive/keep driving so fast. If she keeps driving so fast, she will have an accident.
3. I wish the boat's engine hadn't broken down. If the boat's engine hadn't broken down, I could/would have gone sailing.
4. I wish the weather wasn't/weren't bad. If the weather wasn't/weren't bad, I could/would go fishing.
5. I wish I hadn't washed my red blouse in hot water. If I hadn't washed my red blouse in hot water, its colour wouldn't have run.
6. I wish the roads weren't closed because of the floods. If the roads weren't closed because of the floods, I could/would drive to my village.
7. I wish I had had a compass (with me). If I had had a compass (with me), I wouldn't have got lost in the forest/would have been able to find my way.
8. I wish my bicycle tyres weren't both flat. If both tyres weren't flat, I could ride my bicycle to school.

- 13
1. ... had listened to the forecast ...
 2. ... should a fire break ...
 3. ... the fireman had rescued ...
 4. ... he hadn't gone skiing ...
 5. ... wish I were ...
 6. ... you don't follow ...
 7. ... the authorities had acted ...
 8. ... wish I had heard ...
 9. ... forests weren't destroyed ...
 10. ... wouldn't have been ...

14 Pronunciation

shave	shame	short
suit	sell	sock
shift	self	sack
sake	sheet	shoe

(After Ss have done Ex 14, T reads sets of words aloud, and asks Ss to repeat after him/her.)

- 15 A: You did start the fire! (strong)
 B: No, I didn't. (strong)
 A: Come on, we know you did. (weak)



Listening Task (p. 52)

T should explain to Ss how to deal with this multiple choice listening task.

Steps to be followed

- Read the sentences and the choices carefully.
- When listening for the first time, look out for key words which are related to one of the three choices. Keep in mind that these key words may be included in the incorrect choices.
- During the pause before the extract is repeated, look at your unanswered questions and pay attention to these when listening again.
- Listen to the extract again and check your answers.

1. A 2. B 3. C 4. C 5. C 6. B



Tapescript for Listening Task (to be heard twice)

Presenter: This afternoon we welcome Nicole Svatek to the studio. Nicole runs special courses for the airline company Virgin Atlantic, and today we'll be discussing the 1989 United Airlines DC10 flight 232 crash in which, tragically, over 100 people were killed. Good afternoon, Nicole.

Nicole: Hello.

Presenter: Perhaps you could tell us, first of all, what your courses involve, Nicole.

Nicole: Well, pilots need to be trained to deal with dangerous situations so they are able to stay calm and think clearly in the event of an emergency. This reduces the chances of human error which often results in disaster.

Presenter: Crash experts always look for the black box flight recorder at the crash scene. This is a really useful piece of equipment, isn't that correct?

Nicole: Yes. The black box actually records everything that is said in the cockpit, so when the crash experts listen to the recording after they have found it, they can usually find out what caused the crash.

Presenter: So what actually happened in the United Airlines crash?

Nicole: Well, the number two engine failed at 37,000 feet over the western United States. Fortunately, as the captain had been on one of our courses, he was able to stay calm even though he knew that he might die. Because he didn't panic, he was able to concentrate on landing the plane as safely as possible.

Presenter: So how did he do that?

Nicole: Well, together with his crew and a trainee pilot who happened to be a passenger on the flight, the captain was able to plan a controlled crash landing in Sioux City.

Presenter: Unfortunately, as I mentioned earlier, over 100 people were killed in the crash, but, miraculously, 183 people survived. So these people have the plane's captain to thank for saving their lives with his good training and self-control.

Nicole: Absolutely.

Presenter: Nicole, thank you very much for joining us today.

Nicole: Thank you.

Presenter: Next week on "The News Today" we shall be discussing... (FADE).



Speaking Task (p. 52)

(*T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 2, Speaking Task p. 25.*)

Suggested survival techniques to be discussed

- **lost in desert**
 - keep skin and head covered from the sun
 - use a mirror (if you have one) to attract attention
 - start a fire (at night) to keep you warm
 - use water carefully or try to find a cactus to drink its sap
- **trapped in a flood**
 - go to the highest possible level of your house and wait for rescue
 - do not attempt to swim as you could be washed away or drown
 - turn off electricity to prevent fire and electrocution
 - get rid of heavy clothes in case you fall into the water
 - let off flares

- **trapped in snow**
 - keep warm
 - try to build a shelter
 - try to start a fire
 - don't wander off in a snow storm
 - jump up and down to start your circulation
 - try not to fall asleep or you might freeze
- **trapped in a tunnel/mine**
 - stay calm
 - don't attempt to pull the debris away; it might collapse on you
 - try not to move
 - don't use up your energy because the oxygen level might be low
 - use a whistle/piece of wood to signal your position
- **caught in a fire**
 - wrap a wet blanket around yourself
 - cover your mouth and nose with a damp cloth
 - make your way to the nearest exit
 - avoid using lifts
 - don't panic
 - open the window of the room you are in
 - raise the alarm and call the fire brigade (if possible)
 - yell "Fire!" to alert others
 - stay close to the floor



Writing - News Reports (pp. 53 - 55)

1 (Suggested answers)

words: car accident, crash, injuries, seatbelt, speeding, alcohol, slippery road, etc.

information: When did the incident occur?
Who was involved?
Who witnessed the incident?
Was anyone injured or killed?
Why did the incident occur?
What action was taken afterwards?

- 2
- | | |
|--------------|------------|
| 1. car crash | 6. injured |
| 2. crossing | 7. shock |
| 3. crashed | 8. taken |
| 4. hidden | 9. third |
| 5. damaged | 10. remove |
1. A car crash.
 2. Yesterday morning.
 3. At the traffic lights in the village of Bradbury.
 4. Two.
 5. A lorry crashed into a blue Ford Fiesta going through the green lights.
 6. A large tree which was hiding the traffic lights.
 7. The car was seriously damaged. The car driver wasn't seriously injured but was taken to hospital to be treated for shock. The lorry driver was taken to the police station to make a statement.

8. "This is the third accident to have happened this month. The Town Council should remove the tree, or there will be further accidents."
9. The Town Council should remove the tree.

Tapescript for Exercise 2 (to be heard twice)

There was another car crash yesterday morning at the traffic lights in the village of Bradbury. Jill Smith, who was driving a blue Ford Fiesta was crossing the junction after the traffic lights had turned green, when a lorry crashed into the side of her car. James Connors, the driver of the lorry, hadn't noticed the traffic lights because they were hidden by a large tree. As a result of the accident the car was seriously damaged. Fortunately, Miss Smith wasn't seriously injured. She was taken to the local hospital to be treated for shock. The lorry driver was taken to the police station to make a statement. "This is the third accident to have happened this month. The Town Council should remove the tree or there will be further accidents," a villager said.

- 3 1. D 2. B 3. A 4. C

Para 1: summary of event - (who, when, what, where)

Para 2, 3: development of event - (details of what happened)

Para 4: Conclusion - (Results)

Suggested headline: Mysterious UFO sighting on Yorkshire moors

4 Beginnings

- A. story (S)
- B. news report (NR)
- C. story (S)
- D. news report (NR)

Endings

- A. news report (NR)
- B. story (S)
- C. story (S)
- D. news report (NR)

Tapescript for Exercise 4 (to be heard twice)

Beginnings

- A "They're coming for me! You must hide this! You must!" whispered the man, leaving Steven a tiny Egyptian box, then disappearing quickly into the crowd.
- B A 14-year-old boy was rescued from a cliff face in Hunstanton last Sunday.
- C I shivered with cold as I made my way through the wild vegetation. I could feel eyes staring at me and could hear unusual noises all around.
- D 24 people were killed in Morocco last week when a fire broke out in a warehouse.

Endings

- A "I'll never climb anything so high again" he said and promised to stay away from birds' nests in the future. The boy, who was injured, is expected to leave the hospital tomorrow.
- B "Welcome to our tribe, white man. It'll be a pleasure to share our dinner with you," the chief said pointing to a bowl of raw meat. Then, I fainted.
- C He knew his life would change one day. He had never imagined it would change so drastically, though.
- D Experts are examining the electrical system. At present it is suspected that faulty heating equipment caused the fire.

5 time: early hours of Saturday morning

place: West Cross Shopping Centre, Wolverhampton

- development:**
- 14 people injured
 - shop assistant called gas board as she had noticed the smell of gas
 - gas board workers didn't detect any leak
 - there was an explosion
 - 2 people trapped under the rubble for more than an hour
 - inquiry continues

[T should point out that this is a news report and focus on its style (impersonal, rather formal, writer's feelings not mentioned) and elicit from Ss how a story based on a report should be (personal, informal, the narrator's feelings should be mentioned.)]

- 6 a. model A
- b. model B
- c. model A
- d. model B (involves narrative techniques, sets the scene involving senses, ends with the writer's feelings)
- e. model A
- f. summary of the event
- g. sets the scene using the senses
- h. **model A:** comments, action taken
model B: writer's feelings

7 Self Check

1. F 2. T 3. F 4. T 5. F

- 8 [T points out that these compositions should be written in formal style as they are news reports and elicits from Ss the plan for each, asking what elements should be included (when, what, where, etc.) and what elements shouldn't be used at all (e.g. the writer's feelings).]

(Suggested answers)

1. A tragic accident occurred yesterday afternoon just outside Longton when two cars were involved in a major car crash resulting in the deaths of both drivers.
Mrs Gwen Rathbone, the mother of three young children, was driving over Longton Bridge when a blue Toyota Corolla, driven by Mr Michael Feggs, hit her Ford Fiesta while overtaking. Witnesses say that Mr Feggs had already overtaken several other cars and appeared to be in quite a hurry. A local pub landlord also said that Mr Feggs had left his establishment at 3.30 that afternoon after drinking several pints of beer. Firemen cut both drivers out of their cars and ambulance men rushed them to hospital. Both drivers, however, were pronounced dead on arrival as a result of serious head injuries.
Police chief, Dick Bryant announced last night that he was going to increase the number of random breath tests in the area and appealed to drivers not to drink and drive.
2. Robbers escaped with gold worth £2 million after a robbery last night which took place at the National Bank in Glasgow.
A police spokesperson stated that the robbers had probably entered the bank shortly after midnight. It is suspected that they had help from a bank employee, because they were able to open the safe quickly, find the gold, and escape without setting off the security alarm. The robbery was not discovered until eight o'clock this morning, when the

branch manager arrived for work. The police investigation shows that the robbers were professionals as they had managed not only to switch off the alarm system, but the security cameras as well.

Bank officials and police investigators are interviewing all of the branch's staff, and the bank has offered a reward of £2,000 for information leading to the arrest of the robbers.

3. Last weekend, two tourists were miraculously saved from almost certain death by a friendly dolphin while swimming in the sea near the Australian city of Darwin.

The tourists, Allison and Hank Shankley had been having a picnic on a quiet beach when they decided to go for a swim. Within seconds, Allison realised that she had cramp in her legs. Her husband quickly swam over to help her, but by the time he had reached her he too had cramp and they were both out of their depth. It was then that the dolphin came to their rescue. The lucky couple were able to hold on to the dolphin's fin while it pulled them to safety.

William Freeman, who witnessed the incident from the beach said, "I've never seen anything like it. It was amazing." Coastguard, Jim Peterson, however, wasn't surprised. "There have been several cases of dolphins helping swimmers in trouble. Unfortunately, many others are not so lucky. I hope this incident will serve as a warning to others not to swim after eating."

After Ss have finished with Unit 4, they can do the video project work as explained on p. 134 in the Teacher's Book.

Unit 5 - Festivals / Celebrations



Objectives of Unit 5

Lead-in (p. 56)

brainstorm ideas and vocabulary associated with the topic; listen for specific information to get an idea of text content

Reading (pp. 56 - 57)

skim several short texts for specific information

Vocabulary Practice (p. 58)

- Ex 1** deduce the meaning of words from context
- Ex 2** identify alternative words/expressions
- Ex 3** match words in collocations
- Ex 4** distinguish between pairs of commonly confused words
- Ex 5** identify equivalences between words and phrasal verbs
- Ex 6** practise use of dependent prepositions

Talking points: scan text for specific information; develop note-taking skills; give a talk from notes

Language Development (pp. 59 - 61)

- Ex 1** make speculations
- Ex 2** work with vocabulary concerned with the topic
- Ex 3** word formation - vocabulary related to a western celebration
- Ex 4** skim texts for specific information; connect notes with appropriate linking devices
- Ex 5** work with vocabulary related to the topic in order to describe series
- Ex 6** listen for gist in order to match descriptions with pictures; vocabulary related to these events
- Ex 7** predict answers; listen for specific items; gain background knowledge from the text; (personalisation) compare typical wedding in one's country to Chinese wedding

- Ex 8** match adjectives and nouns to form collocations
- Ex 9** listen for specific information; practise note-taking skills
- Ex 10** use adjectives and appropriate vocabulary to talk about celebrations
- Ex 11** analyse the parts of speech missing in a text; provide the word
- Ex 12** listen for specific information
- Ex 13** distinguish between minimal pairs; produce the vowel sounds

Grammar / Use of English (pp. 62 - 63)

- Exs 1-12** introduce the Passive Voice and Causative form

Listening Task (p. 64)

multiple matching-series of short related extracts – selection of the correct prompt from a list; listen for gist

Speaking Task (p. 64)

express opinions using given visual prompts

Writing (pp. 65 - 67)

- Ex 1** brainstorm vocabulary and ideas
- Ex 2** listen for specific information
- Ex 3** analyse use of tenses and style in descriptions of annual events and past events
- Ex 4** identify passive forms within a text; skim for specific information; analyse composition plan
- Ex 5** identify different styles of writing
- Ex 6** read for specific information; analyse paragraph focus
- Ex 7** check Ss' understanding of guidelines covered in Writing section
- Ex 8** independent practice of elements introduced in Writing section

Unit 5 - Festivals / Celebrations



Lead - in (p. 56)

(Suggested answers)

- I don't recognise the first picture. I think the second must be the Rio Carnival, and the third is a wedding.

(If Ss can't identify the first picture, T says that this is the Dragon Boat Festival which is celebrated in China towards the end of June to honour the memory of Qu Xuan.)

Picture A: boat, race, China, river, etc.

Picture B: samba, carnival, parade, costumes, etc.

Picture C: ceremony, bride, groom, reception, etc.

- In the first picture, people go on boats with dragons' heads on them. Maybe they catch fish. In the second picture, people dance and sing and have parades in the streets. In the third picture, a wedding ceremony is held and there is a reception afterwards.

- (Ss answer accordingly.)*



- | | |
|--------------|---------|
| A. start | D. last |
| B. September | E. poet |
| C. two-day | |



Reading (pp. 56 - 57)

T should explain to Ss how to deal with this Reading Task (multiple matching questions).

Steps to be followed


- Get the general meaning by skim reading the instructions, the title and opening sentences of each part of the text.
- Carefully read the questions, making sure that you know the exact information you must search for.
- Underline key words in the questions.
- Scan the text, searching for key words and information.

- | | |
|-------------------------------|----------------------------|
| 1. B | 10. A |
| 2,3. C, E (in any order) | 11. C |
| 4. D | 12. A |
| 5. B | 13. E |
| 6,7,8. A, C, E (in any order) | 14,15. A, C (in any order) |
| 9. D | |

(After Ss have done the Reading Task, T asks Ss comprehension questions.)

(Suggested comprehension questions)

- Where exactly does the Rio Carnival take place?
In the Sambadrome, Rio de Janeiro, Brazil.
- When is the Rio Carnival celebrated?
Before the start of Lent.
- What do samba schools compete for?
The best costumes and dancing.
- What preparations take place?
Making costumes, masks, decorations, mobile floats and teaching the samba.
- How was the Rio Carnival celebrated in the past?
The procession was held in the streets of Rio. Beautifully dressed people threw streamers and confetti and danced for four days.
- Where and when does the Oktoberfest start?
In Munich in September.
- What is available at the festivals?
Various types and strengths of beer.
- Where and when is the Fallas Festival held?
In Valencia, Spain, in March (19th).
- How long does the Fallas Festival last?
Two days.
- What happens during the Fallas Festival?
Street party, fireworks, contests for the best paella.
- What are the fallas?
Papier mâché sculptures which are caricatures of local people.
- What does the burning of the fallas symbolise?
The end of winter.
- When is the Tibetan Butter Lamp Festival celebrated?
On the 9th of March.
- What preparations are made?
Monks mix brightly coloured dyes into huge quantities of iced butter, then they carve the frozen butter into statues.
- What happens on the actual day of the celebration?
The statues are carried through the streets and are thrown into a river.
- Why do the monks throw the statues in the river?
To demonstrate the idea that nothing lasts forever.
- Where and when is the Dragon Boat Festival celebrated?
In China towards the end of June.
- Why is the Dragon Boat Festival celebrated?
To honour the memory of Qu Xuan.
- Who was Qu Xuan? *A politician and poet who is said to have committed suicide by jumping into a river.*
- Why did the Chinese throw rice dumplings into the water?
To save Xuan's soul from the evil spirits in the river.
- How is the Dragon Boat Festival celebrated nowadays?
There are boat races and crews row large dragon-shaped boats. Spectators eat rice cakes.

 **Vocabulary Practice (p. 58)**

1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]

- 2 1. carve 3. afford 5. regional 7. contest 9. permanent 11. occupied
2. souls 4. supported 6. dyes 8. sculpture 10. available

3 (Ss should memorise these collocations. T checks in the next lesson.)

1. to mark 4. by far 7. to commit 10. deafening
2. street 5. to honour 8. evil 11. to make
3. beautifully clothed 6. entrance 9. boat 12. to greet

- 4 1. costumes 2. procession 3. gathered 4. remember 5. entrance

(While T checks Ss' answers he/she elicits/explains the meaning of each distractor.)

1. **suit** = set of clothing with matching jacket and trousers/skirt
costume = clothes worn by a particular group of people
2. **procession** = parade
process = way sth is done
3. **compose** = to form a whole
gather = to come together into a group
4. **remind (sb to do sth)** = bring to sb's mind
remember (sth) = not forget
5. **entry** = act of going into a place
entrance = point where one goes into a place

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- 5 1. away 2. out 3. through 4. on with

- 6 1. to 3. of 5. of 7. in 9. in 11. on
2. at 4. for 6. with 8. at 10. at 12. with

 **Talking Points (p. 58)**

(T writes the headings on the board and completes the table, eliciting information from Ss. Ss then look at the table and choose any of the five festivals to talk about. T then, can ask Ss to write a short paragraph describing one of the five festivals. This can be assigned as written HW.)

	DATE	LOCATION	REASON	ACTIVITIES
Rio Carnival	before start of Lent	Brazil	celebrations before the beginning of Lent	samba schools compete, procession, throw streamers/confetti, dance
Octoberfest	September	Germany	try various tastes of beer	tasting various types of beer
The Fallas Festival	19th March	Spain	celebrate end of winter	fireworks, contests for the best paella, men dress up as the Moors, fallas are burnt
The Tibetan Butter Lamp Festival	9th March	Tibet	to demonstrate that nothing is permanent	iced butter statues (sculptures) carried through streets, then thrown into a river
The Dragon Boat Festival	end of June	China	to honour the memory of Qu Xuan	boat races, eat rice cakes, crews row dragon-shaped boats

(Suggested answer)

The Dragon Boat Festival takes place in China at the end of June. It is held to honour the memory of a poet and politician, Qu Xuan, who is said to have drowned himself in a river. Boat races are held, spectators eat rice cakes and crews row large dragon-shaped boats.

**Language Development (pp. 59 - 61)****1 (Suggested answer)**

They are celebrating New Year. They are singing "Auld Lang Syne", a traditional song sung on New Year's Eve. People get together to celebrate special events like weddings and christenings, or holiday celebrations such as Christmas, Easter, etc. They can also get together to honour someone or congratulate someone on having done something.

**Auld Lang Syne (= old times sake)**

Should old acquaintance be forgot
And never brought to mind?
Should old acquaintance be forgot
For the sake of auld lang syne?
For auld lang syne my dear (s)
For auld lang syne
We'll take a cup of kindness yet
For the sake of auld lang syne

- 2**
- | | |
|--------------|----------------------|
| 1. held | 7. exchanged |
| 2. celebrate | 8. atmosphere |
| 3. filled | 9. play |
| 4. luck | 10. winds through |
| 5. strips | 11. firecrackers |
| 6. keep out | 12. looks forward to |

Traditions

- buy gifts
- buy new shoes
- families gather at home on New Year's Eve and cover doors with strips of red paper
- gifts are exchanged at midnight
- children receive coins in red envelopes
- people visit friends and relatives
- children sing songs for sweet rice cakes
- musicians play in the streets
- Lantern Festival (lanterns hung outside homes, etc.)

Superstitions

- If sb walks in old shoes on New Year's Day, he/she will have bad luck.
- If they cover their doors with strips of red paper, they keep out evil spirits.

- 3**
- | | |
|-----------------|----------------|
| 1. western | 6. bubbly |
| 2. preparations | 7. famous |
| 3. traditional | 8. happily |
| 4. anticipation | 9. healthy |
| 5. lively | 10. cheerfully |

(After Ss have done Ex 3, T focuses their attention on the adjectives used and asks them to underline them. e.g. **traditional** Christmas colours, **party** hats, **popping** corks, **bubbly** drink, etc.)

4	CHINA	LONDON
DATE	<ul style="list-style-type: none"> end of January/beginning of February 	<ul style="list-style-type: none"> December 31st
REASON	<ul style="list-style-type: none"> to celebrate the end of the winter season 	<ul style="list-style-type: none"> to welcome the coming of the new year
PREPARATIONS	<ul style="list-style-type: none"> begin in December buy gifts buy new shoes 	<ul style="list-style-type: none"> begin weeks in advance tinsel, streamers and balloons are hung "Happy New Year" signs are placed in windows party hats and tooters are bought
ACTIVITIES	<ul style="list-style-type: none"> families gather at home cover doors with strips of red paper gifts are exchanged at midnight children receive coins in red envelopes people visit friends and relatives children sing songs for sweet rice cakes musicians play in the streets Lantern Festival lanterns hung outside homes dragon parade takes place people cheer and set off fireworks 	<ul style="list-style-type: none"> some people attend parties others go to a pub or disco food and drinks are served lively music is played people chat or dance champagne is drunk at midnight people spend the evening at Trafalgar Square waiting for Big Ben to ring out at midnight people sing and wish each other a happy and healthy new year
COMMENTS/ FEELINGS	<ul style="list-style-type: none"> rich in tradition full of happiness 	<ul style="list-style-type: none"> cheerful joyful occasion

(Suggested answers)

- New Year's Eve is celebrated on December 31st in western countries **whereas** in China it is celebrated at the end of January or the beginning of February.
- Western decoration and partying do not involve much tradition; **however**, the Chinese celebrations are full of traditions and beliefs.
- In London many people gather together to celebrate, **while** in China the midnight celebration is a family occasion.
- In Trafalgar Square the crowds sing together; **similarly**, the Chinese children sing, but for sweet rice cakes, etc.

(T can assign this as written HW after Ss have done it orally in class.)

- 5 The first picture shows a wedding, while the second shows a birthday party.

wedding: wedding dress, best man, bridesmaids, bouquet of flowers, invitations, champagne, soft drinks, dancing, candles, reception, speeches, church, presents, groom, bride, music, cards, cake, guests

birthday party: bouquet of flowers, invitations, champagne, soft drinks, dancing, candles, streamers, speeches, balloons, presents, music, cards, cake, guests

(T asks Ss to make sentences using the vocabulary presented in Ex 5, then assigns it as written HW.)

(Suggested sentences)

- The best man was dressed in a black suit and blue tie.
- The bridesmaids were wearing long, pink silk dresses and were holding small bouquets of white roses.
- The bride threw the bouquet of flowers to her best friend, Suzie.
- Invitations to the wedding were sent a month in advance.
- Soft drinks were served at Tony's birthday party.

- 6
1. D (May Day)
 2. A (national holiday - celebrating end of World War II)
 3. B (fair)
 4. C (wedding)

Words related to:

1. **May Day:** maypole, flowers, ribbons
2. **national holiday:** parade, soldiers, war veterans, march, band, tanks, roll by, shake, flags, cheer
3. **Fair:** traditional costumes, perform dances, home-made dishes, locally made drinks
4. **wedding:** church, ceremony, exchange vows, horse-drawn carriage, reception, meal, bride, groom, wedding cake

Feelings

1. May Day: cheerful, delighted,
2. national holiday: moving, proud
3. fair: had a good time, felt part of the community
4. wedding: moving, special occasion

Tapescript for Exercise 6 (to be heard twice)

- A. The parade to celebrate the end of World War II is held every year on the Sunday nearest to the 11th of November. Crowds line the streets as soldiers and war veterans march past in time with the music from the band. Tanks roll by causing the ground to shake. Children wave flags and the people cheer. It is a moving occasion and everyone feels very proud.
- B. While on holiday there, we visited a fair organised by the local people. They were dressed in traditional costumes and performed dances outdoors. There were home-made dishes and locally made drinks. We had a good time and felt part of the community.
- C. I attended my sister's wedding last June in the local church. The ceremony was very moving as they exchanged their vows. They left the church in a horse-drawn carriage. Afterwards we went to a hotel for the reception. We had a wonderful meal and took photographs of the bride and groom cutting their wedding cake. It was a special occasion that I'll always remember.
- D. This year we celebrated the coming of spring by attending the festivities in the town square. A maypole was put up and decorated with flowers and ribbons. Men and women danced around it. It was a cheerful event and I was delighted to take part in the celebration.

- 7
- | | | |
|--------------|----------|---------------|
| 1. temple | 6. silk | 11. fireworks |
| 2. red | 7. black | 12. early |
| 3. date | 8. tea | 13. lucky |
| 4. roast pig | 9. gold | |
| 5. bride | 10. meal | |

Tapescript for Exercise 7 (to be heard twice)

Last Saturday, I attended a Chinese wedding in a **temple**. My friend Chang, had given me the invitation in a **red** envelope.

I found out that a Chinese wedding involves many preparations. A lucky **date** for the wedding had to be chosen. The temple, and the restaurant where the reception was going to be held, were booked in advance. A **roast pig** had been sent to the **bride** a month before as part of the Chinese tradition.

On the big day, the temple was decorated with beautiful flowers. The guests were waiting for the bride and groom to arrive. The bride, May Li, was wearing a long, traditional, red **silk** dress and Chang looked very handsome in his **black** jacket.

At the reception, the bride and groom served **tea** to the guests, which is an ancient symbol of respect. In return, everyone gave them red envelopes containing money or **gold**.

We then sat down to a delicious **meal** which lasted for four hours. We ate shark's fin soup, oysters, Peking duck, egg-fried rice and drank tea and wine. The only European part of the meal was the wedding cake! When we had finished eating, children lit indoor **fireworks**, music was played and we danced until the **early** hours of the morning.

I felt very **lucky** to have attended such a traditional event. It was very interesting to see how another culture holds a wedding ceremony and I will always remember it.

(T should make the following table on the board and elicit answers from Ss in order to fill in the missing information. Then T fills in information concerning a typical wedding in Ss' country. Ss, looking at the notes, compare the two types of weddings. As an extension T can ask Ss to describe a typical wedding in their country, assigning this task as written HW.)

	CHINESE WEDDING	YOUR COUNTRY'S WEDDING

Chinese wedding preparations

- invitations in red envelope
- lucky date for wedding has to be chosen
- temple and restaurant are booked
- roast pig sent to the bride a month before wedding

actual event/ activities

- temple decorated with flowers
- bride wears long, red silk dress
- groom wears black jacket
- bride and groom serve tea to guests at reception
- guests give couple red envelopes containing money or gold
- delicious meal
- children light indoor fireworks
- dance

feelings/ comments

- lucky to have attended this event

- 8 mobile floats
popping corks
bubbly champagne
scary masks
sticky candy floss
delicious champagne/turkey/candy floss/wedding cake
rich wedding cake
decorated floats/tree/wedding cake
colourful floats/streamers/masks

(Suggested answers)

carnival: mobile floats, scary masks, sticky candy floss, delicious candy floss, decorated floats, colourful streamers

wedding: popping corks, bubbly champagne, delicious champagne, delicious wedding cake, rich wedding cake, decorated wedding cake

Christmas: delicious turkey, decorated tree, colourful streamers

- 9 (*T advises Ss to take notes and not to write long sentences while listening to the script of Ex 9. After Ss have answered the questions T can ask some Ss to describe the house warming party, then assigns it as written HW.*)

(Suggested answers)

1. A house-warming party.
2. About 35 people.
3. Food was cooked, tables were borrowed from friends, rooms were decorated with balloons and streamers.
4. His job was to sort out all the music that they would play at the party.
5. At first the guests tasted the food and later Jack put on some pop music and everybody started dancing. They opened a few bottles of champagne.
6. They didn't have enough chairs so some of the guests had to stand up. They didn't have enough glasses so some people had to drink out of tea cups.
7. She was happy to have all her friends over for the first time. Now her place really feels like home.

**Tapescript for Exercise 9 (to be heard twice)**

Our house-warming party last week was fun! About 35 people came and we had a great time celebrating our recent move to our new house. I started the preparations about a week before the party. Most of the food was cooked in my mother's house because our oven had not been delivered to our home. We borrowed a few tables from some friends for the food. The rooms had been decorated with balloons and streamers. Jack's job was to sort out all the music that we'd play at the party. Everyone that had been invited came and they all brought us a little gift for the house. In the beginning, soft music was playing while our guests tasted the food I'd cooked. Some of the guests had to stand up because we still didn't have enough chairs, but they didn't seem to mind. Later in the evening, Jack put on some pop music and the two of us started to dance. Everyone clapped and joined in. We were having such fun that we even opened some bottles of champagne. Unfortunately, I hadn't realised that we didn't have enough glasses, so some people had to drink out of tea cups. We were so happy to have all our friends over for the first time. Now, my place really feels like home.

- 10 **positive:** exciting, thrilling, fabulous, brilliant, interesting
negative: dull, boring, disorganised

(Suggested dialogues)**b. (birthday party)**

- A: I found Jenny's party rather boring. Very few people came.
B: Well, I think it was brilliant. Actually, I met a couple of friendly and interesting people there.

c. (music festival)

- A: That festival was fabulous. The singers were really very good.
B: Yes, it was brilliant. It was well organised too.

d. (carnival)

- A: The carnival was thrilling. I especially liked the costumes.
B: Yes, it was really exciting. The dancers were excellent.

e. (film festival)

- A: It was a rather dull festival. Not many actors attended it.
B: Yes, it was rather disorganised. Not many countries sent films.


- 11
- | | | |
|-----------------------|--------------|----------|
| 1. at | 6. for/until | 12. is |
| 2. are | 7. where | 13. if |
| 3. kind/type/
sort | 8. At | 14. as |
| 4. in | 9. be | 15. have |
| 5. any | 10. each | |
| | 11. them | |

- a. The coming of the new year.
 b. Christmas trees decorated, shortbread biscuits and black buns are baked
 c. Dress smartly, tartan clothes, gather in town squares, parties, Scottish country dances, sing "Auld Lang Syne", kiss, drink whisky, first footing
 d. If the first footer is a tall, dark, handsome man, this is good luck. First footers carry a piece of coal as a good luck present.

- 12 **Lucky:** pick up a coin, cross your fingers, hem of sb's skirt comes down, have itching palms

Unlucky: find egg laid in the hay, red and white flowers together, have lilacs in the house, see new moon through glass, spill salt

superstitions mentioned on tape: black cats (good luck), broken mirrors (bad luck), find egg laid in the hay (bad luck), red and white flowers together (bad luck), have lilacs in the house (bad luck), pick up a coin (good luck), cross your fingers (good luck), hem of sb's skirt comes down (good luck), have itching palms (good luck), see new moon through glass (bad luck).

 **Tapescript for Exercise 12 (to be heard twice)**

Radio presenter: Next on the show we have Samuel Hurst, author of the book *Super Superstitions*. Great to have you with us, Samuel.

Samuel: Thank you.

Radio presenter: We've all heard about black cats and broken mirrors, but superstition is a very big subject, isn't it? Can you tell us about some of the more unusual ones?

Samuel: Well, I was in Ireland recently and I was told that finding an egg laid in the hay is unlucky.

Radio presenter: That's odd.

Samuel: Yes, I haven't been able to discover the reason behind that one. A particularly English belief, which dates from the time of the War of the Roses, is that red and white flowers should not be put together.

Radio presenter: Yes, my wife believes that.

Samuel: And another similar one is about lilacs; never have lilacs in the house as it brings bad luck.

Radio presenter: I've never heard that one. And what about the good ones - the lucky ones, I mean?

Samuel: I suppose you know about picking up a coin for good luck, and crossing your fingers to prevent something bad happening?

Radio presenter: Yes, certainly.

Samuel: But did you know that the Irish believe that if the hem of your skirt comes down it means you'll

come into money? And the same goes for itching palms - not only in Ireland either.

Radio presenter: And what is your favourite superstition?


Samuel: Well, my favourite is the one about seeing the new moon through glass. It brings bad luck! I mean, in a country like Britain where we spend so much time indoors, it is pretty difficult to avoid looking out of the window, isn't it? (laughs)

Radio presenter: Yes, indeed. Well, thank you very much for..... (fade)

13 **Pronunciation**

(T points out that the / e / is a front half-close vowel whereas / ɜ: / is an unrounded long half-open vowel.)

	/ e /	/ ɜ: /		/ e /	/ ɜ: /
head	✓		ten	✓	
heard		✓	turn		✓
bird		✓	Ben	✓	
bed	✓		burn		✓

 **Grammar / Use of English (pp. 62 - 63)**

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1 Tricks are being performed by clowns at the circus.
 Tricks were performed by clowns at the circus.
 Tricks were being performed by clowns at the circus.
 Tricks will be performed by clowns at the circus.
 Tricks have been performed by clowns at the circus.
 Tricks had been performed by clowns at the circus.
 Tricks will have been performed by clowns at the circus.
 Tricks can be performed by clowns at the circus.
- 2
- The agent (Americans) is essential to the meaning of the sentence to show that only they celebrate this event on July 4th.
 - The agent is omitted because normally only the police arrest people.
 - The agent (they) is obvious (normally we get paid by our employers).
 - The agent (Peter) is essential to the meaning of the sentence.
- 3
- Presents are given at Christmas time.
 - The shop was robbed.
 - A concert will be given by the Rolling Stones next week.
 - The little boy had been seen playing in the park before he disappeared.
 - Who was the food served by?
 - Lunch is served from 12:00 to 2:00.

7. The first workbook will have been finished (by the students) by December.
8. *Murder on the Orient Express* was written by Agatha Christie.
9. A cake is being baked by Mum at the moment.
10. A speech was being made by the President when the bomb exploded.
11. A new road has been built outside the village.
12. Who will the applicants be interviewed by?

4 by + who/what did the action

with + instrument/material

3. by 4. with 5. by 6. with 7. by

5 ... that a festival would be held ...
Several local celebrities were invited to come and open the festivities. A catering firm was hired to prepare a meal for 100 people, ... the banquet was served, ... fireworks were set off, ... had ever been organised by the town.

- 6 2. He is expected to win the race.
It is expected that he will win the race.
3. She is believed to have inherited lots of money.
It is believed that she inherited lots of money.
4. He is said to be arriving soon.
It is said that he is arriving soon.
5. He was claimed to have been there at the time of the murder.
It was claimed that he had been there at the time of the murder.
6. She is thought to be guilty.
It is thought that she is guilty.

7 (Suggested answer)

- A firework had been lit by some older boys. Seconds later, the firework exploded and the boy's stomach and legs were severely burned.
 - The boy was later taken to hospital where he was treated for third-degree burns.
 - The older boys are being questioned by the police at the moment.
- 8 • She cleaned the house.
(*She did the work herself.*)
She had the house cleaned.
(*Someone else did the work for her.*)
 - She is polishing the silver.
(*She is doing the work herself.*)
She is having the silver polished.
(*Someone else is doing the work for her.*)
- 9 1. She will have her make-up done before the wedding.
 2. They are going to have a cake made for Sue's birthday.

3. He had had the plants watered (by the gardener).
4. She had her dress altered for the festival.
5. We have had the flowers arranged for our wedding.
6. She prefers having her parties organised.
7. We should have the church hall decorated for the reception.
8. We are having our beds made (by the maid).

10 She is having tickets printed.
She will have chairs set up in the concert hall next Wednesday.
She has had audiovisual equipment delivered.
She will have invitations sent next Monday.
She is having banners hung above the stage.

- 11 2. They had Paul order the cake.
3. He got his father to take him to the parade.
4. They made us turn down the music.

- 12 1. ... made us go ...
2. ... was thought to be ...
3. ... had Peter help us decorate ...
4. ... needs to be organised ...
5. ... did they make us come ...
6. ... had had his house cleaned ...
7. ... is said to be ...



Listening Task (p. 64)

(T should remind Ss of techniques to be used to handle this Listening Task. See Teacher's Book, Unit 3, Listening Task p. 36.)

1. D 2. B 3. C 4. A 5. E



Tapescript for Listening Task (to be heard twice)

Speaker 1 (female): The annual dance performance organised by my ballet school was an exciting occasion. Months before, we selected and taped the music that was to be played and I even choreographed a routine based on the music. We made our own costumes which were greatly admired by everyone. I spent many afternoons in the dance hall practising my first solo, trying to perfect it. It was worth it though, because after my performance the audience applauded for five minutes.

Speaker 2 (male): My village in Kent has a fair every year at the time of the apple harvest. On that day, there is always a parade. A marching band is followed by a float with an "Apple Queen" - always a local girl - on it. In the evening, there are races for the children and all sorts of contests involving apples. I don't live in the village any more, but I always go back for the festival because it makes me feel like a child again.

Speaker 3 (male): I'd never been to a horse race before, so when my uncle offered to take me, I jumped at the chance. When we arrived, the track was already crowded. Everyone began shouting loudly as soon as the race started. One of the horses was called "Honeytime" and everyone was excited when it won the race. The owner of "Honeytime" was photographed standing next to it, smiling proudly. Watching a horse race for the first time was fascinating. It was one of the most exciting days of my life.

Speaker 4 (female): The spectators started cheering and some were waving flags. The final lap was very exciting. Sweating and straining, the Ethiopian runner was trying not to lose his place in the lead but at the last minute the Moroccan overtook him and claimed the medal. It really was a day to remember.

Speaker 5 (male): The best music event I've ever been to was the Reggae Festival in London, last July. Famous reggae musicians from all over the world came to participate. It was very hot the day I went. The whole place was crowded with people sitting around on picnic blankets. There were stalls selling tropical fruit and traditional dishes. The music was brilliant and the dancing and singing went on until well after sunset.



Speaking Task (p. 64)

T should explain to Ss how to deal with this Speaking Task.

Steps to be followed

- Look at the pictures and talk about the topic.
- Stick to the general subject of the photos, leaving out irrelevant details.
- Keep talking for approximately one minute.

(Suggested answer)

Picture A shows a carnival parade. In **Picture B** we can see a young girl looking at Santa Claus. In most countries, Christmas is a special day which people celebrate at home with their families, while a carnival is a very public occasion when people parade through the streets in costume with friends and strangers alike.

We celebrate Christmas on December the 25th to remember the birth of Jesus Christ. In my country we have a big carnival parade on the last Sunday before Lent, which is a period of 40 days during which people are supposed to stop eating meat and dairy products. We make a lot of preparations for both of these celebrations in my country. Before Christmas Day, we buy presents for our family and friends and decorate our homes, and on the day itself people get up early to prepare the Christmas dinner. For the carnival, many people spend weeks preparing their costumes, and on the day itself, colourful decorations are put up in the streets and parades are held.

On Christmas Day we have a big dinner at about two in the afternoon when we eat roast turkey, with Christmas pudding for dessert. We open our presents after we have eaten. At a carnival parade we walk through the streets, singing and dancing, showing off our costumes and having fun.



Writing - Describing Events (pp. 65 - 67)

1 (Suggested answer)

It is a fireworks display. It might be New Year's Eve.

Related words: fire, explosion, sing, display, firework, etc.

- | | | |
|---|-------------|-------------|
| 2 | 1. November | 5. flames |
| | 2. lights | 6. set off |
| | 3. blow up | 7. sings |
| | 4. wood | 8. exciting |

Answers to questions

1. On November 5th.
2. To remember when Guy Fawkes tried to blow up the British Houses of Parliament.
3. Children gather wood and make Guy Fawkes dolls. They show the dolls off to the public and collect money to buy fireworks.
4. Bonfires are lit and the Guy Fawkes dolls are thrown into the flames.
5. A rhyme (Remember, remember, the 5th of November).
6. Excited and thrilled.



Tapescript for Exercise 2 (to be heard twice)

Guy Fawkes's Day, or Bonfire Night, as it is also known, is celebrated all over Britain on **November** the 5th. On that evening, every village, town and city **lights** a huge bonfire to remember the day in 1605 when Guy Fawkes and his men tried to **blow up** the British Houses of Parliament.

The preparations generally start weeks before the event. Children gather **wood** and make their own Guy Fawkes dolls. They show them off to the public, who give the children money to buy fireworks.

On November the 5th, the bonfires are lit late in the afternoon and everyone gathers around while the Guy Fawkes dolls are thrown into the **flames**. Then, fireworks are **set off**. Everyone **sings** the rhyme: "Remember, remember, the fifth of November."

Bonfire night is **exciting** for everyone. The roaring fire, the loud bangs and the sparkling lights of the fireworks create a thrilling atmosphere which is unforgettable.

- 3 a. Model A is a description of an annual event. Model B is a description of a past event.
- b. **Present tenses** are used in Model A because this model describes an event which happens every year. **Past tenses** are used in Model B because this model describes an event which happened some time in the past.
- c. Model B has a personal style (e.g. I had been looking forward to ... ,I arrived at ... , etc.) Model A has an impersonal style (e.g. use of Passive Voice, etc.)
- d. In Model B, paragraph 4 (e.g. a feeling of pride and satisfaction ... , I'll always remember ...) refers to the writer's feelings. Model A, paragraph 5, contains comments and final thoughts (e.g. It's a time to feel pleased about reaching a very important goal.)
- 4 are decorated, are baked, are promoted, are ordered, are made, are bought, are made, is considered, are exchanged

Preparations: shop windows are decorated with red hearts, heart-shaped cakes and sweets are baked, gifts such as perfume and jewellery are promoted by department stores, red roses are ordered from florists, dinner reservations are made, presents are bought, cards and gifts are made by young children.

Activities: people wear sth red, gifts are exchanged, women receive bouquets of flowers, people express their feelings to their loved ones, many couples dine at romantic restaurants, others spend time at home.

Paragraph outline

- Para 1:** name, place, time, reason
Para 2: preparations
Para 3: activities
Para 4: comments, feelings

(After Ss have done this exercise, T can ask Ss to tell him/her where this piece of writing could be found - in a newspaper or magazine.)

- 5 A. 2 (past event - past tenses)
 B. 1 (annual event - present tenses)
 C. 4 (past event - past tenses)
 D. 3 (annual event - present tenses)
- 6 a. past event (use of past tenses)
 b. last Saturday evening at Betty's house
- c. - decorated their living room with balloons, streamers and coloured lights
 - their mother had made an enormous birthday cake
- d. - guests started arriving at about 8 o'clock
 - Betty put some music on
 - writer was dressed up as a clown
 - writer danced a lot
 - played exciting games
 - ate pizza and birthday cake
- e. - had had fun
 - will remember party for a long time

7 Self Check

1. F 2. F 3. T 4. T

8 (Points to consider before Ss write any of the three topics)

1. annual event - present tenses
 T should point out that Ss should describe an annual event (festival), therefore present tenses should be used.
- 2, 3. past events - past tenses
 For topics 2 and 3, Ss should describe events as if they were actually present at/participated in the celebration. Past tenses should be used.

After Ss have finished with Unit 5, they can do the video project work as explained on p. 135 in the Teacher's Book.

Unit 6 - Eating Habits



Objectives of Unit 6

Lead-in (p. 68)

brainstorm ideas/opinions about food and diet; listen for specific information to get an idea of text content

Reading (p. 69)

identify links between sentences/paragraphs; use textual reference to fill in missing parts of text

Vocabulary Practice (p. 70)

- Ex 1** deduce meaning of vocabulary items from context
- Ex 2** identify alternative words/expressions
- Ex 3** match words in collocations
- Ex 4** distinguish between groups of words close in meaning
- Ex 5** identify equivalences between words and phrasal verbs
- Ex 6** practise use of dependent prepositions

Talking points: skim text for specific information in order to make brief notes; use notes and linking words to give a short talk

Language Development (pp. 71 - 73)

- Ex 1** work with vocabulary of food
- Ex 2** work with vocabulary concerning containers
- Ex 3** make uncountable nouns into countable items
- Ex 4** listen for specific items; model Ss' dialogues on dialogue given
- Ex 5** work with verbs connected with food preparation
- Ex 6** work with verbs and nouns connected with cooking
- Exs 7,8** work with adjectives concerned with taste
- Ex 9** form short dialogues using negative adjectives concerning food
- Ex 10** form collocations
- Ex 11** listen for specific information
- Ex 12** guided roleplaying set in a realistic context (ordering a meal)

- Ex 13** listen for specific information
- Ex 14** distinguish between groups of words close in meaning
- Ex 15** match adjectives and nouns to form collocations
- Ex 16** personalise the subject of eating habits; use language of advice

Grammar / Use of English (pp. 74 - 76)

- Exs 1-15** presentation of countable/uncountable nouns, some/any/no, expressing preferences, so/such, articles, question tags
- Ex 16** distinguish between minimal pairs
- Ex 17** distinguish between rhetorical and non-rhetorical question tags
- Ex 18** word formation (identify parts of speech needed and derive from word-stem given)
- Ex 19** key word transformation

Listening Task (p. 77)

listen for gist/specific information selection of true/false

Speaking Task (p. 77)

express ideas using given visual prompts

Writing (pp. 78 - 79)

- Ex 1** listen for specific information
- Ex 2** transfer written information onto a map; give directions
- Ex 3** fill in words to give a logical sequence
- Ex 4** put instructions in a logical order
- Ex 5** check Ss' understanding of guidelines covered in Writing section
- Ex 6** independent practice of elements introduced in Writing section

Unit 6 - Eating Habits



Lead-in (p. 68)

(Suggested answers)

- Fruit and vegetables are healthy. The chicken with salad is also healthy. I think we need food with protein as well as fruit and vegetables. The grilled fish is very healthy and high in protein and the fresh orange is high in vitamin C. The chocolate cake is rather unhealthy because it is full of sugar. The hamburger is not healthy because it is high in fat.

Other healthy kinds of food are turkey, rice, etc.
Other unhealthy kinds of food are: pizza, chips, etc.

- My favourite dish is spaghetti Bolognese, because I like Italian cuisine a lot.
- I tried some Indian food in a restaurant in London once. Although it was quite hot and spicy, it was very tasty.
- Junk food is unhealthy food like pizza, chips and hamburgers. I think that it's so popular because it is cheap and convenient, which is what people want today.



- | | |
|------------|---------------|
| 1. cooking | 6. cancer |
| 2. hotel | 7. time |
| 3. guests | 8. decreased |
| 4. fast | 9. liver |
| 5. high | 10. stressful |



Reading (pp. 68 - 69)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 3, Reading Task p. 30.)

1. D 2. G 3. F 4. A 5. E

(After Ss have done the Reading Task T asks Ss comprehension questions.)

(Suggested comprehension questions)

- Why has junk food become popular?
Because people have less time to spend cooking and eating.
- What is junk food exactly?
Anything high in calories but lacking in nutrition, such as hamburgers, crisps, chocolate bars, etc.
- How does junk food affect our health?
It can cause cancer, weight gain, etc.
- What advice would you give to someone who cannot live without junk food?
I would advise them to limit the amount of junk food they eat.
- How important is regular exercise?
It's very important because it helps keep the body fit and healthy. It also helps control our weight and it decreases our chances of having a heart attack.

- Is it easy to get rid of weight gained in adolescence?
No, it is actually very hard to lose it later in life.
- According to researchers, what is the new generation more likely to suffer from?
Heart and liver disease.
- How should we deal with our stressful lifestyles?
We could reduce stress by exercising and by improving our eating habits.



Vocabulary Practice (p. 70)

- 1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]

- | | | |
|---|--------------|-----------------|
| 2 | 1. nutrients | 7. adolescence |
| | 2. let alone | 8. glowing skin |
| | 3. limit | 9. rejecting |
| | 4. signify | 10. gain |
| | 5. research | 11. predicting |
| | 6. tend to | 12. consume |

- 3 (Ss should memorise these collocations. T checks in the next lesson.)

- | | |
|-----------------|------------------|
| 1. fast-moving | 9. the pressures |
| 2. chocolate | 10. saturated |
| 3. couch potato | 11. room |
| 4. to keep | 12. to do |
| 5. high | 13. balanced |
| 6. junk | 14. gourmet |
| 7. eating | 15. vast |
| 8. heart | 16. side |

- 4 1. C 2. A 3. D 4. A

(After Ss have done Ex 4, T checks answers while eliciting/explaining the meaning of each distractor.)

- A **ask for** = to request
B **demand** = to ask for sth forcefully
C **order** = to ask for sth to be brought to you
D **command** = to order sb to do sth
- A **grab** = to take sth quickly
B **snatch** = to take forcefully
C **take** = to bring with you or pick sth up that is not yours
D **bite** = to close one's teeth upon sth
- A **earn** = to receive money for work, e.g. *I earn £15,000 a year in my job.*
B **win** = to get a prize after beating everyone else in a competition, e.g. *I won a gold medal for coming first in the race.*
C **put** = to place (**put on weight** = gain weight)
D **gain** = to increase in

4. A **diet** = planned way of eating in order to lose weight or deal with a health problem
 B **fast** = period of eating no food
 C **nutrition** = vitamins, minerals, etc. found in food which help to keep the body fit and healthy
 D **health** = physical condition

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- 5 1. off 3. to 5. out
 2. up 4. down
- 6 1. with 5. from 9. on
 2. in 6. with 10. to
 3. with 7. in
 4. of 8. of



Talking Points (p. 70)

(T writes the headings on the board, elicits answers from Ss and fills in the table. Then Ss prepare a short talk. T can, then, assign it as written HW.)

reasons for the popularity of junk food

- people have less time to spend eating or cooking
- loss of tradition as TV promotes a fast lifestyle

dangers of eating junk food

- increases risk of cancer and heart and liver disease
- can result in weight gain

positive effects of eating healthy food

- reduces risk of cancer and heart and liver disease
- helps people gain a slim figure
- gain glowing skin
- gain an all-round feeling of good health
- you will be better equipped for a stressful lifestyle

(Suggested answer)

In today's fast-moving world, people have less and less time to spend eating or cooking. This is one of the main reasons for the increasing popularity of junk food. Furthermore, the loss of tradition, partly brought about by the fact that the style of life represented on TV is fast, leads young people to believe that a fast life style means excitement, whereas anything traditional is slow. As a result of this, young people are rejecting traditional food and turning to junk food.

However, junk food can not only result in weight gain and poor skin, but can also increase the risk of cancer, and heart or liver disease.

On the other hand, eating healthy food has many positive effects. Firstly, it can reduce the risks of cancer and heart disease. In addition, it can help people gain a slim figure, glowing skin and an all-round feeling of good health.

In spite of the fact that the majority of people are aware of the dangers of junk food, they continue to eat it. However, little do they seem to realise that by returning to traditional eating habits, not only would they feel healthier, but they would also be better equipped for their stressful lifestyles.



Language Development (pp. 71 - 73)

- 1 (T goes through the table and explains any unknown vocabulary before Ss do the exercise. T checks Ss' answers.)

(Suggested answers)

fruit: apples, pears, grapes, melons

vegetables: cucumbers, celery

pulses: lentils, kidney beans

cereals: wheat, rye, rice, barley

dairy products: cheese, butter, yoghurt

meat: lamb, pork

poultry: turkey, duck

fish: trout, cod

shellfish: crab, shrimp, oysters, mussels

- 2 A. jar C. carton E. packet
 B. bottle D. box F. bowl
1. box 3. jar 5. carton
 2. packet 4. bowl 6. bottle

Other foods which can be put in these containers

- a **box** of cornflakes/teabags
- a **packet** of sweets/biscuits
- a **jar** of coffee/marmalade
- a **bowl** of sugar/cornflakes/porridge
- a **carton** of fruit juice
- a **bottle** of beer/wine/water

- 3 1. pinch 3. loaf/slice 5. pint 7. slice
 2. clove 4. bar 6. lump 8. rasher
- 4 1. need 4. run out of 7. need to
 2. any 5. 'll have to 8. Anything else
 3. plenty of 6. put down 9. left



Tapescript for Exercise 4 (to be heard twice)

J: Paul, let's make the shopping list. What do we **need** this week?

P: Well, we need a couple of packets of spaghetti we haven't got **any** — and a kilo of beef.

J: OK — I think we've got **plenty** of tins of tomatoes, though. Do we have to buy any oil?

P: Oh yes — we need a bottle of oil, and we've **run out of** eggs.

J: Aren't there any left? All right then, a dozen eggs, and we'll **have to** buy a jar of coffee and about three cartons of milk.

- P:** There's no sugar either. So **put down** a bag of sugar and oh, yes ... a tub of margarine.
J: We don't **need to** buy any cornflakes, do we?
P: No, there's a box in the cupboard.
J: We have to buy some fruit. Let's get a kilo of apples and a bunch of grapes. **Anything else?**
P: Oh, yes — we need some tins of cat food. Fluffy hasn't got any food **left!**

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

(Suggested answers)

chop: raw meat, peppers, etc.

stir: soup, porridge, etc.

scramble: (only eggs)

slice: bread, mushrooms, etc.

grate: cheese, lemon peel, etc.

peel: potatoes, oranges, etc.

b. (Suggested answers)

- I would use the **chopping board** to chop carrots and raw meat or to slice bread on.
- I would use the **carving knife** to slice cooked meat.
- I would use the **fork** to scramble/beat eggs.

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

b. (Suggested answers)

I would **fry** a fish in the **frying pan**, **bake** it in the **oven** or **grill** it on the **barbecue**.

I would **fry** bacon in the **frying pan** or **grill** it on the **barbecue**.

I would **boil** potatoes in the **saucepan**, **bake** them in the **oven** or **fry** them in the **frying pan**.

I would **boil** rice in the **saucepan**.

I would **boil** carrots in the **saucepan**.

I would **boil** broccoli in the **saucepan**.

I would **roast** turkey in the **oven**.

I would **boil** spaghetti in the **saucepan**.

- 7 (T goes through the lists explaining/eliciting the meaning of any new vocabulary, then Ss do the exercise.)

1. salty 3. hot 5. greasy 7. creamy
 2. sweet 4. bitter 6. sour

- 8 1. spicy 3. stale 5. sugary
 2. crunchy 4. overcooked

- 9 (T sets time limit of 4 minutes for Ss, who work in pairs, to prepare their dialogues. T goes round the class and checks. T asks some pairs to report back to the class.)

(Suggested dialogue)

A: The chips were so **greasy** that I had to send them back to the kitchen.

B: My dish of spaghetti was **overcooked**, and it was cold by the time the waiter brought it to my table.

A: That's nothing. The dessert I ordered was so **sweet** that I couldn't eat it. It made my teeth hurt!

B: I can believe it. The coffee I ordered was so **bitter** that I couldn't drink it. I tried to add some milk, but the milk was **sour!**

A: I don't think we'll be going back there again soon.

B: That's for sure!

- 10 1. bread and butter
 2. strawberries and cream
 3. tea and biscuits
 4. bacon and eggs
 5. apple pie and ice-cream
 6. ham and cheese
 7. fish and chips
 8. milk and sugar
 9. salt and pepper
 10. fruit and vegetables
 11. meat and potatoes
 12. oil and vinegar

- 11 1. order 6. Rare
 2. starters 7. mineral
 3. choice 8. dessert
 4. main course 9. go without
 5. I'll have

ORAO **Tapescript for Exercise 11 (to be heard twice)**

W: Good evening, sir. Are you ready to **order**?

C: Yes, thank you.

W: What would you like for **starters**, sir?

C: Mmm, let me see Yes, I'll have the crab soup for starters.

W: The crab soup is an excellent **choice**, sir! And what about the **main course**?

C: I think I'll **have** the steak with chips No, make that the steak with steamed vegetables.

W: Very well. How would you like your steak, sir? **Rare**, medium rare or well done?

C: Medium rare, please.

W: Would you like anything to drink?

C: Yes, I'll have a glass of **mineral** water, please.

W: Would you care for **dessert** afterwards, sir?

C: What have you got?

W: Apple pie and ice-cream, sir.

C: No, I think I'll **go without**, then.

W: Thank you very much, sir.

- 12 (T plays the tapescript of Ex 11, then sets time limit of 4 minutes. Ss work in pairs. T checks Ss' performance going round the class. T asks some pairs to act out their dialogues)

(Suggested answer)

SA: Good evening, madam. May I take your order?

SB: Good evening. Yes. For starters, I'd like the chef's salad please.

SA: Very well. Would you like to try the French onion soup as well?

SB: No, thank you.

SA: What would you like for your main course, madam?

SB: Is the vegetable curry any good?

SA: It's excellent, madam.

SB: OK, I'll have that then.

SA: Would you care for dessert afterwards?

SB: Yes, please. The apple pie and custard.

SA: And to drink?

SB: A glass of beer, please.

SA: Thank you.

13

	MEXICAN	FAST FOOD	ITALIAN
Quality of Food	high quality, hot and spicy	good, not greasy or too salty	only the freshest ingredients
Service	efficient, friendly	quick	friendly, unhurried
Atmosphere	lively	noisy	relaxed, comfortable
Price	expensive	overpriced	excellent value for money

 Tapescript for Exercise 13 (to be heard twice)

Male: Well, we decided to go to the restaurant on the corner of Rose Street, you know, the one that serves Mexican food, because it was Susie's birthday. It was a good idea. The food was of very **high** quality – **hot** and spicy! The service was efficient and **friendly**. There was a Mexican band playing for part of the evening so the atmosphere was **lively**. I gasped when I took a look at the bill though. An **expensive** evening, but it was certainly worth it.

Female: I couldn't be bothered cooking last night, so I took the kids out to our local fast food joint. I have to say that the quality of the food was **good** – it wasn't greasy or too **salty**. I can't fault them on that ... and they were **quick**. I couldn't stand the atmosphere though. It was really **noisy** as they were playing loud music. It's amazing, you always tend to think that fast food is cheap, but that's not true anymore. This place was way overpriced!

Male: I took Jenny out for pizza at *Giancarlo's* last night. We hadn't been there for a while and I'd forgotten how good it was. All the pizzas are home-made – none of that shop bought, pizza base rubbish, and only the freshest **ingredients** are used. The service was **friendly** and unhurried – as it is in every Italian restaurant I've been to. And that gave it a very relaxed and **comfortable** atmosphere. It was a good night out and **excellent** value for money.

(T can assign the writing part of Ex 13 as HW after Ss have done this orally in class.)

- 14 1. bite 2. well done 3. helping 4. beverages 5. dessert

(T checks Ss' answers and elicits/explains the meaning of each distractor.)

- swallow** = the act of causing sth to go down one's throat

bite = the act of cutting with the teeth

chew = the act of biting food several times in the mouth

nibble = act of biting sth gently or quickly
- overcooked** = of food which has been cooked for too long

raw = uncooked

medium = between rare and well done (of steak)

well done = of meat which has been cooked thoroughly or for a long time
- packet** = a small paper, plastic or cardboard container

part = section

helping = portion of food at a meal

course = part of a meal, e.g. starter, main course or dessert


4. **meal(s)** = food that is eaten at one time
e.g. breakfast, dinner, etc.
snacks = small items of food eaten between meals
beverages = drinks
leftovers = food which remains after people have eaten what they wanted to
5. **appetiser** = something eaten before a meal in order to make you feel hungry
dessert = sweet course served at the end of a meal
portion = helping
dish = food prepared from a recipe

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

- 16 b. (*T should encourage Ss to give advice using a variety of structures, as shown in the suggested answers below. Ss have first practice in class, then write sentences as HW.*)

(Suggested answers)

You had better cut down on salted snacks.
If I were you, I'd eat at a fast-food restaurant less often.
Why don't you try eating less red meat?
It would be a good idea to eat more fresh vegetables.
It would be better if you drank more milk and juice and fewer fizzy drinks.
You could try adding less salt to your food.

 **Grammar / Use of English (pp. 74 - 76)**

(*T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.*)

- 1 milk (U) lemon (C) furniture (U)
book (C) knife (C) biscuit (C)
progress (U) pen (C) luggage (U)
news (U) rice (U) tooth (C)
weather (U) information (U)
pizza (C/U) advice (U)

- 2 (*Ss could be drilled in **some/a/an** before doing Ex 2. T says nouns and Ss add **some/a/an**. Suggested nouns: beer, bread, book, pizza, food, elephant, pineapple, egg, advice, biscuits*)

1. some 2. a 3. some/a 4. an 5. some

- 3 1. ... were left at the dry cleaner's.
2. ... are surrounded by tall mountains.
3. ... he gave to the police was false.
4. ... is needed to be a good doctor.
5. ... was carried to the taxi by the porter.

6. ... is the subject Paul likes most/is Paul's favourite subject.
7. ... was used to make the fire.
8. ... my mother gave me was useful.

- 4 1. some 5. A large number of
2. several 6. plenty of
3. a little 7. a few
4. plenty of 8. a couple of

- 5 1. love 6. is
2. is 7. is/are
3. are 8. is
4. has/have 9. is
5. is 10. is

- 6 • **Some** is used with uncountable or countable nouns in the affirmative. It can be used in questions when we offer something or expect a positive answer.
• **Any** is used in questions and negations. It can also be used in affirmative sentences meaning "whatever".
• **No** (= not any) can be used in the affirmative. In sentence 3 we could use "not any" instead of "no".

- 7 1. something 6. anywhere
2. anyone 7. nothing
3. some 8. no
4. any 9. no
5. anything 10. someone

- 8 1. I prefer tea to coffee - *general preference (always)*
2. I'd rather have tea than coffee - *specific preference (now)*
3. I prefer eating home-made food rather than eating junk food - *general preference (always)*
4. I'd prefer to cook dinner tonight rather than buy it from a take-away - *specific preference (now)*
5. I prefer to buy fresh vegetables rather than buy frozen ones - *general preference (always)*

(Suggested answer)

I prefer fish to red meat. Tonight I'd prefer to eat spaghetti rather than eat soup.

- 9 (*T should explain that "**I'd rather we/you/he/she/it/they + Past Simple**" has a present or future meaning.* e.g. *I'd rather we went out (tomorrow).*
I'd rather they spoke to us in German.]

1. present, future 3. present, future
2. past 4. past

- 10 1. left 6. take
2. not play 7. didn't smoke
3. watching 8. going
4. had told 9. had stayed
5. to buy 10. arranged

11 **Such** is used with uncountable nouns or plural nouns, **such a(n)** with countable singular nouns and **so** is used with adjectives, adverbs and much/many.

- 12
- ... such nice weather that ...
 - ... so much money that ...
 - ... so beautifully that ...
 - ... such a cold winter that ...
 - ... was so late that we ...
 - ... so talented that/got so much talent that ...
 - ... such a good film that ...
 - ... so softly that ...
 - ... so many books that ...
 - ... such awful food that ...

- 13
- | | |
|--------------------------|--------------------------|
| 1. the, a, --, -- | 6. a, the |
| 2. --, the, the, a, a | 7. The, the, the, --, -- |
| 3. an, --, a, the, the/a | 8. the, --, --, the |
| 4. --, --, the, -- | 9. the, --, the |
| 5. --, the, --, the | 10. --, the, (the) |

14 In *item 1*, the speaker is sure that the food was delicious, so an answer is not expected.
In *item 2*, the speaker is not sure so he expects an answer.

- 15
- | | |
|-----------------|-----------------|
| 1. won't he? | 6. have you? |
| 2. aren't I? | 7. shall we? |
| 3. was he/she? | 8. has she? |
| 4. didn't she? | 9. is there? |
| 5. didn't they? | 10. didn't you? |

16 Pronunciation

	/ ði: /	/ ðə /		/ ði: /	/ ðə /
the apple	✓		the egg	✓	
the fruit		✓	the cake		✓
the milk		✓	the ham		✓
the recipe		✓	the orange	✓	

17 Tapescript (to be heard twice)

- A: I didn't really like the new restaurant.
B: The service was awful, wasn't it?
(no answer is expected)
- A: Have you been to the new Mega Market yet?
B: Yes, but the prices are a bit high, aren't they?
(answer is expected)
- A: Look at these tomatoes I bought today.
B: They look good, don't they?
(answer is expected)
- A: The baker did a wonderful job on this cake.
B: Yes, it's delicious, isn't it?
(no answer is expected)
- A: Ellen cooked a lovely dinner for us last night. Why didn't you come?
B: She wasn't expecting me, was she?
(answer is expected)

- 18
- | | |
|------------------|----------------------|
| 1. healthy | 6. fattening |
| 2. protection | 7. weight |
| 3. vegetarianism | 8. illnesses |
| 4. popularity | 9. products |
| 5. nutritious | 10. needed/necessary |

- 19
- ... had my cholesterol level checked ...
 - ... is said to destroy ...
 - ... hadn't been late ...
 - ... moved so slowly that we ...
 - ... I were you, I'd ...
 - ... denied taking my ...
 - ... will have been decorated ...
 - ... one of whom was from ...
 - ... suggested going for a ...
 - ... prefer fish to ...
 - ... is it since he moved ...
 - ... was made to wash ...
 - ... such heavy luggage that ...
 - ... haven't seen Steve since ...
 - ... had the walls painted ...



Listening Task (p. 77)

(*T should remind Ss of techniques to be used to handle this type of Listening Task. See T's Book, Unit 2, Listening Task p. 24.*)

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

Tapescript for Listening Task (to be heard twice)

Steven: Shall we go out on Saturday night?

Kate: Oh yes, let's.

Steven: Where do you fancy going?

Kate: Why don't we go out for dinner? Then we can go and see a show or something.

Steven: Sounds good to me. Why don't we go to that Chinese restaurant, you know, the one on the High Street?

Kate: Mmm. It's a bit expensive though.

Steven: Oh yes, you're right.

Kate: What about the Ethiopian restaurant?

Steven: I've never been there What's the food like?

Kate: Oh, it's delicious. Last time I went with Bob and Carol, we shared a large platter. They give you something like a big pancake and then they put little piles of different types of food on it, which you eat with the pancake. It's very different.

Steven: Is it spicy?

Kate: Oh, yes I forgot, you don't like spicy food. Sorry.

Steven: I've got it. Let's go to the little French bistro, the one with the chef from Marseilles. He makes the most fantastic bouillabaisse!

Kate: Bouilla ... what?

Steven: Bouillabaisse— it's a thick soup made with fish and vegetables. It's really tasty. Oh hang on— I've just remembered, that place closed down last month.

Kate: Well, we can't go there then, can we? Oh, where shall we go?

Steven: Tell you what — let's go to that Italian restaurant. It's cheap, it's near here and I know you like Italian food.

Kate: Ah yes, Marcello's — mmm.

Steven: Okay. I'll book a table. Is 9 o'clock all right?

Kate: Fine Now what show shall we go to afterwards? ...



Speaking Task (p. 77)

(T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 5, Speaking Task p. 59.)

(Suggested answer)

The first picture is of a fast food restaurant. The other one shows an expensive restaurant. The fast food restaurant serves different burgers and chips, which are not very healthy, while in the expensive restaurant the food would be of very high quality. It would serve all types of food: fish, steak, different types of pasta and fresh vegetables. In the fast food restaurant, the service would be friendly and quick, whereas the service in the expensive restaurant would be polite but slow. The prices at the fast food restaurant would be a lot lower than at the expensive restaurant.



Writing - Writing Instructions / Giving Directions / Describing Processes (pp. 78 - 79)

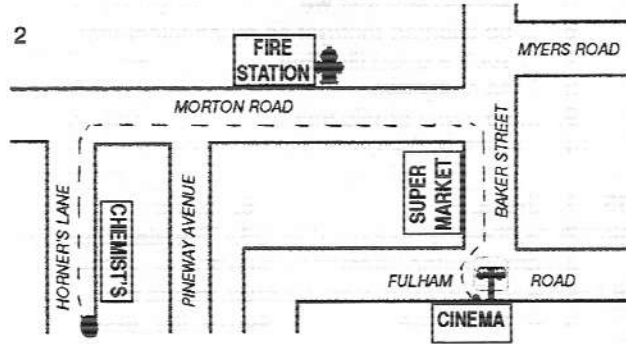
- | | | |
|----------|-------------|----------|
| 1. cut | 5. Add | 9. Pour |
| 2. take | 6. Sprinkle | 10. Cook |
| 3. put | 7. Fill | |
| 4. Place | 8. cover | |

Tapescript for Exercise 1 (to be heard twice)

Woman Announcer: On *Happy Housewife* today our resident chef, Pierre Poivre, will be showing us how to make delicious stuffed tomatoes. The ingredients are: 4 large ripe tomatoes, 4 tablespoons of rice, 1 large onion, 2 cloves of garlic, 2 cups of olive oil, 1 cup of water, some parsley, a pinch of salt and pepper and finally 2 tablespoons of finely grated breadcrumbs.

Male: Hello everybody! I'm Pierre Poivre. Today's recipe is economical and will serve 4. Let's start by pre-heating our ovens. Set electric ones at 200° or, if like me you use gas, gas mark 6. Firstly, let's wash the tomatoes and **cut** off the tops. Now using a metal spoon, **take** out the flesh and **put** it into a mixing bowl. Do it gently though; we don't want to damage the skin. **Place** the empty tomatoes directly onto a baking tray. Now, let's finely chop the onion, garlic and parsley. That's it; nice and fine. Toss it all into the mixing bowl with the tomato flesh and **add** the rice and one of the cups of olive oil. **Sprinkle** the mixture with a pinch of salt and pepper. Now, for the most important part, let's mix the ingredients thoroughly with a wooden spoon. That's it. That's perfect. Now we **fill** the tomatoes with the mixture and **cover** them with their tops. Don't they

look appetising? For the final touch, **pour** the remaining cup of olive oil and the cup of water over them, now sprinkle them with the breadcrumbs, "et voila" they're ready. By now our ovens are at the right temperature, so let's put them into the pre-heated oven and **cook** them for about fifty minutes. Hmm. Don't they smell delicious? My mouth is watering already. I think I'll serve them with fresh baked, home-made bread.



(T can ask Ss to cover the instructions and look at the map, then say how to reach Tom's house using the Imperative.)

(Suggested answer)

Get off the bus outside the cinema on Fulham Road. Go down Baker Street, past the supermarket, and take the first turning on the left into Morton Road. Walk along Morton Road, pass the fire station on the right and then take the second turning on the left into Horner's Lane. Tom's house is (at) number 4, next to the chemist's.

(T asks Ss where this piece of writing could be found - In a letter.)

3 (Suggested answer)

- | | |
|----------|---------------|
| 1. First | 3. After that |
| 2. Then | 4. Finally |

(T may ask where this piece of writing can be found - In a leaflet.)

4 Preparation:

- | | | | |
|------|------|------|------|
| 1. B | 2. D | 3. A | 4. C |
|------|------|------|------|

Operating Instructions:

- | | | | |
|------|------|------|------|
| 1. C | 3. H | 5. D | 7. E |
| 2. F | 4. A | 6. G | 8. B |

(T may ask where this piece of writing can be found - In a manual.)

- | | | | | | | |
|---|------|------|------|------|------|------|
| 5 | 1. T | 2. F | 3. T | 4. F | 5. T | 6. T |
|---|------|------|------|------|------|------|

6 (T goes through the three composition topics and discusses them in class.)

After Ss have finished with Unit 6, they can do the project work as explained on pp. 145 - 146 in the Teacher's Book.

Module Self-Assessment (Units 4, 5, 6) (pp. 80 - 81)

- 1 1. B 3. A 5. A 7. B
2. D 4. B 6. D 8. B
- 2 1. predict 5. limit
2. consume 6. intense
3. strengthened 7. grabbed
4. permanent 8. carves
- 3 1. down on 3. on with 5. off
2. away 4. to
- 4 1. about, in, from, on
2. at, with, of, on
- 5 **(Suggested answers)**
- A I wish I could find the mistake.
I wish I had kept all the receipts.
I wish I hadn't spent so much. etc.
- B I wish I hadn't robbed the bank.
I wish I hadn't spoken to the policeman rudely.
etc.
- C I wish I had checked the engine carefully.
I wish the mechanics had done their job properly.
etc.
- 6 1. fast-moving 6. balanced
2. vast 7. junk
3. side 8. to make
4. take 9. heart
5. the pressures
- 7 1. ... will be fined ...
2. ... is thought that he will ...
3. ... had their house broken into ...
4. ... would have passed ...
5. ... has her car washed ...
6. ... prefers eating out to cooking ...
7. ... such a good driver ...
8. ... was not anything (left) ...
9. ... wish James hadn't decided ...
10. ... were you, I'd take ...
- 8 1. an, a, an, -
2. The, -, the, the
3. the, -, a, the
- 9 1 In preparation for our local Flower Festival parade, costumes are made and floats are decorated with beautiful spring flowers. Delicious cakes and biscuits are baked and special guests are invited by the Festival organisers to make things more exciting. This year Sally Spark, the famous TV star, is going to be invited. It is hoped that the festival will be a great success.
- 2 A fire was started in the local shopping centre. The fire brigade was called and the fire was soon put out. Several people were taken to hospital by ambulancemen. The matter is being investigated (by police) now.
- 10 1. be 6. not 11. to
2. been 7. have 12. a
3. than 8. not 13. will
4. such 9. the 14. on
5. would 10. being 15. been
- 11 1. No, they shouldn't.
2. By setting the scene (who-when-where-what)
3. Present tenses
4. To set the scene and describe the atmosphere.
5. Information is given in chronological order, using the imperative when writing instructions.
6. Present tenses and Passive Voice should be used to describe processes.
7. News reports are formal in style and the writer's feelings should not be included. Stories can be informal and chatty. The writer's feelings can be included.

Unit 7 - Crime



Objectives of Unit 7

Lead-in (p. 82)

brainstorm ideas about crime and prevention; get an idea of the text content

Reading (pp. 82 - 83)

read paragraphs for main point of information

Vocabulary Practice (p. 84)

- Ex 1 deduce the meaning of vocabulary items from context
- Ex 2 identify alternative words/expressions
- Ex 3 match words in collocations
- Ex 4 choose between pairs of words commonly confused
- Ex 5 identify equivalences between words and phrasal verbs
- Ex 6 practise use of dependent prepositions

Talking points: skim text for specific points; use a list of points and given expressions to give a talk

Language Development (pp. 85 - 87)

- Ex 1 work with vocabulary of criminals and crime
- Ex 2 comprehend news headlines
- Ex 3 listen for gist
- Ex 4 discuss opinions on crime and punishment
- Ex 5 work with vocabulary of crime
- Ex 6 work with courtroom vocabulary
- Ex 7 listen for specific information
- Ex 8 work with vocabulary in context
- Ex 9 listen for specific information
- Ex 10 use modals of possibility and logical deduction to discuss a crime

- Ex 11 listen for specific information; use completed notes to give a talk
- Ex 12 make speculations (crime - punishment)

Grammar / Use of English (pp. 88 - 89)

- Exs 1-11 presentation of modals (expressing possibility/logical assumptions, expressing obligation -necessity - prohibition - expressing criticism)
- Ex 12 error correction
- Ex 13 distinguish between minimal pairs

Listening Task (p. 90)

listen for background information in order to eliminate distractors and choose the correct answer

Speaking Task (p. 90)

make speculations using given picture prompts

Writing (pp. 91 - 93)

- Ex 1 brainstorm ideas about when/why we write letters; introduce types of letters
- Ex 2 distinguish between different registers
- Ex 3 distinguish between different registers and appropriate openings/closings
- Ex 4 compare/contrast different registers
- Ex 5 identify different styles of opening/closing letters
- Exs 6,7 a) identify style of letter; read for content; b) listen and identify register/subject matter
- Ex 8 check Ss' understanding of guidelines covered in Writing section
- Ex 9 independent practice of elements introduced in Writing section

Unit 7 - Crime



Lead-in (p. 82)

(Suggested answers)

- In the top left-hand picture we can see a house that has been set on fire by arsonists. In the top right-hand picture it looks like a burglar has broken into a house. In the bottom left-hand picture it seems that a young man is being attacked by some boys. Perhaps they are bullies in a school playground. In the bottom right-hand picture, there is a man wearing a mask and carrying a gun who appears to be robbing a bank or an office. Other crimes include kidnapping, murder, hijacking, mugging and shoplifting.
- Burglars usually steal money and jewellery from houses, but they also take paintings, stereos, TVs and videos if they are valuable.
- When you leave your house, you should make sure that all the doors and windows are shut and locked. If it's dark outside, it's a good idea to leave a light on so that any burglars, who might pass by, will think that you're at home.



- | | |
|---------------|----------------|
| 1. burgled | 6. boxes |
| 2. friendly | 7. living room |
| 3. owners | 8. window |
| 4. money | 9. full |
| 5. neighbours | 10. green |

(Suggested comprehension questions)

1. What do burglars think when they see a big house?
The bigger the house, the richer the owners.
2. What will certainly catch a burglar's eye?
Anything which signals nice possessions and money.
3. When is a house more attractive to burglars?
When it is far away from others, or hidden from the road.
4. What should people install to protect their homes from burglars? *A burglar alarm.*
5. What is Ian Stephen's advice? *To make our houses look as plain as possible and not to draw attention to any new things we have bought by leaving the empty boxes next to the dustbin.*
6. Where should we leave a light on when we go out?
In the living room.
7. What can you do to remember to lock doors and windows before leaving your house?
Stick a note on the inside of the front door to remind you.
8. What other things can attract a burglar?
Newspapers and letters sticking out of the letter-box, full milk bottles on the doorstep, going out of your house at regular times.
9. Why should we take photos of our valuable possessions? *So that, if burgled, we'll be able to identify stolen property, which could lead to the thief being put behind bars.*
10. Why should you ask for a crime prevention officer to visit your home? *Because he could identify weak points in the security of the house.*



Reading (pp. 82-83)

T should explain to Ss the techniques used so that Ss can do this reading task.

Steps to be followed

- Read the list of summary sentences carefully.
- Skim the text for its basic meaning.
- Read each section, underlining words which match a summary sentence. Don't worry about understanding every word.
- Before making final choices be certain that each summary sentence fits.
- Remember there is one extra summary sentence you don't have to use.

1. G 2. D 3. A 4. I 5. H 6. F 7. B

(After Ss have done the reading activity T asks Ss comprehension questions.)



Vocabulary Practice (p. 84)

- 1 *[Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]*
- 2

1. possessions	6. advised
2. valuable	7. label
3. plain	8. sensible
4. nosy	9. watchful
5. identify	10. complained
- 3 *(Ss should memorise these collocations. T checks in the next lesson.)*

1. awful	6. to be
2. to take	7. to draw
3. to catch	8. to leave
4. to give	9. to keep
5. to put	10. open

4 (After Ss have done the exercise, T checks round the class eliciting/explaining the meaning of each distractor.)

- | | |
|-------------|--------------|
| 1. burgle | 5. criminals |
| 2. steal | 6. suspect |
| 3. rob | 7. convict |
| 4. offender | |

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- 5
- | | | |
|---------|-----------|-------|
| 1. in | 3. off | 5. up |
| 2. into | 4. out of | |
- 6
- | | | |
|-------------|----------|------------|
| 1. from | 5. of | 9. in |
| 2. about/of | 6. about | 10. behind |
| 3. about | 7. for | 11. of |
| 4. at | 8. at | |



Talking Points (p. 84)

(T elicits from Ss the things which make a house burglar-friendly and writes them on the board. Then T invites Ss to think how they would prevent their houses from being burglar-friendly. T asks some Ss to report to the class. T can, then, assign it as written HW.)

(Suggested answers)

hedge/wall, far away from other houses/the road, no burglar alarms, lights on in hall, windows/doors unlocked, no neighbours, expensive car parked outside, nice window boxes/curtains, beautifully painted walls, often empty boxes next to dustbin, ladder in the garden, newspapers and letters sticking out of the letter box, full milk bottles on the doorstep, being away (at work) at regular times.

(Suggested talk)

I'm definitely going to ask my father to park his car in the garage rather than outside. I'm also going to make sure that he puts the ladder in there too. In addition to this, I intend to ask my parents to get a burglar alarm. Furthermore, in future I'll remember to leave the living room light on when we're out and not to leave the windows and doors unlocked. I would also ask my parents to label all our valuable items or take photos of them.



Language Development (pp. 85 - 87)

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

[As an extension T can ask Ss to think of the verb form and the noun/action which match the noun/person e.g. thief (noun/person), steal (verb form), theft (noun/action). T writes the following table on the board and, eliciting answers from Ss, completes it. Ss should copy this table in their notebooks and refer to it when necessary.]

VERB	NOUN/ PERSON	NOUN/ ACTION
steal	thief	theft
rob	robber	robbery
burgle	burglar	burglary
mug	mugger	mugging
murder	murderer	murder
kidnap	kidnapper	kidnapping
set fire/commit arson	arsonist	arson
shoplift	shoplifter	shoplifting
vandalise	vandal	vandalism
hijack	hijacker	hijacking
deceive/cheat/commit fraud	fraudster	fraud
terrorise	terrorist	terrorism
blackmail	blackmailer	blackmail
joyride	joyrider	joyriding
traffic drugs	drug trafficker	drug trafficking
pick sb's pocket	pickpocket	pickpocketing
assassinate	assassin	assassination

- 2
- | | |
|---------------|------------------|
| 1. kidnapping | 4. arson |
| 2. burglary | 5. assassination |
| 3. mugging | 6. hijacking |

3 (Ss should do the listening exercise first, then T elicits/explains the various crimes presented in this exercise. T, then, reminds Ss of techniques to be used to write headlines then asks Ss to work in closed pairs and suggest possible headlines for each news report.)

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

(Suggested headlines)

- Joyrider Arrested after High-speed Chase
- Actress Arrested in DeGaulle Drug Bust
- Housewife Convicted for Charity Fraud
- Alleged Blackmail Foiled
- Explosives found in Home of Suspected Clatton Railway Bombers



Tapescript for Exercise 3 (to be heard twice)

- John Pierce, a 15-year-old, was stopped by police after a 30-minute chase. He was speeding through the streets of Preston in a car which had been reported stolen several hours before.
- Film actress Sally Smith was arrested at Charles de Gaulle airport yesterday when over a kilo of cocaine was found in her luggage. She stated that she had no idea the cocaine was in her bag.
- A 50-year-old housewife, Ann Daniels, was convicted yesterday of collecting money for a charity which does not exist. It is estimated that she had collected as much as £5,000 before her arrest last month.

4. Police have arrested Tom Corman, aged 42. He has been charged with demanding money from several celebrities about whom he says he knows "damaging secrets". Police were led to him by well-known actress Delia Diamond, who stated, "He was asking for huge sums of money, but I have nothing to hide."
5. Yesterday in Clatton, police discovered an explosive device capable of destroying a 12-storey building when they searched the flat of Jerry Parr, aged 28. Parr is also believed to have planted the bomb which exploded on the platform of Clatton railway station last month, injuring 35 people.

4 (Ex 4 can be assigned as written HW after Ss have done this orally in class.)

- Hijacking an aircraft is a major offence. I think that someone who hijacks an aircraft should be sent to prison.
- Kidnapping is a major offence. I think someone who is convicted of kidnapping should be sent to prison.
- Littering is a minor offence. I think people who litter should be fined a small amount of money.
- Writing graffiti on a public building is a minor offence. I think people who write graffiti on a public building should do community service.
- Stealing a car is a major offence. I think someone who steals a car should be sent to prison.
- Pickpocketing is a minor offence. I think that someone who steals people's wallets should be fined a small amount of money.
- Stealing sweets is a minor offence. I think that someone who steals sweets should be given a warning.
- Making noise late at night is a minor offence. I think that someone who makes noise late at night should be given a warning.
- Being on a bus without a ticket is a minor offence. I think that if someone is on a bus without a ticket, they should be fined a small amount of money.
- Violent behaviour in a football stadium is a major offence. I think sb whose behaviour is violent in a football stadium should be given a suspended sentence.
- Toxic waste pollution is a major offence. I think that anyone who is responsible for toxic waste pollution should be sent to prison.

- 5
- | | |
|------------------------|-----------------|
| 1. set fire, sentenced | 5. pick, pocket |
| 2. blackmail | 6. shoplifting |
| 3. assassinate | 7. vandalised |
| 4. hijacked | |

(T points out that Exs 6, 7 and 8 present courtroom vocabulary.)

- 6
- | | |
|--------------------------|-----|
| 1. judge | (b) |
| 2. witness | (d) |
| 3. jury | (f) |
| 4. defence lawyer | (c) |
| 5. junior defence lawyer | (e) |
| 6. the accused | (a) |

- | | |
|-------------------|-----|
| 7. policeman | (g) |
| 8. court reporter | (i) |
| 9. prosecutor | (h) |

7 (Ss listen to the tape without looking at the text, then read the text and fill in the gaps. Ss listen again and fill in any gaps left.)

- | | | |
|--------------|--------------|-------------|
| 1. accused | 5. policeman | 9. innocent |
| 2. sentenced | 6. weapon | 10. guilty |
| 3. arrested | 7. denied | |
| 4. witness | 8. law | |

(As an extension T can ask Ss to close their books and say as many words as they can remember related to the topic.)

Tapescript for Exercise 7 (to be heard twice)

Yesterday morning Gregory Briggs appeared in Shellsby Crown Court **accused** of robbery. The judge **sentenced** him to ten years in prison. Briggs was **arrested** last May as he was trying to rob Lloyds Bank in Shellsby. One **witness** told reporters that Briggs had run into the bank holding a gun and threatened to shoot everyone unless the manager gave him all the money in the safe. Fortunately **policeman** Gary Thomas, who happened to be in the bank at the time, was able to grab Briggs' **weapon** before he had a chance to hurt anyone. As Briggs walked into the courtroom yesterday morning with his lawyer, he **denied** having broken the **law** and told reporters that he was **innocent**. However after hearing the witnesses and seeing the evidence supplied by the bank's security cameras, the jury quickly came to the conclusion that Briggs was **guilty**. Last night Police Chief John Brown praised Thomas for his brave arrest of the violent criminal and for preventing what may have turned into a tragedy.

8 (T draws attention to the prepositions used with expressions related to crime, e.g. gather evidence against sb, be accused of, etc.)

- | | |
|--------------|--------------|
| 1. suspected | 6. guilty |
| 2. evidence | 7. convicted |
| 3. arrested | 8. sentenced |
| 4. accused | 9. put |
| 5. tried | |

9 mugging	<ul style="list-style-type: none"> carry a personal alarm attend self-defence classes
kidnapping	<ul style="list-style-type: none"> teach children not to talk to strangers if approached by strangers, they should go to the nearest safe place if you can afford it, hire a body-guard
car theft	<ul style="list-style-type: none"> fit an alarm system park in an attended car park make sure your car is securely locked

(After filling in the table, Ss listen to the tape again. T then, asks Ss to close their books and suggest ways to protect themselves from mugging, kidnapping and car theft. After Ss have presented their short talk in class, T can assign it as written HW.)

08.40 Tapescript for Exercise 9 (to be heard twice)

Presenter: Here with us this morning we have Chief Inspector Ronald Lewis to talk about protecting yourself from various types of crime. Welcome, Ronald.

Ronald: Thanks.

Presenter: Now, first of all, crimes like mugging seem completely uncontrollable. Is there anything we can do to protect ourselves?

Ronald: In fact, there is. People who behave in a frightened manner in the streets are obvious targets, so the best thing to do is act sure of yourself. If you don't look like a victim, you probably won't be one. Carrying a personal **alarm** is also a good idea. If you have the chance to attend **self-defence** classes, that can be useful as well.

Presenter: That sounds sensible. What about kidnapping?

Ronald: Kidnapping may not seem like a threat to most of us, but many children are at risk nowadays, so the best thing to do is teach them not to talk to **strangers**. If a stranger approaches them they should immediately go to the nearest **safe** place - a shop, the post office and so on - and tell somebody there what has happened. In the case of the rich and famous, a **bodyguard** is the obvious answer, but I don't think many of us can afford that!

Presenter: Mmm. Yes. More and more cars are being stolen nowadays, aren't they?

Ronald: Yes, and that's why more and more people choose to fit an **alarm** system in their vehicle. To protect your car, parking in an **attended** car park is always a good idea, and of course make sure your car is securely **locked** at all times.

Presenter: And to sum up?

Ronald: Just keep in mind that there is always something you can do to keep crime from happening to you. Just make sure you are aware of the dangers.

Presenter: Thanks, Ronald. Now for the news of the day with

10 (Suggested answers)

A: Charlotte Henderson could have committed the crime because she expected to be awarded very little money in the divorce case.

B: This is possible. However, she has an alibi as she was at the home of Henderson's lawyer at the time of the murder.

A: Henderson's nephew must have committed the crime as his uncle had threatened to leave him out of his will.

B: That's true but he had no keys for the mansion.

A: Yes, but he had an affair with Claudine, Henderson's maid, so she must have let him in.

B: I think you are right. Charles must have committed the murder with Claudine's help. Both of them have lied to the police. Charles said he was watching a sports programme on TV Channel 3 between 9 to 11, but TV Channel 3 was showing a documentary. Claudine also said that she was washing Henderson's supper dishes, however, when the police found the body, his supper tray was next to him and the food hadn't been touched.

11	unemployment	<ul style="list-style-type: none"> some people may turn to crime as an easy way of making money
	advertisements	<ul style="list-style-type: none"> some people end up stealing things they want but they can't afford
	TV programmes	<ul style="list-style-type: none"> too much violence on TV makes young people more likely to act in a violent way in real life. criminals are shown in a way that makes them and their lifestyle look glamorous and desirable
	social pressures	<ul style="list-style-type: none"> teenagers have to commit petty crimes, such as shop-lifting, in order to be accepted by the gang once you begin a life of crime it can be very difficult to get out

08.40 Tapescript for Exercise 11 (to be heard twice)

A: Excuse me! Have you got a moment?

B: What can I do for you?

A: I'm a Sociology student from Leeds University and we're doing a survey on the rise in crime. We're interested in getting people's views - that is, what they see as the main reasons.

B: What would you like to know?

A: First of all, would you say that unemployment was a factor in the rise in crime?

B: Yes, I'd say it was. If a person remains unemployed for a long time it becomes difficult for them to support themselves. Some people may turn to crime as an easy way of **making money**. Of course, seeing all those products advertised on TV all the time doesn't help either.

A: So you think advertising is to blame as well?

B: Oh yes, definitely. TV advertising makes you want things that you don't really need. Some people end up **stealing** things they want, but they can't **afford**.

A: You mentioned TV. Do you think that some programmes might play a part in the rise in crime?

B: I certainly do! Some programmes are so violent it makes me sick to watch them. Seeing violence so often on the television makes young people think that it's alright, and makes them more likely to act in a **violent** way in real life. What's more, criminals are often shown in a way that makes them and their lifestyle look glamorous and **desirable**. Who can blame the kids for wanting to be like them?

A: And what about social pressures?

B: Yes, I suppose that's part of it as well. Teenagers in particular are often drawn into the wrong group of friends and feel pressure to fit in. This usually means that they have to commit petty crimes such as shoplifting in order to **be accepted** by the gang. The worst thing is that once you begin a life of crime it can be very difficult to **get out**, and you end up committing more and more serious offences.

A: I see. Thank you for your interesting comments. They've been very helpful.

B: Oh, you're very welcome.

(Suggested talk)

(This can be assigned as written HW after Ss have done it orally in class.)

... as an easy way of making money. Another reason is advertisements. Some people end up stealing things they want but can't afford. Many TV programmes promote violence. This makes young people more likely to act in a violent way in real life. What is more, criminals are shown in a way that makes them and their lifestyle glamorous and desirable. Finally, teenagers sometimes feel they have to commit petty crimes in order to be accepted by their group of friends (gang). Unfortunately, once you begin a life of crime you can't get out easily.

- 12 1. on the alert 4. at large
2. caught red-handed 5. doing time
3. in cold blood



Grammar/Use of English (pp. 88-89)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1 Sentences which express certainty: 2, 4
Sentences which express uncertainty: 1, 3

2 (Suggested answers)

It can't be a helicopter. It must be an aeroplane.
It can't be a house. It must be a castle.
It can't be a bracelet. It must be a handcuff/handcuffs.

- 3 1. b 2. c 3. a

- 4 *(Before Ss do this exercise, T should revise the various forms of the infinitive which go after must/can't/may. See Grammar Reference Section in the S's book.)*

1. ... must be questioning ...
2. ... can't/couldn't have been involved ...
3. ... can't/couldn't have killed ...
4. ... may/might/could have been waiting ...
5. ... may/might be asked to testify ...
6. ... may/might/could have killed him ...
7. ... must be searching ...
8. ... can't be involved ...

5 (Suggested answers)

Picture A: There can't be any survivors./The plane may have been caught in a storm./The pilot must have tried to contact the airport./The plane may not have been carefully inspected before take-off. etc.

Picture B: The fire may have started by mistake./The firefighters must be trying hard to put out the fire./The residents must have been asked to leave their homes./There can't be any people inside the buildings./The fire must have been burning for hours. etc.

- 6 1. c 2. b 3. a

- 7 1. b 2. a

Other ways of **expressing prohibition**: can't, couldn't, may not

Other ways of **expressing lack of necessity**: don't have to, didn't have/need to, needn't have etc.

- 8 1. b 2. a

- 9 1. ... have got to have ...
2. ... didn't need to make ...
3. ... must not enter ...
4. ... don't need to clean ...
5. ... didn't need to reserve ...
6. ... needn't have taken ...
7. ... have to wear a helmet ...
8. ... I had to organise ...

10 (Suggested answers)

1. You should have given me a ring./You could have called me, etc.
2. You should/could/ought to have paid the bill on time./You shouldn't have forgotten to pay the bill./You ought to/should be more responsible, etc.
3. You should/could/ought to have been more careful with my CD./You could/should have replaced it./You could/should have offered to buy me a new one, etc.

4. You should have thought twice before buying such an expensive watch./You could have been more careful about spending your money./You ought to have planned your monthly expenses more carefully. etc.

- 11
1. ... could/should/ought to have informed me ...
 2. ... may/might be hiding ...
 3. ... mustn't enter this area ...
 4. ... needn't have driven ...
 5. ... must have checked ...
 6. ... could have told me ...
 7. ... didn't have to make ...
 8. ... can't/couldn't have known ...
 9. ... doesn't need to wait ...
 10. ... could have told me ...
 11. ... don't have to take ...
 12. ... must not take ...
 13. ... should have gone to bed ...
 14. ... have to wear gloves ...

- 12 *This exercise is an error correction one where emphasis is put on grammar. T should explain to Ss how to deal with this type of exercise.*

Steps to be followed

- Read through the text to get an understanding of its general meaning.
- Read the text carefully line by line to identify the unnecessary word. Such words can be: participles, articles, conjunctions, prepositions, determiners, quantifiers, tenses, pronouns, linking words, etc.
- Cross out any unnecessary words.
- Read the text a final time to see if your answers make sense.

(The words in bold must be crossed out.)

Dear Sal,

I was sorry **for** to hear you're having legal problems. You should have **been** asked for my advice sooner, but even if it is a bit late I'll tell **to** you what I think **of**.

First of all, you must **to** consult an accountant right away. You obviously can't have been cheating on your taxes, but it's not so **many** easy to convince the tax inspectors without **to** having all the right documents. You should also go over your tax forms again and make **it** sure you didn't make a mistake.

If you want, I could **have** come to Bristol and give you a hand with the **whole** paperwork. Even if we do sort it out together, you should still get the advice of a professional.

Give me a ring if you do want **a** help, and don't **you** worry - I'm sure it will all work out.

Love,
Richard

13 Pronunciation

[This exercise checks pronunciation of /n/ (alveolar nasal) e.g. kin and /ŋ/ (velar nasal) e.g. king. After Ss have done Ex 13, T reads the sets of words and asks Ss to repeat after him/her.]

• kin - king	• sin - sing
• ban - bang	• win - wing
• thin - thing	• pin - ping



Listening Task (p. 90)

(T should remind Ss of techniques to be used to handle this Listening Task. See Teacher's Book, Unit 4, Listening Task p. 46.)

1. A 2. C 3. C 4. B 5. B 6. A 7. B

ORFO Tapescript for Listening Task (to be heard twice)

J: Good evening. This is the six o'clock news bulletin with Jeremy Craig.

L: And Lucinda Thorpe.

J: Police are still searching for the killer of 36-year-old Richard Steen, whose body was found on the beach at Rockton-on-Sea last night. Steen had been shot through the head and although the reasons for his death are not clear, the police believe that his wife Michelle Steen might have been involved as she seems to have left the country.

L: The wife of business tycoon Roger Branston was safely returned to her home in Clankton this morning after police raided the house where her kidnappers were holding her. Glenda Branston was kidnapped last Wednesday as she was leaving her office in Castle Street by two men who told her husband that they would kill her unless he gave them £100,000. Fortunately, Mrs Branston was able to phone the police while her kidnappers were sleeping and they were able to rescue her and arrest the two men.

J: A group of six vandals aged between eight and thirteen were caught by police last night as they were leaving a city centre indoor car park after causing damage to several cars. The children were given a warning by the police and their parents have been ordered to pay for the damage to the vehicles involved. As a result, the city council has promised to install security cameras and increase the number of security guards in all of its indoor car parks.

L: And now on a lighter note. After three weeks of living in fear of the strange noises coming from their attic in the middle of the night, the Paterson family of Glenwich Close in Clankton can finally sleep in peace again. When James Paterson first heard the sounds coming from his attic he was convinced that there were problems with his water system. However, after his plumber told him that everything was in perfect working order, James and his family

started to worry that they might have a ghost up there. Eventually, the Patersons decided to set up a video camera to try and catch the culprit. To their amazement, when they played back the tape the next day, they discovered that their ghost was in fact a chimpanzee. Gideon Shaft, one of the zookeepers from Clankton Zoo went to collect Rosie the chimp from the Patersons' attic this morning. He told reporters that Rosie must have moved into the attic after disappearing from the zoo four weeks ago. He added that he was delighted to have her back safely.

J: Well, that's all for this evening. We hope you will join us again at the same time tomorrow. So until then, goodnight.

L: Goodnight.



Speaking Task (p. 90)

(T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 2, Speaking Task p. 25.)

- | | |
|----------------------------|--------------|
| A. robbery | D. burglary |
| B. kidnapping | E. car theft |
| C. mugging/purse snatching | |

(Suggested answers)

- There should have been better security in the bank. Perhaps a security guard could have been on duty outside the bank.
- If the family were rich and famous, they could have had a bodyguard with them to stop the boy from being kidnapped.
- The woman should have worn her handbag across her body to make it more difficult to be snatched.
- The owner of the house should have made the windows more secure with locks which would be difficult to reach from outside. They could also have had a burglar alarm fitted so that if someone broke a window, the alarm would have gone off.
- The car owner could have had a car alarm fitted.



Writing - Letter Writing A (pp. 91-93)

1 (Suggested answers)

- We write friendly letters when we write to a friend or to our relatives.
- We write formal letters to someone we do not know, e.g. to a university secretary asking for information about courses etc.
- There are: letters to a friend, letters of complaint, letters asking for/giving information, letters of request, letters of invitation etc.
- Layouts B and D are formal. Layouts A and C are informal.

- The reason for writing the first letter is to complain about faulty equipment. It is a formal letter. It begins "Dear Mr Jenkins" and ends "Yours sincerely" with the full name.
 - The reason for writing the second letter is to give news to a friend. It is an informal letter. It begins "Dear Madeleine" and ends "Love, Sandra".



Tapescript for Exercise 2 (to be heard twice)

A. Formal letter/complaint

Dear Mr Jenkins,

I am writing to express my strong dissatisfaction with the burglar alarm which your company installed in my home three weeks ago.

The alarm was installed on June 15th by one of your engineers. However, the next day he had to be called back to make adjustments because there were technical problems. We then went away for a few days, believing that the alarm was working properly. Unfortunately the house was burgled on June 24th between 4:30 and 6:30 pm. According to neighbours, the alarm did not go off and police reports have stated that the alarm was not working at the time.

Although I have complained several times, I have had no reply from your company regarding compensation.

I have enclosed a copy of the police report outlining the damage and goods stolen. Also enclosed is the engineer's report which states that the alarm was faulty when first installed.

I trust the matter will receive your immediate attention.

Yours sincerely,
James Stewart

B. Informal letter/giving news

Dear Madeleine,

I just had to write and tell you what happened yesterday in the block of flats where I live. It was so unexpected!

It was about ten o'clock in the morning and I was cleaning in the kitchen when suddenly I heard the sound of running feet outside my door. I opened it to find out what was going on, and saw several armed policemen breaking into my neighbour's flat.

I was really surprised as my neighbour was a very quiet, polite man in his sixties. However, it turns out that he was making fake passports and then selling them to people. Anyway, he was arrested and I've heard that he'll probably end up in prison. I can't believe it but I suppose it just goes to show that you can't judge people by their appearance.

That's all for now. Write soon with your news.

Love,
Sandra

- 3
1. F, start, letter asking for advice
 2. F, end, letter asking for information
 3. I, start, letter of apology
 4. F, end, letter of complaint
 5. I, end, letter giving news
 6. I, end, letter refusing an invitation
 7. I, end, letter expressing thanks
 8. F, start, letter giving information
 9. I, end, letter giving advice
 10. I, start, letter of invitation
- 4 Model A was written to congratulate someone on his promotion. Model B was written to recommend someone for a job. Model A is informal while Model B is formal. Model A starts with Dear + first name while model B starts with Dear Mr + surname. Model A includes contractions/short forms while Model B does not. Model A includes informal chatty language but Model B uses formal language. Model A ends "Regards" with a first name only while Model B ends "Sincerely" and a full name. Model A has one address because it is informal; Model B has two because it is a formal letter. Model B involves a detailed character description because it is a letter of recommendation (See Unit 1 - Writing: Describing people).
- 5
1. B - formal letter of complaint
 2. E - formal letter asking for information
 3. D - informal letter asking for advice
 4. A - formal letter of application
 5. F - formal letter turning down application
 6. C - informal letter giving advice
- 6
- a.
 - a) It is a letter of invitation.
 - b) It begins "Dear" with a first name and ends "Lots of love" with a first name.
 - c) The event will take place at the stables and at Karen's house (in the garden) on Friday, the fifteenth of June.
 - b.
 - a) She begins with "Dear" and first name.
 - b) She has been spending her time practising for a music festival.
 - c) She is going to buy some clothes.
 - d) She ends her letter with "With love" and her name.

(As an extension T can ask Ss to write Emily's letter as HW.)

Tapescript for Exercise 6b (to be heard twice)

Dear Karen,

Thank you so much for your invitation. I'd love to come to your birthday celebration. It sounds like it's going to be really good. You know how much I like riding!

I'm writing this from my cousin's house, where Sarah and I are practising our piece for the music festival next week. Sarah's singing and I'm playing the piano. We're doing a song from a musical so it's quite fun and not too difficult, but even so we're getting nervous already. We're going to go shopping for some

new clothes this afternoon to help us relax. If I find something nice, maybe I'll wear it to your party.

I have to get back to my playing now, but I'm looking forward to your birthday. It will be so nice to spend a day outside in the country after all this practising, and our school exams will be finished by then too.

Looking forward to seeing you on the fifteenth.

With love,
Emily

- 7
- a) It is a letter of apology.
 - b) The style is friendly/informal.
 - c) The writer apologises for not having attended the recipient's wedding.
 - d) The writer suggests taking the recipient and his wife out for a meal.

(As an extension T can ask Ss to write Lydia's letter as HW.)

Tapescript for Exercise 7 (to be heard twice)

Dear Peter,

I'm writing to say how sorry I am about not being able to attend your wedding. I hope it was a wonderful day, and I also hope you'll forgive me for not being there.

I know that excuses aren't much use, but I thought I'd explain what prevented me from coming anyway. While I was getting ready, the phone rang and my boss said that an out-of-town client had just arrived and wanted to be shown round the factory. Well, what could I say? There was no one else available to do it, so I had to go.


To make up for my absence, I'd love to take you both out for a meal the next time I'm in London. I'll let you know well in advance. My apologies again, and write soon.

Love,
Lydia

- 8
- a) It is a letter of apology.
 - b) It is formal.
 - c) The reason is to apologise for delivering faulty equipment to an office.
 - d) It begins "Dear" with a full name and ends "Yours sincerely" with a full name and title.
 - e) The writer offers the recipient a two-year service contract free of charge. He also offers to send a service representative to correct the problem.
- 9 1. F 2. F 3. T 4. T 5. F 6. F
- 10
1. Letter of complaint, formal
 2. Letter giving advice, informal
 3. Letter giving news, informal
 4. Letter of apology, informal
 5. Letter accepting/refusing invitation, informal

After Ss have finished with Unit 7, they can do the video project work as explained on p. 136 in the Teacher's Book.

Unit 8 - Sports / Hobbies



Objectives of Unit 8

Lead-in (p. 94)

brainstorm vocabulary and ideas about sports; listen for specific information to get an idea of text content

Reading (p. 95)

read paragraphs for main points of information

Vocabulary Practice (p. 96)

- Ex 1 deduce the meaning of vocabulary items from context
- Ex 2 identify alternative words/expressions
- Ex 3 form verb/noun, adjective/noun collocations
- Ex 4 distinguish between commonly confused words
- Ex 5 match adjectives and nouns to make expressions
- Ex 6 identify equivalences between words and phrasal verbs
- Ex 7 practice use of dependent prepositions

Talking points: skim text for specific points; use notes to give a talk

Language Development (pp. 97 - 99)

- Ex 1 identify and talk about sports
- Ex 2 match descriptions of sports with sport name; work with vocabulary of sports equipment
- Ex 3 make collocations with verb plus sport name; use language of making suggestions
- Ex 4 use adjectives and appropriate language to discuss sports
- Ex 5 work with associated groups of vocabulary
- Ex 6 work with vocabulary of sports and equipment
- Ex 7 work with words in context
- Ex 8 work with nouns/adverbs/adjectives to talk about qualities of sportspeople
- Ex 9 listen for points of information
- Ex 10 use linking devices and adjectives to discuss from picture prompts

- Ex 11 extract information from short texts; use note and linking devices to prepare a talk
- Ex 12 skim for gist; work with vocabulary in context
- Ex 13 listen for specific information; listen for main points
- Ex 14 discuss pastimes using cues and pictures prompts

Grammar / Use of English (pp. 100 - 101)

- Exs 1-7 presentation of gerund/infinitive after certain verbs
- Exs 8-9 practise use of neither/so
- Ex 11 pronunciation - to distinguish between minimal pairs of consonant sounds

Listening Task (p. 102)

multiple matching-series of short related extracts – selection of the correct prompt from a list; listen for gist

Speaking Task (p. 102)

express ideas using given visual prompts

Writing (pp. 103 - 105)

- Ex 1 discuss use/style of transactional letters
- Ex 2 assess/compare two model answers
- Ex 3 analyse style/layout of a letter
- Ex 4 analyse part of a letter for key points; listen for specific points
- Ex 5 identify difference in style between formal/informal
- Ex 6 read and identify type of letter
- Ex 7 listen and identify type of letter; listen for main points
- Ex 8 identify style and content of letters; independent practice of elements introduced in Writing section

Unit 8 - Sports / Hobbies



Lead-in (p. 94)

(Suggested answers)

- Surfing and chess require a lot of practice, and for climbing and surfing you have to be very fit, and brave as well. Gardening requires a good knowledge of plants and how they grow. Patience is also important as far as gardening and chess are concerned.
- Watersports other than surfing include sailing, water-skiing, windsurfing, snorkelling and diving as well as swimming.
- Stamp collecting, horse riding, playing polo, etc. I'd like to go rafting because I think I would find it very exciting.



- | | |
|--------------|-------------|
| 1. adventure | 6. weights |
| 2. world | 7. wet suit |
| 3. weather | 8. sun |
| 4. paradise | 9. water |
| 5. sea | 10. walk |



Reading (pp. 94-95)

T should explain to Ss how to deal with this Reading Task.

Steps to be followed

- Read the list of headings carefully.
- Skim the text for its basic meaning.
- Read each section underlining any words that match a heading. Don't worry about understanding every word.
- Before making final choices, be certain that each heading fits.
- Remember there is one extra heading you don't have to use.

1. A 2. F 3. H 4. D 5. G 6. E

(After Ss have done the Reading Task, T asks comprehension questions.)

(Suggested comprehension questions)

1. What qualities should serious surfers have?
Bravery; a love for adventure and lots of energy.
2. What would be a surfer's greatest disappointment? *To miss the opportunity to surf in the best weather conditions.*
3. Where did the sport begin? *Hawaii.*
4. What other places are great for surfing?
Australia, the west coast of the U.S., the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands and Cornwall.

5. Is it easy to learn how to surf?
No. It needs lots of practice.
6. What equipment does a surfer need?
A wet suit and a surfboard.
7. How do surfers feel the first time they stand up on their boards? *Amazed.*
8. How does Shane Powell feel about surfing?
He likes it a lot; actually he started practising at a very young age but he had talent.



Vocabulary Practice (p. 96)

- 1 *[Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]*

- | | |
|------------------|--------------------|
| 2 1. opportunity | 7. mind |
| 2. experienced | 8. location |
| 3. incredibly | 9. courage |
| 4. enormous | 10. steady |
| 5. unspoilt | 11. generation |
| 6. brave | 12. disappointment |

- 3 *(Ss should memorise these collocations. T checks in the next lesson.)*

- | | |
|-------------|-------------|
| 1. deep | 7. to catch |
| 2. powerful | 8. unspoilt |
| 3. to do | 9. to learn |
| 4. to miss | 10. to have |
| 5. weather | 11. to love |
| 6. to be | 12. strong |

- 4 *(Ss do Ex 4 on their own, then T elicits/explains the meaning of each word.)*

- | | |
|--------------|---------------|
| 1. amateur | 4. won |
| 2. fit | 5. tournament |
| 3. tracksuit | |

1. **amateur** = not professional
professional = sb who is paid to compete
champion = the final overall winner of a competition
2. **exercise** = to do physical activities to keep fit
train = to exercise for a particular sport
keep fit = to keep one's body in peak condition
3. **wet suit** = close-fitting rubber suit used in water sports
costume = set of clothes suitable for a particular time
tracksuit = top and trousers to keep athletes warm between events
4. **beat sb** = to defeat sb at sth competitive
win sth = to be victorious
defeat = to beat sb/sth

5. **race** = competition involving attempt to do sth before sb else
tournament = a competition in several parts with one winner in the end
game = organised sporting activity

- 5 perfect waves/conditions/locations
 poor surfers/conditions/locations
 huge waves
 expert surfers
 dangerous waves/conditions
 unspoilt locations
 powerful waves
 experienced surfers

(Ss should memorise the phrasal verbs and prepositions from Exs 6 and 7. T checks in the next lesson.)

- 6 1. out of 2. from 3. up
 7 1. about 5. after 9. without
 2. of 6. in 10. in
 3. of 7. from
 4. from 8. at



Talking Points (p. 96)

(T draws a table on the board and fills in Ss' answers. Ss, then, looking at the notes, talk about what it takes to become a good surfer. T, then can assign it as written HW.)

- **qualities needed:** bravery/courage, good balance, strong swimming skills, enthusiasm
- **training:** help from an expert, practice
- **equipment:** surfboard, wet suit, pager

(Suggested talk)

- To be a good surfer you need to be a strong swimmer with courage and good balance. Before you start surfing you should buy a board and a wet suit. Then you should find an experienced teacher to show you the technique. After this, all you have to do is keep practising.
- There are some dangers involved in surfing. You could drown in the sea or be hit by the surfboard if you fall off.
- Many sports are dangerous. Motor racing, mountain climbing and parachuting can all be dangerous, and even playing team sports like football and rugby can result in serious injuries.



Language Development (pp. 97-99)

- 1 A. ice hockey C. motor racing
 B. knitting D. painting

sports - ice hockey, motor racing

hobbies - knitting, painting

(Suggested answer)

I would like to play ice hockey because it's a fast and exciting sport. It's probably a good way to keep fit too.

- 2 1. knitting 6. motor racing
 2. skiing 7. snorkelling
 3. pottery 8. photography
 4. weightlifting 9. stamp collecting
 5. golf 10. painting

golf club	→	golf
snorkel	→	snorkelling
helmet	→	motor racing
needles and wool	→	knitting
skis	→	skiing
camera	→	photography
weights	→	weightlifting
watercolours and brush	→	painting
potter's wheel and kiln	→	pottery
album and magnifying glass	→	stamp collecting

- 3 (While doing this exercise T should check that Ss know what each sport is.)

cricket	(P)	sailing	(G)
rugby	(P)	snow-boarding	(G)
horse riding	(G)	fishing	(G)
ice-skating	(G)	hang-gliding	(G)
baseball	(P)	surfing	(G)
snorkelling	(G)	football	(P)
archery	(D)	cycling	(G)
water-skiing	(G)	badminton	(P)
parachuting	(G)	diving	(G)
volleyball	(P)	golf	(P)
weightlifting	(D)	skiing	(G)
motor racing	(G)	hockey	(P)
basketball	(P)	water polo	(P)
tennis	(P)		

(Suggested dialogues)

- A: Shall we go surfing tomorrow?
 B: I don't think it's a good idea. Why don't we go cycling?

- 4 (Suggested answer)

- A: I like golf.
 B: So do I. It's interesting.
 A: I don't like parachuting.
 B: Nor do I. I find it rather dangerous.

Sport	Person	Place
athletics	athlete	stadium
tennis	tennis player	court
golf	golfer	course
ice-skating	(ice-)skater	rink
cricket	cricketer/ cricket player	pitch
football	footballer/ football player	pitch/stadium

- 6 A. 8 C. 1 E. 2 G. 5
 B. 4 D. 6 F. 7 H. 3

Sports

- A. fishing E. horse riding
 B. snorkelling F. golf
 C. skiing G. badminton
 D. archery H. tennis

- 7 (T can elicit/explain the words in the list then Ss do the exercise. T checks round the class.)

1. team spirit, co-operative
2. competitive, determined
3. brave, dangerous
4. careful, courage
5. accurate, dedication
6. violent, graceful

- 8 (Before Ss do Ex 8, T elicits qualities each sport requires from Ss and writes them on the board. Ss, then work in pairs to have similar dialogues. T checks round the class, then has some groups report back to the class. T, then, assigns it as written HW.)

(Suggested answer)**Runner**

A: To be a runner you have to be disciplined, because training is hard.

B: That's true. It's also important to be dedicated, if you want to become successful.

Diver

A: To be a diver you have to be careful as you could hurt yourself.

B: I agree. It's also important to be fit.

Footballer

A: To be a footballer you have to have team spirit, because you work as part of a team.

B: I agree. It is also important to be dedicated, as it takes a lot of practice.

- 9 1. F 2. T 3. F 4. T 5. F 6. T

(Suggested talk)

Tennis is a very challenging sport and training is very tiring. Tennis players travel a lot, can meet very interesting people and earn a lot of money but they don't have enough time to live a normal life.

Boxing is an exciting, fast-moving sport but training is very hard and tough. Boxers can get seriously injured.

Tapescript for Exercise 9 (to be heard twice)

Son: Guess what, Mum and Dad! I've won the Athletics Scholarship to Brown Uni!

Mother: That's wonderful news! I'm so proud of you!

Father: Fantastic, son, just fantastic! What exactly do you get with this scholarship?

Son: Well, all my tuition fees, books and accommodation are paid for and I can specialise in a sport of my choice. I get coaching, uniforms and so on, and a chance to represent the University in competitions. My only problem is which sport to choose, tennis or boxing! I've done well in both this year!

Mother: Choose tennis, dear! It's so thrilling and challenging! Later, perhaps, you could turn professional. If you are really good you can earn a lot of money, travel, meet interesting people ...

Father: Yeah. Travel is right! You'd be constantly on the move, never having time for a real life! The training is demanding and tiring, and you've got to be really determined to succeed in professional tennis – it's a really cutthroat world! Better stick to boxing. You're coming along really well at it! I used to box a bit myself at Uni, you know!

Son: Well, I don't know ...

Father: Oh yes! It's an exciting, fast-moving sport! It needs a lot of energy and stamina, but you've got that. The training is tough, sure, but the thrill of competing in that ring – there's nothing like it!

Mother: You must be mad! It's so dangerous – the injuries you can get in boxing are often very serious and take a long time to heal. Sometimes they never heal – you may be permanently brain-damaged. What good is a university education then? Besides, it's barbaric – I've never liked your being involved in it!

Son: Come on, Mum, it's not that bad! But you two aren't much help! Everything you both say is true. Oh, I don't know! Maybe I'll take up marathon running instead!

10 (Suggested answers)

- **A:** Weightlifting is a challenging sport. In addition, it enables you to build strong muscles.
- **B:** However, it can also be quite dangerous because you might fall beneath the weight.

- **A:** Sailing is a very exciting sport.
- **B:** Yes, but it's a risky sport, too especially if you can't swim well.

- **A:** Motor racing teaches one how to cooperate with a pit crew as well as providing spectators with a thrilling event to watch.
- **B:** That's true, but on the other hand, many drivers are seriously injured on the track.

(T writes the good and bad points of each sport on the board and asks Ss to copy it. Ss using these lists can, then, write their paragraphs either in class or at home.)

- 11 (Before Ss start to prepare their talks, T may choose to have a brainstorming session to help Ss think of other benefits e.g. frees you from tension and stress/get out into the fresh air/lose weight/form new friendships/fun, etc. T writes the points on the board, then Ss looking at the notes prepare their own talk. T, then, assigns it as written HW.)

(Suggested answer)

... stress. What is more, it helps people to concentrate more easily and also improves mental performance. This helps you to deal with difficult problems at work or at school. Furthermore, exercise will increase your energy levels as well as encourage you to switch off the TV and do something more productive. Moreover, by taking part in a team sport such as football or basketball, you will learn how to work as a part of a team, make new friends and have fun too! In addition, exercise improves health, reduces your chances of getting ill, makes you feel alive and alert and also helps you to lose weight.

- 12
- | | | |
|---------------|-------------|--------------|
| 1. whether | 6. from | 11. at/about |
| 2. can | 7. passing | 12. amount |
| 3. which/that | 8. others | 13. on |
| 4. why | 9. worth | 14. be |
| 5. into | 10. another | 15. While |

Reasons people collect stamps:

- a) a way to pass one's time
b) a way to spend money

- 13
- | | |
|-------------|---------------------|
| 1. oversold | 4. example |
| 2. decision | 5. control, stadium |
| 3. pitch | 6. sport |

CD-ROM Tapescript for Exercise 13 (to be heard twice)

- P:** With us today is Don Lewis, the Premier League's top scorer, to talk to us about football violence. Welcome, Don.
- D:** It's great to be here, Peter.
- P:** Now, first of all, how does football violence start?
- D:** It can actually start before a match. If seats are **oversold**, problems can start very easily. There's also the problem of fans. If they consider a referee's **decision** unfair, they may get very angry and start fights. Worst of all is when the players themselves start fighting on the **pitch** and so encourage the fans to fight as well. I mean, to our fans, we are heroes. They want to be like us and if we behave violently, then they do as well. To a large extent, what happens in the stadium is our responsibility.
- P:** And how can this violence be prevented?
- D:** Well, first of all, as I said before, we as players must set a good **example** by avoiding violence on the pitch. Police officers also help to keep things under **control** making sure that no dangerous objects or drunk people get into the **stadium**. But I think the most important thing is to make the fans understand that football is a **sport**. It's not a matter of life or

death. They need to realise that people have the right to support whichever team they prefer, and that really there's nothing to fight about.

- P:** Well, thank you, Don. What you say makes a lot of sense, and I hope fans will pay attention to it.

(T draws a table on board divided in two sections: **a)** Reasons violence in football rises, **b)** Ways to prevent it, and elicits answers from Ss and completes the table. Ss, then, looking at the notes prepare their talks.)

Reasons

- seats oversold
- fans start fights over referee's decision
- players start fighting on the pitch

Prevention

- players set good example
- police help keep things under control
- fans should understand football is a sport

- 14 **first picture:** entertaining, relax, interesting, educational

second picture: fresh air, improve health, build muscles, team spirit, lose weight, more energy, relax, co-operate with others, make friends, exercise


(Suggested answer)

Watching TV and playing volleyball are two very different forms of recreation, but in my opinion, playing volleyball is definitely the most beneficial. First of all, it can help you to get out in the **fresh air** and **improve your health**. For example, by doing **exercise** like this you will **build your muscles** and **lose weight**. You'll probably find you have **more energy** after exercising too. Furthermore, it's a great way to **relax**. In addition to this, volleyball requires **team spirit** as you have to **co-operate with others**. It's a great opportunity to **make friends**, too.

Watching TV, on the other hand, will not help you to improve your health or make friends. However, like physical exercise, it can help you to **relax**, which is one of the reasons why a lot of people choose to watch TV at the end of a hard day at work or school and be **entertained**. Furthermore, many programmes on TV are very **interesting** and **educational** as they can teach us things we didn't know before.

Personally, I would prefer to spend my free time playing volleyball, as there are far more advantages to this activity.

(T can assign it as written HW after SS have practised orally in class.)

 **Grammar/Use of English (pp. 100 -101)**

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1 2. to be playing 7. to have been practising
 3. to be expelled 8. to swim
 4. to have called 9. to be skating
 5. to be advised 10. to have been promoted
 6. to have been driving

2	verb + to - inf	decide, want, promise, hope, agree, refuse, expect, claim
	verb + bare inf	let sb, should, can, make sb
	verb + -ing form	avoid, regret, miss, mind, consider, finish, fancy, enjoy, deny, detest, resist, can't stand

- 3 1. to play, to have 6. trying, falling/to fall
 2. to say, to qualify 7. to be
 3. betting, to win 8. be training
 4. to go, watching 9. exhibiting
 5. thinking, to take 10. practising

- 4 1. watching/to watch 7. seeing
 2. taking part 8. applauding
 3. ending 9. to come
 4. play 10. enjoy
 5. becoming 11. sitting
 6. scoring 12. cheering on

- 5 1. to watching 6. on swimming
 2. about misbehaving 7. for being
 3. to being treated 8. for scoring
 4. of winning 9. of becoming
 5. with having 10. about losing

- 6 1. a. fail to remember to do sth
 b. not recall sth you have done
 2. a. not forget to do sth
 b. recall sth you have done
 3. a. be sorry
 b. have second thoughts about sth already done
 4. a. pause temporarily
 b. cease
 5. a. specific preference
 b. in general
 6. a. not like what one is about to do
 b. not enjoy doing sth
 7. a. do one's best, attempt
 b. do sth as an experiment

- 7 1. ... had difficulty (in) accepting ...
 2. ... is no point (in) watching ...
 3. ... was made to sit ...
 4. ... wasn't allowed to go ...

(Note: **let** turns to **be allowed to** in the passive.)

5. ... (to) having cheated ...
 6. ... early enough to see ...
 7. ... prefers watching cricket to (watching) ...
 8. ... found it difficult to finish ...
 9. ... you mind carrying ...
 10. ... no use getting so upset ...
 11. ... was seen pushing ...
 12. ... suggested his warming up/suggested he (should) warm up ...
 13. ... doesn't fancy coming ...
 14. ... rather have gone sailing ...
 15. ... enough time to take part ...

- 8 1. positive agreement
 2. negative agreement


- 9 1. So did I. 4. Nor/Neither have I.
 2. Nor/Neither can I. 5. So will I.
 3. So would I.

- 10 1. demonstration 6. amazing
 2. competition 7. beginnings
 3. strength 8. popularity
 4. determination 9. inspiration
 5. disabled 10. worldwide

- 11 **Pronunciation** / tʃ / (palato - alveolar affricate, fortis), / dʒ / (palato - alveolar affricate, lenis)


batch- badge	chore- jaw
rich- ridge	choke- joke
cherry- Jerry	chin- gin
chunk- junk	chain- Jane

(After Ss have done Ex 11, T reads the sets of words and Ss repeat after him/her.)

 **Listening Task (p. 102)**

(T should remind Ss of techniques to be used to handle this Listening Task. See Teacher's Book, Unit 3, Listening Task p. 36.)

1. E 2. A 3. F 4. D 5. C

 **Tapescript for Listening Task (to be heard twice)**

Speaker 1: Match point. Dalton to serve. Oh, just a moment! Kilroy seems to have a problem with his racquet, he's gone off the court to get another one. Okay, he's back. Dalton prepares to serve again ... and ... it's in! Kilroy couldn't get to the net in time! Game, set and match to Dalton!

Speaker 2: This is the match the fans have been waiting for all season. Mickelson kicks off ... he passes to Fellini. Fellini to Watson. Oh! I do believe O'Leary just fouled there! Yes, the referee's showing him a yellow card ... Back to Watson, and he's flying towards the goal ... and ... yes ... it's a goal!

Speaker 3: This is it! The Bristol Banshees have only a matter of seconds to save themselves from defeat by the Shetland Shooters. Henderson has the ball and

he's racing up the court. He passes it to Jessup, and Jessup shoots it and it sails through the basket. And there goes the whistle - victory for the Bristol Banshees!

Speaker 4: We're into the fourth quarter now and the two sides are definitely getting tired. They've been racing up and down the pool for the last fifteen minutes and the Amazing Aquanauts are still a goal behind in this championship final. Oh, wait. Greaves, the Aquanauts' captain, has just been pushed under by the Hot Shots' number eight. Yes, it's a foul. Now Greaves could score with this throw. Yes! What a goal!

Speaker 5: And they're coming onto the home straight now. Oh no! High Tide's saddle seems to have come loose ... and there goes his jockey ... they're both down on the track and the jockey seems to be trapped under the animal, they're out of the race. Meanwhile, Black Velvet and Jumping Jericho are neck and neck ... no ... Black Velvet's ahead, his jockey's really pushing him now and ... yes ... Black Velvet is without doubt this year's Grand National winner.



Speaking Task (p. 102)

(*T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 5, Speaking Task p. 59.*)

(Suggested answer)

- The first picture shows a diver looking at a fish, while in the second picture we can see somebody cycling in the mountains. You need special equipment for both of these activities. For cycling you must have a bicycle, although it's also a good idea to wear a helmet too, in case you fall off and hurt yourself. Divers need even more equipment. They need a wet suit to keep them warm, a mask so they can see and an oxygen tank so they can breathe under water. You need to be quite fit to be a cyclist and you need stamina too, especially if you want to cycle up hills. Divers have to be fit too as they have to swim a lot. They should also be brave, as diving can be dangerous, especially if there are sharks in the water or if they run out of oxygen. Cycling, on the other hand, is quite safe, unless you fall off or get knocked over by a car.

I would prefer to go diving as I think it would be really exciting to visit underwater shipwrecks and see the plants and fish that live in and around them.



Writing - Letter writing B (pp.103-105)

- A letter of inquiry - formal, because you don't know the person.
- Model A:** good, formal letter. Each paragraph has a topic, uses an appropriate beginning and ending and appropriate language. All questions are included.

Model B: too informal - style is chatty and personal. Not an appropriate ending. Information is missing (e.g. prices, number of people in classes, equipment)

- Letter of application (formal)
 - patient, cheerful, organised, enjoys his job, loves teaching
 - Salutation - "Dear Sir/Madam". Formal style of writing. Closing remarks - "Yours faithfully". Paragraph outline: Para 1: Reason for writing/Main Body: qualifications/previous experience/ Conclusion: closing remarks.
- Informal letter giving information

Key words: hotels, places to visit

Points to be ticked: 2, 3, 5, 6, 7

All necessary information has been included, as well as an invitation.

Extra points

The writer says he was pleased to hear about his friend's promotion, suggests his friend can stay with him, and offers to show his friend around.



Tapescript for Exercise 4 (to be heard twice)

Dear John,

It was great to get your letter last week, especially since we haven't been in touch for so long. I was delighted to hear that you've had a promotion and are doing so well.

You also mentioned the book fair in your letter, which will be held in Bath next month. I'd like you to know that you'd be more than welcome to stay with us during your visit but I'll fully understand if you choose to stay in a hotel, especially since we live so far from the exhibition centre.

I can suggest several reasonably priced hotels such as The Belvinton, The Palace and The George Hotel, all of which are a stone's throw from where the book fair will be held in the centre of Bath. Alternatively, if you're happy to pay more, The Crescent is a wonderfully exclusive hotel which offers a huge range of facilities.

As you probably know, the city of Bath is renowned for being a beautiful spa town and I would recommend a visit to the Roman baths. The town itself is very pretty and there are lots of quaint tea shops and old-fashioned pubs. If time allows, we would love to show you the surrounding countryside which stretches for miles across the Cotswolds and is one of the prettiest areas in Britain.

Looking forward to seeing you soon,

Regards,
Tom

5 1. B 2. F 3. D 4. E 5. A 6. C

1. Letter of request (formal)
(Note: "I look forward to" is formal as opposed to "I'm looking forward to".)
2. Letter of complaint (formal)
3. Letter of sympathy (informal)
4. Letter of congratulations (formal)
5. Letter accepting an invitation (formal)
6. Letter refusing an invitation/apology (informal)

6 a) Letter of invitation
b) Formal (advanced vocabulary, passive forms, etc.)

7 a. Formal
b. Letter refusing an invitation.
c. The writer is unable to attend the meeting because he is in hospital.
d. Not increasing the cost of membership.



Tapescript for Exercise 7 (to be heard twice)

Dear Mr Prescott,

I am sorry to say that I will not be able to attend the annual club meeting on the 21st of December.

Unfortunately, I am in hospital at the moment recovering from an appendix operation. I have to stay here for a little longer than I originally thought, and therefore will be absent.

Nevertheless, I would like to make a request for the club's future. I think that if you increase the cost of membership, many members will be forced to leave as prices are already quite high. Therefore, I ask you to reconsider any changes in cost.

I hope that you will think carefully about my request, and I apologise for the fact that I cannot come. I am sure that I will be present at next year's meeting.

Yours sincerely,
Jonathan Pritchard

8 1. (Letter requesting information/transactional - formal)

Dear Sir/Madam,

I am writing in response to your advertisement ...

Thank you for your attention. Please reply at your earliest convenience.

Yours faithfully,

Paragraph Outline

Reason for writing/List questions (age/which months/team leaders) closing remarks.

2. (Letter accepting an invitation/transactional - formal)

Dear Miss Sharp,

Thank you for your letter asking me to come and give a talk about road safety.

I look forward to hearing from you soon.

Yours sincerely,

Paragraph Outline

Reason for writing/List questions (age/length of speech/photos, etc./where?) closing remarks.

3. (Letter refusing an invitation/of apology - informal)

Dear Linda,

Thank you for the invitation to your party, but I'm afraid I won't be able to come.

I hope the party's a big success. Let's get together soon and you can tell me all about it.

Love,

Paragraph Outline

Reason for writing/Reason and apologies for not accepting invitation/closing remarks.

4. (Letter of application - formal)

Dear Sir/Madam,

I'm writing to apply for the job which was recently advertised in the *Sunday Times*.

I trust that you will agree that I am well qualified for the job. I look forward to meeting you soon.

Yours faithfully,

Paragraph Outline

Reason for writing/personal details and qualifications/closing remarks.

5. (Letter giving information - informal)

Dear Larry,

I'm writing to give you the details of our day trip to France.

If there's anything else you need to know, I'm usually at home in the evenings.

Yours,

Paragraph Outline

Reason for writing/details of trip/closing remarks.

After Ss have finished with Unit 8, they can do the video project work as explained on p. 137 in the Teacher's Book.

Unit 9 - Earth: SOS

Objectives of Unit 9

Lead-in (p. 106)

brainstorm ideas about the environment and ecology; listen to a short text to get an idea of text content.

Reading (p. 107)

infer background information from textual clues; identify direct reference within the text

Vocabulary Practice (p. 108)

- Ex 1 deduce word equivalences
- Ex 2 identify alternative words/expressions
- Ex 3 match words in collocations
- Ex 4 identify meanings of idioms
- Ex 5 identify equivalences between words and phrasal verbs
- Ex 6 practise use of dependent prepositions

Talking points: scan text for specific information; use the text as a stimulus for discussion

Language Development (pp. 109 - 111)

- Ex 1 identify ecological problems from short descriptions; discuss causes and results of such problems
- Ex 2 build words from a given stem
- Ex 3 listen for specific points; use ideas and given expressions to discuss solutions to ecological problems
- Ex 4 use picture prompts as a cue to discuss animals in danger
- Ex 5 form adjective/noun collocations
- Ex 6 listen for specific and general information; make a dialogue using the ideas presented in the listening
- Ex 7 discuss from given notes

- Ex 8 listen for specific information; use the ideas to talk about the subject
- Ex 9 consider personal attitudes to the environment; use advice structures to make suggestions

Grammar / Use of English (pp. 112 - 113)

- Exs 1-6 presentation of positive/negative addition, expressing contrast, joining ideas, cause and result
- Ex 7 work with language in context
- Ex 8 build words from given stem
- Ex 9 distinguish between minimal pairs; produce the vowel sounds

Listening Task (p. 114)

blank filling; understanding gist and specific information

Speaking Task (p. 114)

express ideas using given visual prompts

Writing (pp. 115 - 117)

- Ex 1 discuss ideas to lead in the topic
- Ex 2 listen for specific information in order to make notes
- Ex 3 identify different styles of beginnings and endings
- Ex 4 work with linking words in order to form complex sentences
- Ex 5 analyse a model composition
- Ex 6 practise with linking expressions in context
- Ex 7 work in pairs to produce supporting examples
- Ex 8 practise with justifying points
- Ex 9 check Ss' understanding of guidelines covered in Writing section
- Ex 10 independent practice of elements introduced in Writing section

Unit 9 - Earth: SOS

Lead-in (p. 106)

(Suggested answers)

- The earth is crying because the human race is destroying it.
- **Top picture:** litter
Middle picture: Many endangered species are in danger of extinction.
Bottom picture: deforestation
- Other problems: acid rain, air pollution, water pollution, disappearing natural resources, oil slicks, the greenhouse effect, nuclear war, new diseases, etc.
- Hunters kill wild animals for many different reasons. For example, some are killed for their fur or body parts while others are killed because people think they are dangerous. Furthermore, many animals are losing their natural habitat due to deforestation and pollution.

- | | | |
|--|-----------------|----------------|
| | 1. savage | 6. park |
| | 2. eyes | 7. hunt |
| | 3. intelligence | 8. tourists |
| | 4. shoots | 9. society |
| | 5. 50 | 10. protection |

Reading (p. 107)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 1, Reading p. 6.)

- | | |
|-----------------|-----------------|
| 1. D (Ln 4-9) | 5. C (Ln 28-34) |
| 2. C (Ln 10-11) | 6. B |
| 3. D (Ln 21-23) | 7. C (Ln 39-40) |
| 4. A (Ln 23-28) | |

(After Ss have done the reading task, T asks Ss comprehension questions.)

(Suggested comprehension questions)

1. Why have conservationists put in years of hard work in central Africa? *To prevent gorillas from becoming extinct.*
2. How many gorillas remain in central Africa nowadays? *Only 600.*
3. Where do these gorillas live? *300 of them inhabit a small forested area on the slopes of the Virunga volcanoes and the other 300 live in Bwindi Impenetrable National Park.*
4. How do people view gorillas? *As fierce, savage animals.*
5. How do gorillas differ from chimpanzees? *They are calm and shy.*
6. What do gorillas eat? *Thistles and bamboo shoots.*

7. What did Carl Akeley do to help gorillas? *He encouraged Belgium to establish Africa's first national park.*
8. Were the gorillas safe after that? Why/Why not? *No, because when civil war broke out forcing the Belgian staff to leave, hunters were free to hunt the gorillas again.*
9. What did hunters do to the gorillas? *They captured and killed them and then sold their heads and hands to tourists as souvenirs.*
10. How did the conservation society in New York help to protect the gorillas? *It trained gorillas so that they could be observed at close quarters, and encouraged tourists to visit Rwanda so that they could bring in the money that the country needed.*
11. How are people and gorillas dependent on each other for survival? *The Rwandans need the money the gorillas attract and the gorillas desperately need protection.*
12. What does Nshogoza think of gorillas? *He thinks that gorillas are better than men because they are peaceful and have no tribes and therefore don't fight unless they have a good reason.*

Vocabulary Practice (p. 108)

1 *[Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]*

- | | |
|------------------|----------------|
| 2. 1. cautiously | 6. captured |
| 2. extinct | 7. threatening |
| 3. habitat | 8. create |
| 4. established | 9. prevent |
| 5. Conservation | 10. forested |

3 *(Ss should memorise these collocations. T checks in the next lesson.)*

- | | |
|--------------|-------------|
| 1. to become | 6. tourist |
| 2. to make | 7. civil |
| 3. high | 8. wildlife |
| 4. bamboo | 9. to pay |
| 5. close | 10. to need |

- 4
1. kill two birds with one stone
 2. a memory like an elephant
 3. work like a dog
 4. straight from the horse's mouth
 5. fight like cat and dog

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- 5
- | | | |
|--------|------------|-------|
| 1. off | 3. up with | 5. in |
| 2. up | 4. out | |

- | | | |
|---------|---------|---------|
| 1. from | 4. in | 7. in |
| 2. to | 5. on | 8. for |
| 3. from | 6. from | 9. with |



Talking Points (p. 108)

(Suggested answers)

- The mountain gorillas of central Africa are today an endangered species because they have been hunted almost to the point of extinction during this century. In 1925, after more than 50 gorillas were killed or captured in Virunga, Carl Akeley of the American Natural History Museum encouraged Belgium to establish Africa's first national park. Sadly his efforts failed when civil war broke out in 1960 and the hunters were able to start killing the gorillas again. When it was discovered in 1981 that only 250 gorillas remained, a wildlife conservation society in New York began a scheme that has raised their numbers to 600 today. They encouraged tourists to go and see the gorillas in their natural habitat and started an educational programme in Rwanda in order to create a greater awareness of gorillas and their endangered habitat. "Gorilla tourism" is bringing a lot of money into Rwanda and it has become a model of conservation. Unfortunately, the threat of another civil war may mean that the gorillas will be under threat again.
- **Elephants:** loss of habitat, hunted for their ivory tusks
- Tigers:** loss of habitat, hunted for their skin and body parts
- Pandas:** loss of habitat
- Whales:** hunted for their oil and meat
- Rhinos:** hunted for their horns and body parts

We should support conservation groups who are fighting to protect these animals and refuse to buy products which have been made using the body parts of these endangered species.



Language Development (pp. 109 - 111)

- urban sprawl
 - acid rain
 - destruction of the ozone layer
 - deforestation
 - litter
 - water contamination

(Suggested answers)

- The problem of acid rain is caused by factories and cars releasing poisonous chemicals into the air. As a result, trees, lakes and buildings are being damaged.
- The problem of the destruction of the ozone layer is caused by chemicals from aerosol sprays and fridges. As a result, more and more people are getting skin cancer.
- The problem of deforestation is caused by trees being burnt or cut down. As a result, less and less oxygen is being produced.
- The problem of litter is caused by the production of too much packaging and food waste. As a result, diseases are spreading more easily.
- The problem of water contamination is caused by the dangerous chemicals from factories which are being poured into oceans, rivers and streams. As a result, fish are dying.

(T can assign it as written HW after Ss have practised orally in class.)

- | | |
|-------------------|------------------|
| 1. organisations | 6. dangerous |
| 2. hunters | 7. awareness |
| 3. equipment | 8. conservation |
| 4. safety | 9. Hopefully |
| 5. transportation | 10. unacceptable |

Ways Rhinos are protected:


- ... providing vehicles and equipment for several national parks in Africa...
- ... protected areas have a high fence around them ...
- ... transportation of rhinos from dangerous areas into the protected ones ...
- ... raising awareness of the problem ...

- 3 (Before Ss discuss solutions, T should explain any unknown words from the table. T should also point out that Ss can mention the solutions that they didn't tick during the listening exercise as well as their own ideas.)

PROBLEMS	SOLUTIONS (to be heard on tape)
Destruction of habitat	<ul style="list-style-type: none"> • give financial support to poorer countries • protect jungles and forests
Pollution	<ul style="list-style-type: none"> • encourage industries to use cleaner methods of production • educate the public about the importance of recycling
Illegal hunting	<ul style="list-style-type: none"> • introduce harsher punishments for illegal hunters • raise public awareness about endangered species

(Suggested answers)

- A:** I think we should give financial support to the poorer countries where people are destroying the countryside. In addition to this, governments ought to protect jungles and forests.
- B:** I agree. We could also help by planting more trees to replace those which have been lost. Furthermore, governments could reduce the need for more land by encouraging people in poor countries to have smaller families.
- A:** That's a good idea. To stop pollution, I think we should encourage industries to use cleaner methods of production. We could also recycle more of our waste, so there would be less rubbish.
- B:** Yes. People should also try to use bicycles instead of cars especially in cities.
- A:** If we want to stop illegal hunting we should encourage governments to introduce harsher punishments for the illegal hunters and raise public awareness about endangered species.
- B:** Governments could also help by creating more national parks with more park rangers to protect the animals inside.

 **Tapescript for Exercise 3 (to be heard twice)**

Interviewer: Welcome to another edition of "The Sunday Papers". On today's programme, we'll be speaking with Mr. Alistair Gunn, an animal protection activist from a group called Save the Animals. Welcome, Alistair.

Alistair: Thank you, Leslie.

Interviewer: Alistair, what is Save the Animals' current project?

Alistair: Well, our main goal is to educate the public about the dangers that many species are facing, and to protect these animals where possible. One of the main problems we're concerned about now is habitat destruction. The human population is growing, and is crowding animals out of their natural homes.

Interviewer: What can be done about that?

Alistair: Firstly, financial support for poorer countries is important. People in poor countries are destroying jungles and forests because they need farmland to feed their families. Therefore, jungles and forests need to be protected so that animals can continue to live in

their natural habitat.

Interviewer: Will that stop the threat to animals?

Alistair: No, it's only one part of the solution. Pollution is another problem. We're trying to identify those industries which are doing the most damage, and encourage them to use cleaner methods of production. Also, we're trying to educate the public about the importance of recycling, since recycling helps save trees and other natural resources. Everyone should do their part to save animal habitats.

Interviewer: Is there anything else your group is working on?

Alistair: Yes. Illegal hunting must be stopped, too. This can be accomplished only if governments introduce harsher punishments for illegal hunters. We're also trying to raise public awareness about endangered species and encourage people to stop buying products which are made from these animals.

Interviewer: Unfortunately, that's all the time we have today. Thank you for telling us about the work of Save the Animals, Alistair, and I wish you every success.

Alistair: Thank you, Leslie.

- 4 (T is advised to read T's notes below "Suggested Answers" as it is possible that Ss may refer to other reasons for the reduction in numbers of certain species. T assigns Ex 4 as written HW after Ss have done it orally in class.)

(Suggested answers)

Pandas are in danger because they are losing their natural habitat.

(T's note: Pandas are also threatened by poachers in the wild and are difficult to breed in captivity.)

Tigers are in danger because hunters kill them in order to sell their valuable skins.

(T's note: Tigers are hunted for the supposed medicinal or aphrodisiac properties of some of their body parts.)

Turtles are in danger because the beaches where they lay their eggs have in recent years, become popular with tourists and bathers who damage the eggs when they walk on the soft sand.

(T's note: In many parts of the world turtles have become an endangered species because their eggs are considered to be a delicacy.)

Small garden birds which feed on snails and other insects are in danger because their food is being contaminated with pesticides which slowly kills them. *(T's note: Falcons can be poisoned by pesticides as they feed on small herbivores which may have consumed plants covered with pesticide.)*

Elephants are in danger because hunters kill them for their tusks which are made of ivory, a very valuable material which is used to make piano keys, ornaments and jewellery.

(T's note: Elephants are also endangered by loss of habitat and the African elephant is officially classified as an endangered species.)

Fish are in danger because fishermen are overfishing the world's oceans.

(T's note: This is due to the invention of more "efficient" commercial fishing methods. As a result many more fish are caught including young fish which haven't had the chance to breed. There is also evidence that many dolphins have died as a result of getting caught up in tuna nets. Furthermore, some seas and lakes have become so polluted in recent years that the fish populations there have either been seriously reduced or have completely disappeared.)

Ways to protect these species (Suggested points to mention)

Pandas - protect/increase areas of natural habitat

Tigers - harsh punishments for traders/hunters, reduce demand for skins

Turtles - keep people off the beaches where eggs are laid

Garden birds - stop using pesticides

Elephants - harsh punishments for traders/hunters, reduce demand for ivory

Fish - fishermen should not catch so many fish

- 5
- | | |
|------------------|-----------------|
| 1. endangered | 7. breeding |
| 2. acid | 8. conservation |
| 3. factory | 9. thick |
| 4. environmental | 10. oil |
| 5. national | 11. forest |
| 6. nuclear | 12. greenhouse |

Environmental problems: 1, 2, 3, 6, 9, 10, 11, 12

Possible solutions: 4, 5, 7, 8

- 6
- | | | | |
|------|------|------|------|
| 1. F | 3. T | 5. T | 7. F |
| 2. F | 4. F | 6. F | 8. T |

(Suggested answers)

A: Yes, but animals are protected from hunters in zoos whereas in the wild they are in danger of being killed.

B: I agree but animals are often lonely in zoos.

A: Yes, but they get medical care. etc.

(T asks Ss to write a paragraph about animals in zoos and animals in the wild as HW after Ss have practised it orally in class.)



Tapescript for Exercise 6 (to be heard twice)

Jenny: Sam, I'm really not enjoying this. Can we go home now?

Sam: Come on Jenny, zoos aren't so bad. In fact, in a lot of ways it's better for animals to live here than in the wild.

Jenny: Oh yeah? Like what?

Sam: Well, for one thing, they've got plenty of food and water. You never hear of animals dying of starvation in zoos.

Jenny: Yes, but they're not free here, are they? Animals should be allowed to go where they want, when they want.

Sam: Okay then. What about medical care? They've got specially trained vets here to take care of the animals.

Jenny: Yes, but that means that they just live longer, it doesn't mean they're happy. If I was an animal, I'd rather live a short happy life in the wild than a long, sad one trapped in one of these nasty cages.

Sam: I don't know, I'd say they'd have fewer worries here. I mean, at least they're protected from hunters and other dangerous animals.

Jenny: But they're not in their natural habitat, are they? Take lions for example. They're supposed to live in wide open spaces, not concrete prisons. Zoos are so unnatural!

Sam: True. But what about endangered species? A lot of animals would have become extinct by now without zoos to protect them!

Jenny: Oh, I suppose so. But just look at that mountain gorilla. He looks so lonely! I'm sure he'd never be lonely in the wild. Now, please can we go home, Sam?

Sam: Okay, okay, you've made your point.

7 (Suggested answers)

- **A:** Air pollution can cause serious breathing problems.
- B:** That's true. And not only that, it can also cause diseases like cancer.
- A:** I think that factories should have filters put in to reduce air pollution.
- B:** Banning cars from city centres is also a good idea.
- A:** I agree. We could also drive cars which run on unleaded petrol, then, air pollution in towns could be reduced.
- **A:** Water pollution can cause stomach illnesses.
- B:** That's true. And not only that, but also many fish die.
- A:** I think that industries should stop using so many harmful chemicals.
- B:** I agree. Moreover, governments should fine factories which pollute the seas and rivers.

(As an extension Ss can write sentences as HW.)

- 8
- | | |
|----------------------|----------------|
| 1. North America | 5. reduce |
| 2. chemicals | 6. electricity |
| 3. lakes and streams | 7. polluted |
| 4. stone | 8. threat |

(Suggested answer)

Acid rain falls as a result of poisonous chemicals from power stations and cars mixing with the moisture in clouds. This toxic mixture then falls as rain and pollutes lakes and streams damaging the walls of buildings. There are ways to reduce acid rain. Firstly, power stations should stop releasing so much pollution into the air. Secondly, car drivers should use lead-free petrol as it doesn't create as much pollution as leaded petrol. Thirdly, we should use less electricity, and finally, we should try to use public transport instead of cars.

**Tapescript for Exercise 8 (to be heard twice)**

A: Good morning, everyone. As you know, this morning's lecture is about acid rain and its effects on the environment. We are very fortunate in having Professor Andrew Wilks with us today to share with us some of his expertise on the subject. Could you, please, give Professor Wilks a warm welcome?

B: Hello. Today I'm going to be talking about acid rain and the damage it is causing to our planet. But, first of all, I'd like to explain where it comes from. Acid rain is found mostly in Europe and North America. These areas of the globe have the most cars and power stations, which produce harmful chemicals. These then go into the air and mix with the water in clouds to produce acid rain.

The trouble begins when this acid rain touches the ground as it causes great damage to the plant and animal life in lakes and streams. In fact, the fish in hundreds of lakes in Europe and North America have almost died out completely because of acid rain. Cities are also suffering from the effects of this powerful form of pollution. Acid rain can slowly eat away the stone on the outside walls of buildings, and historic monuments can be severely damaged.

Fortunately, however, governments are beginning to do something about acid rain. They are forcing power stations to reduce the amounts of poisonous fumes that they release into the atmosphere. Governments are also encouraging car drivers to use lead-free petrol which doesn't create as much pollution as leaded petrol. But, in spite of these efforts, the problem hasn't disappeared and is continuing to threaten our planet's delicate ecological balance. It is up to us to protect it. Firstly, we can help by using less electricity. For example, if we all turned lights off when we didn't need them, power stations wouldn't produce as much pollution. Secondly, if we used public transport more often, the atmosphere wouldn't become so polluted by car exhaust fumes. If we all make an effort, we can help to decrease the threat of acid rain.

A: Thank you very much, Professor Wilks. Now, if anyone has any questions they'd like to ask, I'm sure Professor Wilks will be only too happy to answer them.

9 (Suggested ways for sb to become more environmentally friendly)

- People should stop eating or buying food with too much packaging.
- People ought to stop using cars and taxis.
- People ought to stop throwing litter on the ground - use a bin.
- People should not waste paper.
- The best thing would be to recycle where possible.
- People should stop buying products made from endangered species. etc.

**Grammar/Use of English (pp. 112 - 113)**

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

1. 1. Monkeys are intelligent. They are **also** curious. Monkeys are **both** intelligent **and** curious. Monkeys are intelligent, and curious **as well**. Monkeys are intelligent **as well as** curious. Monkeys are **not only** intelligent **but** (they are) **also** curious. Monkeys are intelligent. **Besides**, they are also curious. **Besides** being intelligent, monkeys are (also) curious. Monkeys are intelligent **in addition to being** curious.
2. **Neither** cars nor motorcycles are allowed in this park. Cars aren't allowed in this park and **neither/nor** are motorcycles. Cars aren't allowed in this park and motorcycles aren't **either**.
3. This washing powder is efficient. It is **also** environmentally friendly. This washing powder is **both** efficient **and** environmentally friendly. This washing powder is efficient, and environmentally friendly **as well**. This washing powder is efficient **as well as** environmentally friendly. This washing powder is **not only** efficient **but** (it is) **also** environmentally friendly. This washing powder is efficient. **Besides** this, it is also environmentally friendly. **Besides** being efficient, this washing powder is (also) environmentally friendly. This washing powder is efficient **in addition to being** environmentally friendly.
4. **Neither** cows **nor** sheep eat meat. Cows do not eat meat and **neither/nor** do sheep.

5. Cats are **both** independent **and** amusing creatures.
Cats are independent and amusing creatures **as well**.
Cats are independent **as well as** amusing.
Cats are **not only** independent but (they are) **also** amusing.
Cats are independent creatures. **Besides** this, they are also amusing.
Besides being independent creatures, cats are (also) amusing.
Cats are independent **in addition to being** amusing.
- 2 1. The rain forests need to be protected, **but/yet** they are still being cut down.
The rain forests need to be protected; **however/nevertheless** they are still being cut down.
Although/Even though/Though the rain forests need to be protected, they are still being cut down.
In spite of the fact that/Despite the fact that rain forests need to be protected, they are still being cut down, etc.
2. **In spite of/Despite** causing pollution, waste is still being dumped into the river.
In spite of/Despite the pollution, waste is still being dumped into the river.
The river is very polluted, **but/yet** waste is still being dumped into it.
The river is very polluted; **however/nevertheless** waste is still being dumped into it, etc.
3. **Even though/Although/Though** monkeys are wild animals, they are easily trained.
In spite of the fact that/Despite the fact that monkeys are wild animals, they are easily trained.
In spite of/Despite being wild animals, monkeys are easily trained.
Monkeys are wild animals. They are easily trained, **though**, etc.
4. Efforts have been made to protect animal habitats, **but/yet** they are still being destroyed.
Efforts have been made to protect animal habitats; **however/nevertheless** they are still being destroyed.
Although/Even though/Though efforts have been made to protect animal habitats, they are still being destroyed.
In spite of the fact that/Despite the fact that efforts have been made to protect animal habitats, they are still being destroyed, etc.
5. The factory was fined, **but/yet** it's still releasing toxic fumes into the air.
The factory was fined, **however/nevertheless** it's still releasing toxic fumes into the air.
Although/Even though/Though the factory was fined, it's still releasing toxic fumes into the air.
- In spite of/Despite** having been fined, the factory is still releasing toxic fumes into the air, etc.
- 3 1. Dogs are domesticated **whereas** wolves are wild.
2. Rain forests are **not only** being destroyed in South America but (they are) **also** being destroyed in Asia.
Rain forests are being destroyed in **both** South America **and** Asia.
Rain forests are being destroyed in South America **as well as** Asia.
Rain forests are being destroyed in South America. **Besides** this, they are (also) being destroyed in Asia, etc.
3. Elephants are very intelligent. **Besides** this they are (also) social animals.
Besides being intelligent, elephants are (also) social animals.
Elephants are very intelligent **in addition to being** social animals.
Elephants are very intelligent. They are **also** social animals, etc.
4. **In spite of** having been warned that the river was polluted, he swam in it.
In spite of the fact that/Despite the fact that many people warned him that the river was polluted, he swam in it.
Many people warned him that the river was polluted, **but/yet** he swam in it.
Many people warned him that the river was polluted; **however/nevertheless** he swam in it, etc.
5. **Not only** should children use lots of sun cream, **but** adults with fair skin should **also**.
Both children **and** adults with fair skin should use lots of sun cream.
Children should use lots of sun cream and adults with fair skin should **as well**.
Children, **as well as** adults with fair skin should use lots of sun cream, etc.
6. **Despite** the anti-litter campaign, people still drop litter in the streets.
There has been an anti-litter campaign. People still drop litter in the streets, **though**.
Although/Even though/Though there has been an anti-litter campaign, people still drop litter in the streets, etc.
7. **Though** he doesn't approve of killing animals, he likes eating meat.
He doesn't approve of killing animals. He likes to eat meat **though**.
He doesn't approve of killing animals, **but/yet** he likes eating meat.

8. Some people want hunting to be banned, **however**, it is still a popular sport. Some people want hunting to be banned, **nevertheless**, it is still a popular sport. **Although/Even though/Though** some people want hunting to be banned, it is still a popular sport, etc.
- 4 1. Furthermore 5. Similarly
2. Moreover 6. In contrast
3. On the other hand 7. Also
4. Furthermore
- 5 1. **Not only** are forests in danger, but animals also. **Besides** forests, animals are also in danger. **Both** forests **and** animals are in danger.
2. The jaguar is **not only** fast, **but** it is **also** beautiful. **Besides** being fast the jaguar is (**also**) beautiful. The jaguar is **both fast and** beautiful.
3. They have been cleaning up the beach; **however** it is still quite dirty. **Despite** the fact that they have been cleaning up the beach, it is still quite dirty. They have been cleaning up the beach, **yet** it is still quite dirty. **Although** they have been cleaning up the beach, it is still quite dirty. **In spite of the fact that** they have been cleaning up the beach, it is still quite dirty. **While** they have been cleaning up the beach, it is still quite dirty.
4. The Arctic Ocean is clean, **whereas/while** the Mediterranean is polluted.
5. Environmentalists are working to protect the environment; **however**, there are still many problems. **Despite/In spite of the fact that** environmentalists are working to protect the environment, there are still many problems. Environmentalists are working to protect the environment, **yet** there are still many problems. **While** environmentalists are working to protect the environment, there are still many problems.
6. **Not only** does acid rain damage buildings, **but** it **also** harms trees. **Besides** damaging buildings, acid rain (**also**) harms trees. Acid rain **both** damages buildings **and** harms trees.
7. **Not only** is the hole in the ozone layer growing, **but also** not enough is being done to control industrial pollution. The hole in the ozone layer is growing. **Besides** this, not enough is being done to control industrial pollution.
8. **Not only** are sea turtles an endangered species, **but** pandas are **also**. **Both** sea turtles and pandas are endangered species.
- 6 1. New laws have been introduced to stop factories polluting the atmosphere **due to/because of/owing to/on account of** pollution damaging our environment. New laws have been introduced to stop factories polluting the atmosphere **because/as/since** pollution is damaging our environment.
2. The ozone layer is getting thinner. **As a result/Consequently/So/Therefore** more and more people are getting skin cancer.
3. Tigers may become extinct **due to/because of/owing to/on account of** hunters killing them for their valuable skins.
4. The climate is changing. **As a result/Consequently/So/Therefore** the Sahara Desert is spreading.
5. Fish are dying **due to/because of/owing to/on account of** the industrial waste which is polluting our seas. Fish are dying **because/as/since** industrial waste is polluting our seas.
6. Many cosmetic companies have stopped testing their products on animals **due to/because of/owing to/on account of** the pressure from animal rights groups.
- 7 (*T should remind Ss of techniques to be used to handle this open cloze text. See Teacher's Book, Unit 1, Ex 9, p. 13.*)
- | | | |
|--------------|------------|-----------|
| 1. too | 6. to | 11. in |
| 2. by | 7. as/like | 12. have |
| 3. come | 8. made | 13. of |
| 4. First(ly) | 9. of | 14. solve |
| 5. which | 10. there | 15. not |
- 8 (*T should remind Ss of techniques to be used to handle this word formation exercise. See Teacher's Book, Unit 1, Ex 10, p. 13.*)
- | | |
|---------------|-------------------|
| 1. threaten | 6. helpful |
| 2. global | 7. organisation |
| 3. pollution | 8. proof |
| 4. recycling | 9. concerned |
| 5. production | 10. environmental |
- 9 **Pronunciation** / ɪ / (short vowel, half-close), / iː / (front long vowel, close)
- | | |
|--------------|---------------|
| live - leave | rid - read |
| bit - beat | sick - seek |
| lip - leap | pitch - peach |
| fit - feet | still - steal |

(After Ss have done Ex 9, T reads the sets of words and asks Ss to repeat after him/her.)

**Listening Task (p. 114)**

(T should remind Ss of techniques to be used to handle this Listening Task. See Teacher's Book, Unit 1, Listening Task p. 13.)

- | | |
|-----------------------------|--------------------|
| 1. newspapers and magazines | 6. South America |
| 2. produce | 7. making paper |
| 3. more trees | 8. cut down |
| 4. tropical | 9. natural forests |
| 5. seven to eight | 10. paper |

**Tapescript for Listening Task (to be heard twice)**

A: And with us today is John Burgess, a member of the Forest Preservation Society. John, perhaps you could begin by telling us why forests are in danger today?

B: Well, the main problem is that more and more trees are being cut down in order to satisfy the world demand for paper. The fact is that paper is used in so many different forms – from newspapers and magazines to milk cartons – we need more paper than we can produce.

A: So what is being done about this?

B: One way of increasing paper production is to grow more trees, and for this reason special plantations have been created all over the world. Trees grow much faster in tropical areas – for example, a tree planted in Brazil can be harvested within seven to eight years, while in Sweden it would take twice as long, so most plantations are in South America. The trees in these plantations are used only for making paper, which means that no natural forests need to be cut down.

A: That sounds like a good solution.

B: Yes, it is, but there are also problems involved. Um... in order to create land for plantations, many communities have to move to different areas and whole villages can be uprooted. This isn't particularly fair for local inhabitants who, after all, have been there for thousands of years. What we should really be trying to do is to restore and preserve natural forests, and to use less paper of course!

A: Absolutely. Well, I'm afraid that's all we have time for today. Thank you for joining us, John ...

**Speaking Task (p. 114)**

(T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 5, Speaking Task p. 59.)

(Suggested answer)

Picture A is of a power plant emitting gases into the air. This causes the damaging effects of acid rain and air pollution. Furthermore, dangerous chemicals can be dumped into rivers and streams, the poisons kill animal and plant life.

Picture B is a scene of unspoilt natural beauty. The air is clean and the scenery breathtaking. We should all protect the earth, so that we can lead healthy lives and enjoy nature.

**Writing - Argumentative (for and against) (pp. 115 - 117)****1 (Suggested answer)**

Dogs are good company and can teach young children how to be responsible. They can be expensive to keep, though, and need a lot of looking after.

2 advantages

- Dogs are **faithful** and affectionate.
- Dogs are **protective**.
- Dogs are such good **company**.

disadvantages

- Dogs need **space**.
- Dogs can be very **noisy**.
- Dogs are **expensive** to keep.
- Tommy believes that dogs are faithful, protective and affectionate. They are also good company. Tommy's dad doesn't think it's a good idea to buy him a dog because dogs need space and they're noisy and expensive.

**Tapescript for Exercise 2 (to be heard twice)**

Tommy: Daddy, don't you think dogs are **faithful** and affectionate?

Dad: Well, Tommy ... yes, they are. But, what's all this about dogs?

Tommy: Well, my birthday is coming up and I'd like a dog as a present.

Dad: Sorry Tommy, but it's out of the question. Our flat is tiny and dogs need **space**.

Tommy: But, Daddy, if we had a dog we wouldn't have to worry about burglars. Dogs are **protective** and scare burglars off.

Dad: You're right, but dogs can also be very **noisy** and disturb the neighbours.

Tommy: Still, a dog is such good **company**. I would be able to play with it and grandma wouldn't feel lonely in the mornings when we were all away.

Dad: True, but dogs are **expensive** to keep. Dog food costs a lot of money, not to mention the visits to the vet.

Tommy: Oh, I hadn't thought of that, but I promise I'll take care of it.

Dad: Mm ... I don't know, Tommy.

Tommy: Oh, Daddy! Look at the puppy in the shop window over there! Isn't it sweet?

Dad: Oh, alright Tommy. Let's go and have a look at it.

- 3 Beginnings:**
1. addresses the reader directly
 2. makes reference to an unusual situation
 3. starts with a rhetorical question

(Note: a rhetorical question is a question asked to attract sb's interest; no answer is expected.)

- Endings:**
- A. ends with a rhetorical question
 - B. summarises the topic under question
 - C. gives the reader something to consider

1. B 2. A 3. C

- 4**
1. We are working to protect the environment **although** it is a difficult job.
 2. Computers can be fun. **Moreover**, they can help us learn.
 3. Free education should be available to everyone; **however**, people should be able to attend a private school if they choose to.
 4. We must give money to underprivileged countries. **In addition**, we should help them to make use of their natural resources.
 5. There is more smog over the city **because** the new factory is polluting the air.
 6. Junk food is bad for you. **Furthermore**, it can be very expensive.
 7. Outdoor holidays can be enjoyable, **although** the weather may spoil them.
 8. Learning a foreign language helps you understand another culture. **Moreover**, it may offer you better job prospects.
 9. Team sports provide good physical exercise. **Added to that** you learn to cooperate with others.
 10. Modern medicine has found a cure for many diseases. **On the other hand**, there are still many more which are not curable.

5 Points for:

- provides employment
- extra income - local councils have more money to spend on facilities

Points against:

- pollution
- local traditions and lifestyles are replaced by new customs and habits

- a. **"first paragraph" technique:** address the reader directly

b. **justifications for arguments for:**

- local people find jobs in hotels and restaurants and shopkeepers have more customers
- improved facilities make a place better for both visitors and residents

justifications for arguments against:

- increase in traffic and litter visitors leave behind
- confusion among the local people and conflicts between young and old

- c. **linking words:** On the positive side, What is more, On the other hand, In addition, In conclusion, However

- d. Yes, it is.

- 6**
1. First of all
 2. Moreover/What is more
 3. On the other hand
 4. What is more/Moreover
 5. To sum up
 6. however
 7. Therefore

7 (Suggested answers)

- Travelling by bicycle is **dangerous** as a cyclist is very vulnerable in heavy traffic and can be easily knocked over.
- It is **good exercise** as the pedalling action strengthens the legs and because cycling is an aerobic exercise, it is also good for the heart and lungs.
- **Breathing in unhealthy fumes** from heavy traffic can cause health problems.
- Cycling is **economical** as no petrol is needed and the general upkeep of a bike is very cheap.
- Bicycles **do not protect from bad weather** conditions and cyclists get wet when it rains.
- Travelling by bicycle is **quicker** as cars are often slowed down in traffic jams.
- Cycling is **not good for long trips** as it would be far too tiring and uncomfortable— not to mention the time factor.

- 8**
- | | | |
|------|------|------|
| 1. F | 3. B | 5. C |
| 2. A | 4. D | 6. E |

(As an extension T can ask Ss to write an argumentative composition on the topic as HW.)

Points in favour of: 2, 3, 6

Points against: 1, 4, 5

- 9**
1. F (The writer's opinion is stated in the conclusion)
 2. F
 3. F
 4. T
 5. T

10 Suggested points for and against to be discussed in class before Ss write any of these composition topics.

1. being rich and famous

for

- you can buy anything you want
- you can live in a luxurious house anywhere in the world
- you can use wealth and influence to help charity organisations
- you will always be the centre of attention; you will be written about and photographed for newspapers and magazines

against

- you will never have a moment's peace; always surrounded by crowds
- private times will be interrupted by photographers; no privacy
- some people can be too enthusiastic; you may become the target of a crazed fan

2 living in cities

for

- excellent facilities (**hospitals, schools, etc.**) and amenities close by
- better job opportunities
- more entertainment options

against

- you have to live in a polluted atmosphere
- cramped living conditions
- stressful lifestyle

3 (See Ex 7, p. 117 in S's book.)

After Ss have finished with Unit 9, they can do the video project work as explained on p. 138 in the Teacher's Book.

Module Self-Assessment (Units 7, 8, 9) (pp. 118 - 119)

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

- 2 1. threatened 5. awareness
 2. unspoilt 6. nosy
 3. cautiously 7. graceful
 4. identify 8. captured

- 3 1. up with 3. up 5. out
 2. out of 4. into

- 4 1. of, from, of, in, behind
 2. about, about, for, at, for

- 5 1. awful 5. need
 2. becoming 6. pay
 3. wildlife 7. at risk
 4. miss 8. close

- 6 1. ... must have done it ...
 2. ... needn't have rung her ...
 3. ... aren't allowed to park ...
 4. ... may/might/could have been killed ...
 5. ... didn't need to make ...
 6. ... should have told me ...
 7. ... may/might not have known ...

8. ... can't have left ...
 9. ... was made to admit ...
 10. ... had difficulty (in) concentrating ...


- 7 1. While 4. whereas
 2. Consequently 5. however
 3. such 6. both

- 8 1. to crash 5. tell
 2. asking 6. crying
 3. going 7. to enter/entering
 4. to travel

- 9 1. to 6. have 11. as
 2. have 7. my 12. not
 3. that 8. been 13. not
 4. be 9. that 14. of
 5. to 10. to 15. the

- 10 1. Yes, they are
 2. Yes, they should.
 3. Two
 4. We would end with Yours sincerely + full name
 5. Yes, it should.
 6. Yes, it can.

Unit 10 - Education



Objectives of Unit 10

Lead-in (p. 120)

brainstorm for ideas/opinions about education; listen for specific information to get an idea of text content

Reading (p. 121)

Identify links between sentences/paragraphs; use textual reference to fill in missing parts of text

Vocabulary Practice (p. 122)

- Ex 1 deduce the meaning of words from context
- Ex 2 identify alternative words/expressions
- Ex 3 match words in collocations
- Ex 4 choose between commonly confused words
- Ex 5 identify equivalences between words and phrasal verbs
- Ex 6 practise use of dependent prepositions

Talking points: skim text for specific information; use notes to produce a talk; give personal opinions about the subject of the text

Language Development (pp. 123 - 125)

- Ex 1 work with vocabulary of educational places
- Ex 2 give opinions on qualities needed for a good teacher; listen for specific points
- Ex 3 choose between commonly confused items
- Ex 4 skim text for main points of information; analyse information to give opinions
- Ex 5 talk about personal preferences
- Ex 6 work with vocabulary related to education
- Ex 7 talk about classroom equipment
- Ex 8 discuss uses of computer in education; listen for specific points

- Ex 9 read and analyse statements; practise note-making skill; roleplay a dialogue for/against exams

Grammar / Use of English (pp. 126 - 127)

- Exs 1-8 presentation of language used for expressing purpose. Presentation of tenses used to express the future
- Ex 9 distinguish between minimal parts of consonant sounds
- Ex 10 practise building words from stem
- Ex 11 practise in error correction

Listening Task (p. 128)

multiple matching - series of short related extracts – selection of the correct prompt from a list; listen for gist

Speaking Task (p. 128)

express opinions using given picture prompts

Writing (pp. 129 - 131)

- Ex 1 discuss and justify ideas
- Ex 2 listen for specific information, in order to complete table
- Ex 3 analyse topic sentence of paragraphs
- Ex 4 skim a text for main arguments; suggest alternative connecting devices
- Ex 5 match beginnings and endings
- Ex 6 analyse model compositions
- Ex 7 check Ss' understanding of guidelines covered in Writing section
- Ex 8 independent practice of elements introduced in Writing section

Unit 10 - Education



Lead-in (p. 120)

(Suggested answers)

- I think the students in the first picture are discussing history or literature with their lecturer.
The pupils in the second picture seem to be taking part in a nature trip/are learning about nature.
The children in the third picture must be in a kindergarten classroom. They might be learning about colours or shapes.
- My favourite subjects are maths and art. I like working with numbers, but I also like being creative.
- No, none are wearing uniforms. The groups are mixed. I think schools have changed a lot over the past fifty years. Teachers were stricter in the old days, and fewer subjects were taught. Nowadays, many schools have computers in the classrooms.
- Technology has helped the educational system by making it possible to have computers in classrooms and administration offices. New teaching techniques can help students to learn more and have access to information needed very fast.
- I prefer to study alone. If I try to study with another person, I don't get any work done.



- | | |
|-------------------|-------------|
| 1. empty | 6. teams |
| 2. libraries | 7. helper |
| 3. Internet | 8. problems |
| 4. skills | 9. amazing |
| 5. responsibility | 10. fun |



Reading (pp.120-121)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 3, Reading p. 30.)

1. F 2. E 3. A 4. H 5. G 6. B

(After Ss have done this reading activity, T asks comprehension questions.)

(Suggested comprehension questions)

1. Have teaching methods changed in the last 100 years? *No, not much.*
2. How are the students perceived? *As empty containers which the teacher fills with knowledge.*
3. Why, according to Alyce Miller, shouldn't children be encouraged to concentrate on getting the best marks? *Because it destroys motivation and takes the fun out of learning.*

4. What does Miller believe about cooperative learning? *She thinks this is the future of education, as she finds it the best way to encourage responsibility, tolerance and helpfulness towards others.*
5. What is the physical layout in cooperative learning classes? *Children face one another.*
6. What are students in cooperative classes required to do? *To participate actively in discussing and shaping their own knowledge.*
7. What is the role of the teacher in cooperative classes? *That of a helper not a master.*
8. What happened in Lynne Gedye's class? *The strong students coached the weak ones, so everyone could participate in the lesson.*
9. How does cooperative learning affect a classroom? *It changes it from a competitive arena into a place where learning facts and life skills is more fun and effective for pupils and teachers alike.*



Vocabulary Practice (p. 122)

- 1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]

- | | | |
|---|-------------------|----------------|
| 2 | 1. skills | 6. tolerance |
| | 2. issues | 7. abandon |
| | 3. approach | 8. participate |
| | 4. concentrate on | 9. merely |
| | 5. motivation | 10. concept |

- 3 (Ss should memorise these collocations. T checks in the next lesson.)

- | | |
|----------------|-----------------|
| 1. cooperative | 7. to share |
| 2. to feed | 8. to work |
| 3. operating | 9. changing |
| 4. life | 10. to solve |
| 5. education | 11. mathematics |
| 6. to go on | 12. to tear |

- 4 (After Ss have done Ex 4, T checks answers eliciting explaining the meaning of each distractor.)

- | | | |
|---------------|------------|--------------|
| 1. department | 3. coached | 5. technique |
| 2. alike | 4. paused | |

1. **part** = piece
department = (of a hospital, university, store, etc) special part
section = division of sth
2. **like** = (prep, conj) similar to
alike = (adv) in the same way
likely = probable
3. **coach** = to train sb in a sport, or to teach sb
study = to read sth in order to learn

practise = to do sth repeatedly to improve one's skill

4. **pause** = to stop for a short time
end = to finish
stop = to put an end to sth
5. **process** = set of actions necessary for a particular result
technique = method requiring particular skills
way = method

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- 5
- | | | |
|-------------|----------|-------|
| 1. out | 3. round | 5. up |
| 2. on/about | 4. round | |
- 6
- | | | |
|---------|---------|---------|
| 1. to | 6. to | 11. in |
| 2. on | 7. in | 12. on |
| 3. with | 8. with | 13. for |
| 4. for | 9. to | |
| 5. with | 10. in | |

Talking Points (p. 122)

- (T elicits answers from Ss and writes them on the board. Ss, then, looking at the notes talk about cooperative learning. T can, then, assign it as written HW.)

Students' role: It is the role of the students to work together to discuss the problem, issue or task given, and come up with answers. Creative thinking is required to complete such assignments.

Teacher's role: It is the role of the teacher to present the topic or problem to the students. The teacher participates by guiding the students when they have questions and by giving the students precise instructions about what they are supposed to do.

Benefits: Students learn to cooperate with each other. Weaker students get help from stronger ones. Learning is more enjoyable and effective.

Classroom layout: Students no longer sit in straight rows of desks, but rather face each other so that they will be able to discuss issues more easily.

- Pupils learn how to work cooperatively on a problem. They learn to respect the ideas of other students, even when those ideas are different from their own. They also learn that cooperation is often better than competition. Besides this, they learn and remember the information being discussed. I think this method sounds like a very interesting approach to teaching. If the teacher just talks for the whole hour, it can be quite dull. I like the idea of participating more in the lesson.

Language Development (pp. 123-125)

- 1 A. secondary school C. university
 B. kindergarten D. primary school

(As an extension, T can ask Ss to talk about the educational system in their country; if there are the same divisions as the ones mentioned in Ex 1, at what age children join each, etc.)

- 2 Students should tick: b, d, e, g, h, i

Tapescript for Exercise 2 (to be heard twice)

TV Pr.: Education is our discussion point today, in particular the role of teachers. There has been a lot of criticism aimed at the teaching profession lately.

Everyone seems to have their own ideas about what makes a good teacher! We are lucky to have with us today Professor Giffen, who is in charge of Teacher Training at City University. Good afternoon, Professor Giffen.

PG.: Good afternoon.

TV Pr.: Professor, could I ask you for your views on what makes a good teacher?

PG.: Well, after spending 20 years in the world of teacher training, and having been a classroom teacher myself, I believe that there are certain things that all good teachers do.

TV Pr.: Could you tell us exactly what you mean?

PG.: Well, most students learn best when they feel relaxed and confident. So it is essential that the teacher establishes friendly relations with the students. He is in a good position, then, to understand students' individual needs, and to encourage them to be creative.

TV Pr.: Many people believe that this "friendly approach" leads to bad discipline in classrooms. When I was young there was silence in our class. Our teachers were very strict!

PG.: This very strict approach was used in the past because the classes were very big, but now classes are smaller, and a teacher has more time to get to know his students and to give them a lot of praise and support. The discipline problem solves itself when the students are happy and interested.

TV Pr.: Is it a problem for teachers to keep up to date? There is so much new information — something new every day, it seems!

PG.: One of the most important parts of a teacher's job is keeping up with new ideas and developments. Most good teachers attend refresher courses regularly. Another important aspect is that all successful teachers spend time preparing their lessons thoroughly, and constantly update their material. As you said, there's always something new to learn.

TV Pr.: There is indeed. Thank you, Professor, for taking the time to come and talk to us today. It was very interesting to hear your views.

PG.: Thank you for inviting me.

(Suggested answer)

(T can assign this as written HW after Ss have done it orally in class.)

... I also believe that a teacher should give students a lot of praise and support. He/She should establish a good relationship with the students, etc.

3 *(T points out that this exercise introduces vocabulary related to schools.)*

1. teacher, lecturer
2. subject, lesson
3. pupils, students
4. grades, degree
5. term, course
6. point, mark
7. dean, headmaster
8. boarding school, day school
9. private school, comprehensive school
10. co-educational school, single-sex school

- 4 a. • **favourite lessons** - English, Art, French, Computer Studies, Music
 • **least favourite lessons** - Maths, History, Science, P.E.

b. *(Students work in closed pairs. T checks round the class, then asks some pairs to report back to the class. Any answers are acceptable provided there is justification to support what subjects are the most or least favourite.)*

(Suggested answers)

doctor	x
journalist	✓
accountant	x
singer/composer	✓
computer programmer	✓
translator	✓
artist	✓
fashion designer	✓
P.E. teacher	x

A: I think Linda might become a journalist later on in life because she's very good at languages.

B: Yes, I quite agree with you. She could also become an accountant because she tries hard at maths.

A: I don't really think she would choose this career because she doesn't concentrate enough in her maths lessons, which suggests she doesn't enjoy them that much.

B: Well, I suppose you could be right. Maybe she'll become a singer or a composer because she plays two instruments really well.

A: Yes, and her art teacher says she makes full use of her imagination and creativity.

B: Alternatively, she could become a computer programmer because she's interested in computers.

A: Yes, but she could also become a translator because it says that she has a flair for languages.

B: Well, actually, I think she'll probably become a fashion designer, as art seems to be one of her best subjects.

5 *(Students work in closed pairs. T checks round the class, then asks some pairs to report back to the class. Any answers are acceptable provided there is justification to support what subjects are the most or least favourite. T can, then, ask Ss to write a short paragraph about their most and least favourite school subjects as HW.)*


- | | |
|--------------|-------------------|
| 6 1. canteen | 6. playground |
| 2. gym | 7. classroom |
| 3. lab | 8. cloakroom |
| 4. art room | 9. staffroom |
| 5. library | 10. playing field |

7 **The objects are:** a computer, a TV and video recorder, a cassette player, and an overhead projector.

(Suggested answers)

- A **TV and video recorder** enable students to watch a wide variety of programmes on such subjects as geography, English and science.
- A **computer** can be used in a classroom to gain information instead of having to go to a library or bookshop. In addition to this, students don't need to rely on the teacher so much if they are working on a computer.
- An **overhead projector** can be used in a classroom so teachers don't have to waste time writing on the board. They can also be used to avoid having to make photocopies.
- A **cassette player** can be used in a classroom to improve students' listening skills. They can also be used to record students speaking in class so that they can listen to themselves and improve their speaking skills.

8 Ss tick b, c, e, g, j

 **Tapescript for Exercise 8 (to be heard twice)**

Teacher: OK everybody, listen please. This is Mr Nash from the company that fitted our new computers. He wants to ask you some questions.

Mr Nash: Good morning. Your teacher tells me that you use your computers a lot. What I want to know is, what **exactly** do you use them for? Yes - would you like to say something?

SA: Well, I use the computer to **print out my compositions because my handwriting's quite untidy.**

Mr Nash: Mm, yes, I see. Any other comments? Yes?

SB: I like using the self-test programmes. They make **revising much easier**—and my marks have got better!

Mr Nash: Well, that's certainly good news. Anyone else?

SC: Now that we can use the Internet, I use the computer **to talk to people in other countries.** I like doing that.

Teacher: Would anyone else like to say something before Mr Nash leaves? John?

SD: Ehm – well, through the Internet the computer can give you **lots of facts about different subjects**. It's very useful if we have to write about something we don't know a lot about - and much better than going to the library.

Mr Nash: Yes, I'm sure.

SE: Sir!

Mr Nash: Yes?

SE: Um, I've just thought of something else. I use the computer to **find out new words** – it's quicker than using a dictionary.

Mr Nash: Well, thank you everyone for your comments. I'm glad to see that the computers are obviously helping you with your learning.

(Suggested answers)

(T assigns it as written HW after Ss have practised orally in class.)

- ... You can also use them to contact other people around the world in seconds by using the e-mail facility. This means that you don't need to spend time writing letters to companies or organisations if you need information. Computers are great for language learners too. If you have problems learning grammar in class, you can use a grammar programme to study on your own. Or, if you feel embarrassed practising your pronunciation in class, you can use the computer to help you. In addition to this, you can even use a computer to learn new vocabulary. Furthermore, a computer can be used to produce neat, impressive looking work if you have poor handwriting, and you can even use it to revise for tests or exams while getting an idea of how much you remember at the same time.

9 Comments for: A, D, F, G

Comments against: B, C, E, H

(T elicits answers from Ss and fills in the for/against table on the board. Ss copy the answers, then work in closed pairs talking about the pros and cons of sitting exams. T checks round the class, then asks some pairs to report back to the class.)

For

- exams encourage students to study
- exam grades give students an idea of their progress
- exams are the quickest way of testing students

Against

- students can cheat and get a mark they don't deserve
- if students run out of time, they cannot show what they know
- if students get nervous, they will not perform as well as they could

Linking words to be used by Ss: moreover, as well as, but, however, whereas, on the other hand, also, furthermore, etc.

(Suggested discussion)

- A:** I think exams encourage competition between students.
- B:** I agree up to a point, but don't you think a student can cheat and get a mark he doesn't deserve?
- A:** Yes, that's true but exams are the quickest way of testing students.
- B:** Yes, but many students get really nervous at exam time and they don't do as well as they could in an ordinary class test.
- A:** I know, but the grades they get in exams give students a good idea of their progress in a subject.
- B:** I agree, but what about students that have to sit exams when they are not feeling well? Illness can make their performance very poor.
- A:** True ...



Grammar/Use of English (pp. 126 - 127)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1 In the first box "with a view to" sounds the most formal to me. Formal ways of expressing purpose are also "in order to" and "so as to".

In the second box the most formal way of expressing negative purpose is "for fear". Formal ways of expressing negative purpose are also "in order not to" and "so as not to".

- 2
1. He spoke in a very low voice to **avoid** being heard by the people at the back.
 2. Governments should take measures **so that** citizens can live in safety.
 3. They practised a lot **with a view to** improving their writing skills.
 4. Make a copy of this document **in case** you lose the original.
 5. The school gates are locked during the day to **prevent** outsiders from entering the building.
 6. The teacher did revision exercises **so that** the students would be well prepared for the test.
 7. He didn't say anything **for fear** his classmates might laugh at him.
 8. They put on heavy clothes **in case** it was cold up in the mountains.

(As an extension T can ask Ss to join the sentences in as many ways as possible.)

3 (Suggested answers)

1. I will set my alarm clock **so that** I won't wake up late.
I will set my alarm clock **in case** I wake up late.
I will set my alarm clock **to avoid** waking up late. etc.
2. She trained hard **with a view to** winning the race.
She trained hard **so that** she would win the race.
She trained hard **so as to** win the race. etc.
3. She decided to walk the dog **so that** it wouldn't bark all night.
She decided to walk the dog **to prevent** it barking all night.
4. She cleaned her house **so that** it would be clean if her friends came round.
She cleaned her house **in case** her friends came round. etc.
5. The parents bought their children a computer **so that** they would develop their language skills.
6. He put a lock on his bicycle **to prevent** it from being stolen.
He put a lock on his bicycle **so that** it wouldn't be stolen.
He put a lock on his bicycle **to avoid** having it stolen. etc.
7. She started exercising **with a view to** losing weight.
She started exercising **so that** she would lose weight.
She started exercising **to** lose weight. etc.
8. He turned the music down **to avoid** waking his mother.
He turned the music down **for fear** he might wake his mother.
He turned the music down **so that** he wouldn't wake his mother. etc.

- 4 a.
- | | |
|--------------------------------|---|
| 1. Future Simple | f |
| 2. Future Simple | c |
| 3. Future Simple - be going to | a |
| 4. Future Simple - be going to | e |
| 5. Present Continuous | b |
| 6. Present Simple | d |

- b.
- a. Future Perfect - event which will have been completed within a set time period.
 - b. Future Perfect Continuous - duration of an action up to a certain time in the future.
 - c. Future Continuous - action in progress at a stated future time.

- 5
- | | |
|--------------------|---------------------------|
| 1. will agree | 6. will have bought |
| 2. are opening | 7. will have been married |
| 3. will be sitting | 8. am going to make |
| 4. will do | 9. am seeing |
| 5. starts | |

6 (Suggested answers)

1. I'm playing football with my friends on Saturday. Then, on Sunday, I'm going on a picnic with my family.
2. I will have completed my studies by the end of this school year.
3. I'll be watching TV.
4. I'm seeing my friend Paul.

- 7
- | | | |
|-------------|----------------|---------------|
| 1. take | 6. start | 11. sit |
| 2. know | 7. come across | 12. follow |
| 3. will be | 8. approach | 13. will pass |
| 4. organise | 9. will feel | |
| 5. will be | 10. feel | |

- 8
- | | |
|----------------|----------------|
| 1. will | 3. am going to |
| 2. am going to | 4. will |

- 9 Pronunciation / s / (alveolar fricative, fortis), / z / (alveolar fricative, lenis)

	/ s /	/ z /
advise		✓
advice	✓	
lice	✓	
lies		✓
face	✓	
phase		✓
seal	✓	
zeal		✓
niece	✓	
knees		✓

- 10 (T should remind Ss of techniques to be used to handle this word formation exercise. See Teacher's Book, Unit 1, Ex 10, p. 13.)

- | | |
|-------------------------------|------------------|
| 1. communication | 6. possibilities |
| 2. advertisements/advertising | 7. endless |
| 3. technological | 8. instantly |
| 4. practically | 9. development |
| 5. information | 10. amazing |

- 11 (T should remind Ss of techniques to be used to handle this error correction exercise. See Teacher's Book, Unit 7, Ex 12, p. 76.)

(Note: The words in bold should be crossed out.)

Dear Julie,


Thanks **you** so much for your last letter. I'm sorry I didn't have the time to reply **more** sooner, but I had to put in **a** lots of extra hours on my new contract to prevent our latest clients from going to **one** another advertising company.

Things have been pretty quiet at **the** home. Stan is thinking of taking the roof off the shed with a view to **be** turning it into a greenhouse. You know **about** how much he loves his plants.

It was our third wedding anniversary last week. Stan **he** took me out for a wonderful Italian meal and bought **for** me a bunch of roses. We did think of having a party, but since we couldn't afford **to** it, we didn't **to** invite anyone and **had** just spent the day together.

Anyway, that's **was** all my news for now. Write **us** soon.

All the best,
Fiona

 **Listening Task (p. 128)**

(T should remind Ss of techniques to be used to handle this Listening Task. See Teacher's Book, Unit 4, Listening Task p. 46.)

1. L 2. J 3. L 4. T 5. J 6. L

 **Tapescript for Listening Task (to be heard twice)**

Teacher: Sit down, Mr and Mrs Eliot.

Mr E: Thank you, Mr Brown.

Mrs E: What is it you wanted to talk about? Is Sarah having problems in class, or perhaps misbehaving?

Teacher: No, no, nothing of the kind. In fact, your Sarah is very bright indeed, and an excellent student. That's what the problem is.

Mr E: Problem? How can being intelligent be a problem?

Teacher: I didn't mean it like that. It's **our** problem, not hers. I feel that we are not able to offer Sarah what she really needs, and what I'd like to suggest is that you send her to a school with better facilities and more chances for her to develop.

Mrs E: But that would cost a lot of money, wouldn't it?

Teacher: I was about to explain that aspect. You see, I believe that Sarah is so talented that the best schools will offer her a scholarship.

Mrs E: Oh. Would that mean that we wouldn't have to pay at all?

Teacher: Oh, well, I'm afraid a full scholarship is not very likely, but certainly it would be cheaper than normal. And I think Sarah would be much happier in the long run.

Mrs E: But won't she feel strange going to a new school now? I mean, she won't know anyone and...

Teacher: I don't think that's a problem. Sarah is a very sociable girl, and I'm sure she'll make friends quickly.

Mr E: Well, if you can give us an idea of which schools to apply to, we'll definitely give it a try.

Teacher: Actually, I've already made a list of possible schools – all in the area, you know. There's one in particular that I would recommend – Hillside College, it's called.

Mrs E: Yes, I think I've heard of it. Why do you think that one would be best?

Teacher: It has an excellent reputation – the classes are small and Sarah would get the attention she deserves.

Mr E: I'd prefer Sarah to go to a mixed school, though. Isn't Hillside a girls' school?

Teacher: No, it isn't. Perhaps you're thinking of Herne Hill – the girls-only school.

Mrs E: When do you think Sarah should go – I mean – if that's what we decide? Wouldn't it be better for her to finish the year here?

Teacher: That's up to you, but I see no reason why she couldn't change at the end of this term.

Mr E: Mmm, well – we'll certainly talk things over with Sarah this evening.

Mrs E: Thank you very much for being so concerned about Sarah.

Teacher: And thank you both for coming in to see me.

 **Speaking Task (p. 128)**

(T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 2, Speaking Task p. 25.)

(Suggested answers)

A: Well I think maths is the most important subject. A good basic knowledge of this will help students in many other subjects such as the sciences.


B: Yes, you're right. I think these days, though, computer studies is important too. The computer is the tool of the future and everyone should know how to operate one.

A: True, but what about music and sports though? I mean they are not necessary unless you want to work in that field.

B: I don't agree. Sports encourage team work which is an important skill to learn. Music should not be a necessary part of the school curriculum though.

A: I agree ...

- I'd like to see more languages included in the school curriculum. I think it is important for everyone to be able to speak another language apart from their native one, especially in today's world where communication between countries is necessary.

 **Writing - Argumentative - Expressing Opinions (p. 129-131)**
1 (Suggested answer)

Yes, it's very important because it helps children become more sociable. They also learn to follow rules.

2 Argument

1. Children learn social **skills**.
2. Children are prepared for **primary** school.
3. Children are taught **discipline**.

Supporting Reason

1. It shapes children's **personalities**.
2. Children are taught pre-reading and pre-writing **activities** as well as basic mathematics.
3. Children learn to follow a **timetable** and there are classroom **rules**.

 **Tapescript for Exercise 2 (to be heard twice)**

TV Presenter: So, Mrs Poppins, could you share your thoughts on kindergartens with us?

Mrs Poppins: Yes I would be pleased to. Well, I believe that every young child should attend kindergarten. Having been a kindergarten teacher for 16 years I've seen that children who attend kindergarten **learn social skills** when they play with other children and this helps to **shape their personalities**.

TV Presenter: How interesting! Is this the main reason for children attending kindergarten?

Mrs Poppins: Not at all! There are other advantages too. Children are **prepared for primary school**. You see, kindergarten is not only play, it's learning and having fun at the same time. Children are **taught pre-reading and pre-writing activities as well as basic mathematics**, such as more/less, heavy/light, full/empty, whole and part, and so on.

TV Presenter: So you mean that children who have been to kindergarten are better prepared for school than those who enter primary school straight from home?

Mrs Poppins: Yes I do. And the children are **taught discipline**. It's not like the Army, of course – far from it! What I mean is that the **children learn to follow a timetable and there are classroom rules** which teach respect and consideration for their classmates and the teacher. In this way they are prepared to face the demands of primary school.

TV Presenter: Well Mrs Poppins! Your comments have been most informative. I'm sure you've given all our listeners with young children something to think about!

3 1. b 2. c 3. a

4 **argument 1:** P.E. vital for most children as they have neither time nor opportunity to do sport elsewhere.
supporting reason: children living in crowded cities – no space to play – by doing P.E. they can get rid of their excess energy.

argument 2: P.E. develops children's social skills.
supporting reason: encourages them to work as part of a team and cooperate with others

opposing argument: Some parents feel that P.E. should not be compulsory.

supporting reason: not all children enjoy or are good at sport.

In the first place: Firstly, To start with, To begin with, etc.

In addition: Moreover, Furthermore, Besides, What is more, etc.

On the other hand: However, etc.

In conclusion: In my view, In my opinion, etc.

Paragraph Outline

Para 1: states topic and writer's opinion

Para 2: 1st viewpoint and reason

Para 3: 2nd viewpoint and reason

Para 4: opposing viewpoint and reason

Para 5: restates writer's opinion using different words

5 1. B (for and against)
2. C (opinion)
3. A (opinion)

6 a. Model A

b. **Points for:** saves time, are educational and fun
Points against: jobs have been lost, unemployment, health problems

c. Model B

d. **Supporting evidence**

- storing information on computer disks is an efficient way of keeping data – one computer disk can hold the same amount of information as several books.
- stored information can be found at the touch of a button – lives are made easier.
- in the past we managed very well using other methods – become too dependent on computers.

Model A

para 1: states topic

para 2: arguments for and reasons

para 3: arguments against and reasons

para 4: summarises points of view

Model B

para 1: states topic and writer's opinion

para 2: 1st viewpoint and reason

para 3: 2nd viewpoint and reason

para 4: opposing viewpoint and reason

para 5: restates writer's opinion using different words

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

8 1. **Argumentative - Expressing Opinion**

(Suggested paragraph outline)

Para 1: (state topic and give opinion) e.g. a university education is important and I believe everyone should have one

Para 2: (1st viewpoint and reason) e.g. provides people with a better education which enables them to get a better job

Para 3: (2nd viewpoint and reason) e.g. often gives young people the chance to live away from home for the first time which encourages independence

Para 4: (opposing viewpoint and reason) e.g. can be expensive which can be a financial burden on many families

Para 5: (restate opinion in a different way) e.g. everyone should try to get the best education they can, going to university can make this possible)

2. Argumentative - Expressing Opinion**(Suggested paragraph outline)**

Para 1: (state topic and give opinion) e.g. friends or family, which are more important? I think family is more important

Para 2: (1st viewpoint and reason) e.g. relations will always help and support you as they will have deeper feelings for you than your friends

Para 3: (2nd viewpoint and reason) e.g. family will always be there when you need them but friendships are not stable

Para 4: (opposing viewpoint and reason) e.g. many people are not close to their families because of various problems and lose contact with them

Para 5: (restate opinion in a different way) e.g. important to have a close family as you'll always be able to rely on them

3. Argumentative - Expressing Opinion**(Suggested paragraph outline)**

Para 1: (state topic and give opinion) e.g. Is school the best preparation for your working life? I believe so.

Para 2: (1st viewpoint and reason) e.g. school provides the basic education necessary to go on to further your studies and get a good job

Para 3: (2nd viewpoint and reason) e.g. school enables young people to learn to mix with others, work as part of a team and learn basic social skills which will assist them in their working lives

Para 4: (opposing viewpoint and reason) e.g. school is not necessary for someone to find a job

Para 5: (restate opinion in a different way) e.g. I believe that school does help to prepare us for our working lives.

4. Argumentative - giving advantages/ disadvantages**(Suggested paragraph outline)**

Para 1: (state topic) e.g. the advantages and disadvantages of working part-time while completing education

Para 2: (state advantages and reasons) e.g. They will have more financial independence. It will give them some experience which will prepare them for their working lives.

Para 3: (state disadvantages and reasons) e.g. They may not have time to study so their education will suffer. It could be bad for their health to do so much as it could make them tired and stressed.

Para 4: (Conclusion with balanced consideration) e.g. an after-school job can offer benefits as long as the child enjoys it

After Ss have finished with Unit 10, they can do the video project work as explained on p. 139 in the Teacher's Book.

Unit 11 - Entertainment



Objectives of Unit 11

Lead-in (p. 132)

brainstorm vocabulary and ideas associated with the topic; listen for specific information to get an idea of text content

Reading (p. 133)

skim text for specific information

Vocabulary Practice (p. 134)

- Ex 1** deduce the meaning of words from context
- Ex 2** identify alternative words/expressions
- Ex 3** match words in collocations
- Ex 4** work with vocabulary of entertainment
- Ex 5** identify equivalences between words and phrasal verbs
- Ex 6** practise use of dependent prepositions

Talking points: skim text for information in order to make notes; use notes to make descriptions; give personal opinions about places in the text

Language Development (pp. 135 - 137)

- Ex 1** work with vocabulary and ideas using picture prompts
- Ex 2** distinguish between two closely related words
- Ex 3** practise use of prepositions
- Ex 4** listen for specific items
- Ex 5** use given phrases and model dialogue (from Ex 4) to act out roleplay, based on advertisement cues
- Ex 6** choose between commonly confused items; produce vocabulary items about entertainment
- Exs 7** listen for gist and specific information
- Ex 8** practise building words from given stem
- Ex 9** work with vocabulary of cinema in context

- Ex 10** produce pronouns/verb parts/prepositions etc. to complete a text; read for specific information
- Ex 11** listen for specific items
- Ex 12** practise using adjectives to describe a film/book

Grammar / Use of English (pp. 138 - 139)

- Exs 1-10** presentation of language of permission/offers; comparison of use of bare infinitive/-ing form; revision of tenses
- Ex 11** practise in error correction
- Ex 12** distinguish between minimal pairs of vowels/diphthongs

Listening Task (p. 140)

listen to short unrelated texts for specific or background information

Speaking Task (p. 140)

express viewpoints on given visual prompts

Writing (pp. 141 - 143)

- Ex 1** discuss use of book/film reviews
- Ex 2** listen for specific information; presentation of a review
- Ex 3** read and analyse a review
- Ex 4** independent practice of elements introduced in Writing section (reviews)
- Ex 5** listen for gist and identify types of articles
- Ex 6** identify different styles of article introductions/conclusions
- Ex 7** analyse techniques applied in articles
- Ex 8** check Ss' understanding of guidelines covered in Writing section
- Ex 9** independent practice of elements introduced in Writing section (articles)

Unit 11 - Entertainment

Lead-in (p. 132)

(Suggested answers)

- **Theatre:** stage, plays, performances, actors, etc.
- **Theme park:** rides, restaurants, etc.
- **Funfair:** rides, haunted house, stalls, etc.
- **Museum:** paintings, sculptures, exhibitions, etc.
- **Water park/Aquarium:** fish, turtles, whales, dolphins, etc.
- visiting an art museum, aquarium, planetarium, castle, etc.
- going to the cinema/a basketball game/a theme park/a restaurant, etc.
- My favourite form of entertainment is the funfair because I love the exciting rides and the scary Haunted House.

 Universal Studios, America	Jurassic Park
Sentosa, Singapore	Volcanoland
Legoland, Denmark	Miniland
Alton Towers, the Midlands	Energizer
Magic Kingdom, Florida	Mickey Mania Parade

Reading (pp. 132-133)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 5, Reading p. 51.)

- | | | | | |
|------|------|------|------|-------|
| 1. E | 3. B | 5. B | 7. D | 9. D |
| 2. A | 4. C | 6. E | 8. E | 10. B |

(After Ss have done the Reading Task, T asks comprehension questions.)

(Suggested comprehension questions)

1. Where is Universal Studios? *In America.*
2. How many people visit it per day? *35,000*
3. When did it open? *30 years ago.*
4. What is its latest attraction? *Jurassic Park.*
5. What can you do at Universal Studios? *Enjoy a boat cruise through a tropical forest, visit Jaws, E.T., Back to the Future and Jurassic Park.*
6. How much are tickets for adults and children in Universal Studios? *\$34 for adults and \$26 for children under twelve.*
7. Where is the Sentosa theme park? *In Singapore.*
8. How can you reach it? *By boat, cable car or its 700-metre causeway.*

9. What is its most spectacular attraction? Describe it. *Volcanoland, which takes you on a simulated journey to the centre of earth with half-hourly eruptions and earthquakes.*
10. What else can you see there? *A huge aquarium and gardens with 300 varieties of orchid.*
11. How much does it cost to get into Sentosa? *\$6, but children pay half price.*
12. Where is Legoland? *Near the town of Billund in Denmark.*
13. What can you see in Miniland? *Miniature models depicting Amsterdam, Copenhagen harbour, an English village and the Taj Mahal.*
14. What does the second area in Legoland contain? *Rides including a mini driving school and an exciting boat ride called Pirateland.*
15. How much does it cost to get into Legoland? *About £11 for adults and £10 for children.*
16. Where is Alton Towers? *In the Midlands in Britain.*
17. What can you do there? *Go on a variety of rides, including the Energizer, Thunderloop and Nemesis as well as visiting the Chocolate Factory.*
18. How much is a day pass for Alton Towers? *£17 for adults and £13 for children aged 4 to 13.*
19. Where is Disney's Magic Kingdom? *In Florida in the United States of America.*
20. What is it made up of? *Seven lands, each with a different theme and rides.*
21. What are its best attractions? *The daily Mickey Mania parade and the fireworks show in the evening.*
22. Can you take your own food into the Magic Kingdom? *No, you can't.*
23. How much is the admission fee? *\$40.81 for adults and \$32.86 for children aged 3 to 9.*

Vocabulary Practice (p. 134)

- 1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]

2 1. destination	7. fizzy
2. enthralled	8. depicted
3. convinced	9. admission
4. plunge	10. petrifying
5. accessible	11. sedate
6. ranging	12. policy
- 3 (Ss should memorise these collocations. T checks in the next lesson.)

1. individually	6. to scream
2. boat	7. to pay
3. tropical	8. to pose
4. cable	9. snack
5. miniature	10. value

- 4 1. autograph 2. fireworks 3. cable-car 4. stage

(Ss should memorise the phrasal verbs and prepositions of Exs 5 and 6. T checks in the next lesson.)

- 5 1. out of 2. into 3. into 4. over/down 5. away 6. through

- 6 1. by 2. into 3. for 4. of 5. on 6. for 7. on 8. through



Talking Points (p. 134)

(T writes the headings on the board, elicits information from Ss and completes the table. Ss then, looking at the table, describe the theme parks. T can, then, ask Ss to write sentences about each theme park as HW.)

NAME	LOCATION	PRICES	SPECIAL ATTRACTIONS/ACTIVITIES
Universal Studios	America	\$34 for adults \$26 under 12 yrs	Jurassic Park, Jaws, ET, Back to the Future, boat cruise through a tropical forest
Sentosa	Singapore, Asia	individually-priced rides \$2-\$4 for adults + \$6 entrance price (half price for children)	Volcanoland (simulated journey to the centre of the earth), aquarium, gardens
Legoland	Billund, Denmark	about £11 for adults £10 for children	Miniland, sky railway, mini driving school, Pirateland
Alton Towers	The Midlands, Britain	£17 for adults, £13 for children (4 - 13)	The Energizer, Thunderloop, Nemesis, the Chocolate Factory
The Magic Kingdom	Florida	\$40.81 for adults \$32.86 for children (3 - 9)	Space Mountain, Jungle Cruise, Haunted Mansion, Mickey Mania Parade, fireworks show, snack bars and restaurants

(Suggested answers)

- Adults pay \$34 while under twelves pay \$26 to get into Universal Studios in America. Its attractions include Jurassic Park, Jaws, ET and Back to the Future as well as a boat cruise through a tropical forest.
- The Sentosa theme park is in Singapore, Asia. As well as its huge aquarium and gardens, it also has Volcanoland, a ride which will take you on a simulated journey to the centre of the earth. Admission is \$6 and the rides are individually priced from \$2-\$4. Children pay half price.
- One of the special attractions at Legoland in Billund, Denmark, is Miniland, depicting miniature models of famous places such as the Taj Mahal. A mini driving school and Pirateland are just two of the activities offered. Admission is £11 for adults and £10 for children.
- The Energizer, Thunderloop and Nemesis are some of the special attractions that can be found at Alton Towers in the Midlands in Britain. Many indoor activities are offered, as well as the tantalising Chocolate Factory. Adults pay £17, and children between 4 and 13 pay £13.
- Adults pay \$40.81 while children pay \$32.86 to get into the Magic Kingdom in Florida in the U.S.A.. In this theme park the attractions include Space Mountain, the Jungle Cruise, and the Haunted Mansion. Furthermore, visitors can watch the Mickey Mania parade and a fireworks show, and if they get hungry, they can go to one of the many snack bars and restaurants there.

(Suggested answer)

The theme park that I would like to visit is Universal Studios in America. I love going to the cinema, and I imagine that attractions such as Jurassic Park, ET and Jaws would be very realistic. The boat cruise through a tropical forest sounds thrilling. Also, I think that the daily ticket at \$34 is very reasonable.

Language Development (pp. 135 - 137)

- 1 (Ss do the exercise on their own. T explains any unknown vocabulary while checking Ss' answers.)

theatre: aisle, curtain, foyer, play, playwright
ALSO: actors/actresses, director, pantomime, etc.

concert: band, microphone, lyrics, guitarist, lead singer, drums
ALSO: fans, singers, saxophone, etc.

circus: acrobats, cages, clowns, flying trapeze, performing animals
ALSO: elephants, performers, tigers, etc.

funfair: dodgems, rides, haunted house, roller-coaster, big wheel
ALSO: stalls, hotdogs, candy floss, etc.

(Suggested answer)

I like the funfair most because I love the excitement of the rides.

- | | | |
|---|-------------------------|-----------------------|
| 2 | 1. director, producer | 6. clowns, acrobats |
| | 2. author, screenwriter | 7. curator, caretaker |
| | 3. scene, stage | 8. usher, conductor |
| | 4. jokes, tricks | 9. cages, aquarium |
| | 5. spectators, audience | 10. orchestra, cast |
-
- | | | | |
|---|------------|---------|-------------|
| 3 | 1. onto | 5. into | 9. with |
| | 2. about | 6. in | 10. on, for |
| | 3. for, in | 7. on | |
| | 4. to | 8. for | |
-
- | | | |
|---|-----------------|-----------------|
| 4 | 1. Do you fancy | 4. Why don't we |
| | 2. What about | 5. We could |
| | 3. We could | 6. Let's |

Tapescrpt for Exercise 4 (to be heard twice)

Peter: Would you like to go out this evening?

Ann: Yes, why not? What do you have in mind?

Peter: Do you fancy going to a concert? The Ragford Symphony Orchestra's playing at the Sindican Centre tonight at 7.30.

Ann: Oh no! I'm not in the mood for that kind of thing. What about going to the theatre?

Peter: We could. Oh, maybe not. There's a pantomime on, but it starts at 6.30, and it's 6.15 now.

Ann: Oh, I see. Well, why don't we go to the cinema? Rob Roy is on at the Odeon.

Peter: That sounds nice. We could have a quick snack before we buy our tickets.

Ann: That's a lovely idea. Let's go to Pierre's.

5 (Suggested answer)

SA: What are we going to do tonight? Shall we go to a nightclub? They've got guest DJs at the Sphinx tonight.

SB: Oh no, not a nightclub. I've got to be up early tomorrow. We could go to a concert, Sir Brian St John is conducting at the Sindican Centre tonight.

SA: I can't stand classical music though. How about a film? They're showing Rob Roy at the Odeon at 7.30.

SB: That sounds great. Let's go there then.

- 6
2. amusing (circus)
 3. exciting (funfair)
 4. boring (concert)
 5. entertaining (cinema/film)
 6. convinced (theatre)
 7. disappointing (ballet)
 8. interesting (museum)
 9. shocked (zoo/circus)
 10. thrilling (opera/musical)

- 7
- B. opera/musical, bored
 - C. film/cinema, delighted
 - D. museum/gallery, impressed
 - E. circus, disturbed

Tapescrpt for Exercise 7 (to be heard twice)

A: As the rollercoaster started moving, my stomach turned to jelly. It got faster and faster and soon I was screaming as loudly as I could. I regretted ever getting on it, and when I finally got off, my legs were shaking so much I could hardly walk.

B: I could barely keep my eyes open during the performance. The acting and music were so tedious. It was so long that I thought the night would never end. The lead singer was awful, she sounded as if she was screaming.

C: I wanted to see it as soon as it was released and I'm glad I did. The story was very amusing and the actors gave superb performances. The location shots in the Scottish Highlands were stunning and it was a great way to spend the evening.

D: The exhibition was very interesting. One sculpture in particular was very impressive. I liked the way the artist used glass and metal. I found the entire exhibition very stimulating.

E: As we sat in the huge tent, watching the activities in the centre ring, I felt very disturbed. The way in which the performers treated the animals was appalling and I didn't find the clowns or the acrobats amusing.

(Suggested answer)

- A:** I fancy going on the rollercoaster at the funfair.
B: I'd rather not. I'm afraid of heights. I'd like to go to the opera.
A: Oh no! I wouldn't like that. I'd get bored at the opera.

8 (T should remind Ss of techniques to be employed in this word formation exercise. See Unit 1, Ex 10, p. 13, in T's book.)

- | | |
|----------------|------------------|
| 1. favourite | 7. spicy |
| 2. adventurous | 8. traditional |
| 3. pleasure | 9. socialise |
| 4. tasty | 10. relaxing |
| 5. carefully | 11. preparations |
| 6. experienced | 12. enjoyable |

9

1. cast	4. setting
2. characters	5. plot
3. script	6. scene

10 (T should remind Ss of techniques to be used to handle this open cloze text. See Teacher's Book, Unit 1, Ex 9, p. 13.)

- | | |
|-------------|-------------------------|
| 1. from | 9. never/not |
| 2. who | 10. which/that/who/whom |
| 3. been | 11. both |
| 4. being | 12. whose |
| 5. becoming | 13. her |
| 6. well | 14. in |
| 7. as | 15. make |
| 8. by | |


- The true story of Dian Fossey.
- Sigourney Weaver, Bryan Brown and Iain Cuthbertson.
- In Africa in the sixties.
- Michael Apted.
- The film will appeal to everyone, young and old alike, who believes that one person really can make a difference.

11 (Ss read the list of adjectives first and try to explain them. Then T plays the tape and Ss tick accordingly.)

adjectives to be ticked

characters: convincing, weak, original

plot: involving, dramatic, moving, entertaining

 **Tapescript for Exercise 11 (to be heard twice)**

Presenter: With us this evening we have novelist Julia Symonds to talk about her choice for book of the week. What book have you chosen, Julia?

Julia: Well, Charles, I've decided that *The Last Moon* by Simon Hamson is my favourite.

Presenter: Ah, yes - he's written some very enjoyable novels.


Julia: Yes, and I think this is his best. The outstanding thing about it is the characters. They are totally **convincing** - well, apart from one or two minor characters, who are a bit **weak**. The main characters are incredibly **original** - they are the kind of people who would be extremely interesting to meet.

Presenter: And what about the plot?

Julia: Oh, it's very **involving**. From the very beginning I was completely absorbed and simply couldn't put it down. The story is **dramatic, moving** and at the same time very **entertaining**. I would definitely recommend this novel to anyone who cares about good writing.

Presenter: Well, thank you, Julia. And next on our programme we have...

12 (T sets time limit of 5 minutes so that Ss can prepare themselves to talk about a film/book they have recently seen/read. T then asks some Ss to report to the class. T, then, assigns it as written HW.)

 **Grammar/Use of English (pp. 138-139)**

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1 Sentences asking for permission: 3,4,5,8
 Sentences giving permission: 6,7
 Sentences refusing permission: 1,2
 Formal sentences are: 2,4,7,8
 Informal sentences are: 1,3,5,6

2 **(Suggested answers)**

- Do you think I could move to another seat?/May I move to another seat?
- I'm sorry, but you can't borrow my CD player./I'm sorry, but I can't let you borrow my CD player.
- Might I see the ambassador?
- You may go in now./You may see him now.
- Employees may not eat lunch at their desks.
- Yes, you can go to your friend's party.

3 Sentences which are offers: 2,3,5

Sentences which are suggestions: 1,4,6,7,8

4 **(Suggested answers)**

- Would you like me to look after Simon?/Shall I look after Simon?
- Shall we go to the beach?/Let's go to the beach. We could go to the beach./Why don't we go to the beach?
- Why don't you join the new gym that's opened?/A new gym has just opened in town. Why don't you join it?/How about joining that new gym that's opened in town?
- Would you like me to do the shopping?/Shall I do the shopping?
- Shall I help you with your maths homework?/Would you like me to help you with your maths homework?

5 The **past participle** (bored) shows how the person feels.

The **present participle** (boring) describes the person, e.g. What is Peter like? Boring.

- 6
2. ... the lecture boring.
 3. ... the acting disappointing.
 4. ... fascinated by the film.
 5. ... the music moving.

7 *Sentence 1* describes a completed action, *sentence 2* an action in progress.

- 8
- | | |
|------------------|--------------|
| 1. ringing | 4. trying |
| 2. get, sit down | 5. run, jump |
| 3. laughing | |

9 (Suggested answers)

Lynn

- She is dancing at the moment.
- She is a ballet dancer so she probably practises a lot.
- I expect she went to a ballet school before she became a professional dancer.
- It's likely that she'll become a ballet instructor when she finishes her career as a performer.

Dean

- He is a surfer.
- He is taking part in a surfing competition.
- He first practised on small waves.
- He hopes he will be a surfing hero like Peter Townsend.

11 (The words in bold should be crossed out by Ss.)

Dear Sarah,

I'm writing to you from **the** Brighton, **in** where I'm spending my summer holidays. The weather is **so** perfect and I'm having a great time.

Last night I went to the funfair with my sister, Tina, and we really **had** enjoyed ourselves. It's down by the beach and there are lots of different rides **one** to go on, as well as a mini rollercoaster. We went on many rides, such as **like** the big wheel and the Waltzers. We **had** even had two goes on the dodgems. We also went into the haunted house. Tina was **being** trembling with fear; all I could do was **to** laugh. By the end of the evening we both felt a bit **of** sick!

I wish you were **been** here with us. I'm looking forward to **be** hearing from you.

Love,
Lydia

12 Pronunciation

	/ iə /	/ eə /		/ iə /	/ eə /
rear	✓		chair		✓
rare		✓	cheer	✓	
tear(n)	✓		fair		✓
tear(v)		✓	fear	✓	



Listening Task (p. 140)

(T should tell Ss how to deal with this listening task which consists of eight short unrelated extracts.)

Steps to be followed

- When listening for the first time, look out for key words which are related to one of the three choices. Keep in mind that the "key words" may be included in the incorrect choices.
- Listen to each extract again and check your answers.

- | | | | |
|------|------|------|------|
| 1. A | 3. A | 5. C | 7. A |
| 2. B | 4. C | 6. B | 8. C |



Tapescript for Listening Task (to be heard twice)

You hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.

- 1 You hear a man talking about a film he has been to see. What was his reaction to the film?
- A He was disappointed with it.
 - B He thought it was excellent.
 - C He hated the whole thing.

I went to see *The Secret Spy* last night as I'd read some excellent reviews for it in the papers. It was really exciting at the beginning when the spy escaped from prison, disguised himself as a priest, and managed to steal the top secret documents from the president's office. But then it started to get confusing and the ending was quite ridiculous, which was a real shame as it started off so well.

- 2 You hear a young man talking about a rock concert he saw. What happened?

- A The police arrested all the fans.
- B The band played well.
- C Rain stopped the performance.

I had been looking forward to the concert for ages, then on the big day it poured! Fortunately, though, the rain had stopped by the time the band came on. They gave an excellent performance although they stopped playing for a bit at one point because of troublemakers in the crowd and the police had to come on and calm everything down. Apart from that, though, I had a great time and I'd definitely go and see them again.

- 3 You hear a woman talking to another person. What is she talking about?

- A her car
- B her bicycle
- C her hair

... Well, it is very dirty, yes, give it a wash if you have time, but, well, much more important really is to repair the gearshift, it's really giving me a lot of trouble and sticking all the time; makes it difficult to drive. No need to fill the petrol tank, just concentrate on the gears.

- 4 You overhear an old man talking about the time he spent in Paris. What was he doing there?

- A He was designing buildings.
- B He was on holiday.
- C He was at university.

I'll never forget the three years that I spent as a student in Paris. It was an ideal environment for learning, what with all its museums and fabulous architecture. After my morning lectures I would go and eat my lunch on the banks of the Seine where there was always an artist or two sketching the view. And in the evenings my friends and I would stroll down to the Left Bank where we'd sit and argue about art and politics over coffee until the early hours.

- 5 You overhear a couple having an argument. What are they arguing about?

- A their neighbour
- B their lodger
- C their dog

Woman: Brian, he's got to go!

Man: But why?

Woman: Well, first of all he smells. It's so embarrassing when guests come round, and what about the furniture? He's chewed the sofa to bits and it takes ages to get all the hairs off the carpets.

Man: Come on, Julie. You're overreacting!

Woman: I am not! You know Mrs Davis phoned me again this evening? She said he didn't stop barking all day! Seriously Brian, I've had enough. He's going!

- 6 You hear a man talking about his job. What does he do?

- A He is a computer programmer.
- B He is a painter and decorator.
- C He is a van driver.

I never thought I'd end up doing a job like this. I studied computers at university, so of course I expected to end up in programming. I did try it, in fact, but I hated being stuck in front of a screen all day, so this friend of mine who has a van suggested we start a business together. You know, I really love it. It's such a great feeling to make an old house look new again, and I especially like the outdoor work. I used to be afraid of climbing ladders, but I soon got over that!

- 7 Listen to two people talking. Where have they just returned from?

- A a party
- B a meeting
- C a sports event

Woman: Oh, that was terrible, wasn't it?

Man: Oh, I know. I don't care if I ever meet any of those people again.

Woman: Really, you'd think they were at a football match - all the shouting and pushing and everything.

Man: And everyone trying to solve the world's problems as if it was a meeting of the world's leaders or something.

Woman: I know, I know. All that fuss for a simple anniversary.

Man: Well, all I can say is, never again!

- 8 You hear a writer talking about books. What is she worried about?

- A The selection of books available.
- B The amount of TV that people are watching.
- C The number of books that people are reading.

You know, I go around these big bookshops today, and I'm amazed at the variety of books that are available. We've never had such a selection to choose from! In spite of this, though, publishers keep reminding us that people are reading less and less! I don't know whether it's TV or computers or what that's responsible for this trend, but it does worry me a lot.

**Speaking Task (p. 140)**

(T should remind Ss of techniques to be used to handle this Speaking Task. See Teacher's Book, Unit 5, Speaking Task p. 59.)

(Suggested answers)

- The first picture shows a couple eating dinner in a restaurant. It's an expensive-looking restaurant with very modern decor and smartly dressed waiters, so I think the couple have probably chosen to eat there to celebrate a special occasion. The second picture shows some people in an art gallery. The paintings look very old and the people look quite serious, so maybe they are historians.
- I would prefer to go to the art gallery because I'm very interested in art and I love the peaceful atmosphere that art galleries always seem to have.

**Writing (p. 141 - 143)****Reviews****1 (Suggested answers)**

It's a short description of a film/book. I would find a film/book review in a newspaper or magazine.

- 2 a) It's an action film with a touch of romance.
- b) A famous singer and a bodyguard.
- c) The plot is about someone trying to kill the famous singer and the bodyguard trying to protect her.
- d) Yes, they do.

**Tapescrpt for Exercise 2 (to be heard twice)**

Liz: Hi Paul! I'm sorry I'm late but I got caught in the traffic.

Paul: That's alright. I haven't been waiting long. Can I get you a drink?

Liz: Please - I'd love a hot chocolate - it's freezing out there!

Paul: Sure... Excuse me? A hot chocolate, please.

Waiter: Yes, sir.

Liz: So have you decided what film we're going to see?

Paul: Well, judging by the reviews, *The Bodyguard* sounds like our best choice.

Liz: I don't think I've heard of that one. What kind of a film is it?

Paul: Well, the review says it's an action film with a touch of romance.

Liz: Mm. I like the sound of that. Who's in it?

Paul: Whitney Houston stars as a famous singer and Kevin Costner as her bodyguard.

Liz: So what's it about, then?

Paul: Well, apparently she hires the bodyguard after receiving some threatening letters, but the problem is, she doesn't realise how serious the threats are. Any-

way, basically the film is about their relationship and his attempts to protect her.

Liz: Oh! Sounds very good. What did the critics think of it?

Paul: Let me see, ah yes ... "fantastic soundtrack ... excellent performances by Houston and Costner" ... and "contains all the right ingredients to make it a hit". So what do you think?

Liz: Well, you've convinced me. What time does it start?

- 3 • A comedy
- The doting father (Steve Martin), the long-suffering wife (Diane Keaton), the beloved daughter and the wedding organiser (Martin Short).
- Present Simple and Present Continuous.
- The film is funny, enjoyable and suitable for young and old alike. It is well worth going to see if you like a good chuckle.

4 (Suggested answer)

Book review: *Wuthering Heights* by Emily Brontë

Paragraph Plan

Introduction: set in Yorkshire, England - late 1800's. Main characters: Heathcliff, a boy from the streets of Liverpool and Catherine Earnshaw, a girl from a fairly wealthy family.

Main Body: tells the story of how Heathcliff and Catherine fall in love; well-written, interesting plot

Conclusion: should read it; highly entertaining love story.

Articles

- 5 Extract A: picture 3 news article/report (formal)
- Extract B: picture 1 descriptive (informal)
- Extract C: picture 2 argumentative (formal)

**Tapescrpt for Exercise 5 (to be heard twice)**

- A. One of the most destructive hurricanes of the century hit the islands of the South Pacific late last night. Hurricane Harry caused millions of pounds of damage, destroying homes and businesses. Hundreds of people were left homeless and are temporarily being housed in tents.
- B. Whether you prefer relaxing strolls, vigorous hikes, romantic boat rides or an exciting time windsurfing, the Lake District is the place to choose for a holiday. You will find beautiful scenery, friendly people and an endless variety of activities to choose from.
- C. Carl Lewis, Shaquille O'Neil and Steffi Graf are only a few of the professional athletes who earn millions of dollars each year. Many people envy their glamorous lifestyles and young fans strive to be like their favourite sports star. However, there are also some disadvantages to being a professional athlete.

- 6
1. B - news report
 2. A - descriptive
 3. C - argumentative (for and against)

Suggested headlines

1. Boat Sinks in Storm
 2. Pleasant Times at Fern Manor
 3. Should Military Service Be Compulsory?
- 7
- a. Model C: includes descriptive techniques (formal)
 - b. Model B: includes argumentative techniques (formal)
 - c. Model A: includes only facts and is a newsreport about a disaster (formal)

- 8
1. F 2. T 3. F 4. T 5. F

9 **Points to be discussed before Ss write any of the three topics**

1. description of a place including narrative techniques (See *Writing sections, Units 2 and 3 in S's book.*)
2. (formal) - argumentative - expressing opinions

Points:

- gives the children a sense of loyalty to the school.
 - parents do not spend a lot of money on clothes.
 - children whose parents can't afford it don't feel jealous of their expensively dressed friends.
 - children focus on schoolwork, not their clothes.
3. (formal) - descriptive of an event (See *Writing section, Unit 4 in S's book.*)

After Ss have finished with Unit 11, they can do the video project work as explained on p. 140 in the Teacher's Book.

Unit 12 - Transport

Objectives of Unit 12

Lead-in (p. 144)

discuss ideas about topic; listen for specific information in order to get an idea of text content

Reading (p. 145)

skim several short texts for specific information

Vocabulary Practice (p. 146)

- Ex 1 deduce the meaning of words from context
- Ex 2 identify alternative words/expressions
- Ex 3 form verb/noun adjective/noun collocations and expressions
- Ex 4 choose between commonly confused items
- Ex 5 identify equivalences between words and phrasal verbs
- Ex 6 practise use of dependent prepositions

Talking points: use the text subject as a stimulus for further discussion

Language Development (pp. 147 - 149)

- Ex 1 discuss history of transport from picture prompts; skim a short text to check information
- Exs 2, 3, 4 work with vocabulary groups
- Ex 5 listen for specific information; gather vocabulary from listening text
- Ex 6 work with commonly confused items in context
- Ex 7 work with related vocabulary in a text
- Ex 8 listen for specific items; use dialogues as a basis to act out new dialogues
- Ex 9 use picture prompts and given expressions to form statements using comparative and superlative structures

- Ex 10 practise taking information from graphs
- Ex 11 listen for specific items
- Ex 12 distinguish between pairs of commonly confused words
- Ex 13 build words from a given stem

Grammar / Use of English (pp. 150 - 151)

- Exs 1-9 presentation of adjectives/adverbs, comparative/superlative; as - like
- Ex 10 revise structures through error correction
- Ex 11 distinguish between minimal pairs; produce sounds

Listening Task (p. 152)

blank filling; understanding gist and specific information

Speaking Task (p. 152)

make speculations - express opinions using given visual prompts

Writing (pp. 153 - 155)

- Ex 1 listen for specific information; complete a questionnaire; discuss style/use of reports
- Ex 2 practise in use of passive voice; practise drawing conclusions from statistics/figures
- Ex 3 compare and analyse two sample reports
- Ex 4 practise with connectors within context of report
- Ex 5 check Ss' understanding of guidelines covered in Writing section
- Ex 6 identify different styles of article introductions/conclusions - independent practice of elements introduced in Writing section

Unit 12 - Transport



Lead-in (p. 144)

(Suggested answers)

- The fastest means of transport is the aeroplane. It is also the safest.
- My favourite means of transport is the cruise ship. It's relaxing, you can walk around and there are usually lots of things to do on a cruise ship.
- **Advantages of travelling by taxi:** It's quick, convenient, and more private than travelling by bus.

Disadvantages of travelling by taxi: It can be expensive, and it can be difficult to find a cab when you need one. Also, you can get stuck in heavy traffic.

City	Type of Taxi	Driver's Weekly Wage
London	black cabs	£800
Mexico City	VW Beetles	£70
Mahajanga	pousse-pousse	£3.50
Hong Kong	rickshaws	£280
Fez	small European cars	£45
Surakarta	becaks (bicycle rickshaws)	£5
Venice	gondolas	£450



Reading (pp. 144-145)

(T should remind Ss of techniques to be used to handle this Reading Task. See Teacher's Book, Unit 5, Reading p. 51.)


- | | |
|--------------------------|--------------------------------|
| 1. A | 8,9,10. B, C, F (in any order) |
| 2,3. A, G (in any order) | order) |
| 4. F | 11. E |
| 5. C | 12. C |
| 6. G | 13,14. B, E (in any order) |
| 7. B | 15. D |

(After Ss have done the Reading Task, T asks comprehension questions.)

(Suggested comprehension questions)

1. How do the drivers of London's black cabs get their green badge? *By completing "The Knowledge".*
2. What do they have to memorise? *Every street within six miles of Charing Cross.*

3. Who regulates London's taxi drivers? *The Metropolitan Police.*
4. Are their exams easy? *No, they aren't! Actually, they are conducted with military formality.*
5. How much is the minimum fare? *£1.50*
6. Are the taxi drivers well paid? *Yes, they are, because their weekly wage can be up to £800 a week.*
7. Are fares in Mexican taxis expensive? *No, they aren't but taxi drivers cheat customers so passengers often end up paying a lot.*
8. How much money do the Mexican taxi drivers earn a week? *About £70.*
9. What is the most popular taxi in Madagascar? *The pousse-pousse.*
10. Why are they called this? *Because if the boys who pull them get stuck, they ask passers-by to get behind the cart and start pushing them.*
11. How many rickshaw boys are there in Hong Kong today? *20.*
12. Do they respect the traffic laws? *No, they don't. They ignore red lights, they go the wrong way down one way streets and even pull their passengers down pedestrian subways.*
13. Who uses rickshaws nowadays? *Mainly tourists.*
14. What types of taxi can you find in Morocco? *Mercedes limousines for long journeys and small European cars for shorter trips.*
15. What colour should a Fez taxi be? *Red with a black roof.*
16. In what way are Indonesian rickshaws unique? *Passengers sit at the front.*
17. Are these rickshaws still in use in Jakarta? *No, they aren't, as they are considered to be too dangerous.*
18. When did gondolas come into existence? *In the 16th century.*
19. How could someone get a job as a gondolier then? *They had to know someone who was already a gondolier.*
20. Are things the same nowadays? *No, this changed two years ago and now anyone can become a gondolier.*
21. How can someone become a gondolier nowadays? *By passing an exam in which they are tested on skill and knowledge of Venetian history, geography and culture.*
22. How much does a gondolier earn per week? *About £450.*
23. How much would they charge for a journey? *At least £28.*

 **Vocabulary Practice (p. 146)**

1 [Ss try to explain the words in bold by giving a definition or an example or by using L1 (students' native language).]

- | | |
|----------------|----------------|
| 1. calculation | 6. confined to |
| 2. trade | 7. reckless |
| 3. mopeds | 8. caters |
| 4. discipline | 9. regulated |
| 5. license | 10. forbidden |

3 (Ss should memorise these collocations. T checks in the next lesson.)

- | | |
|--------------|-------------|
| 1. military | 6. to cheat |
| 2. cheaper | 7. dying |
| 3. minimum | 8. traffic |
| 4. weekly | 9. one-way |
| 5. financial | 10. head-on |

4 (Ss do this exercise on their own. T elicits/explains the meaning of each distractor while checking Ss' answers.)

- | | |
|-------------|-----------|
| 1. earn | 3. unique |
| 2. memorise | 4. impact |

1. **win sth** = to get sth one wants esp as a result of hard work e.g. win the right

gain sth = to get more of sth needed or wanted e.g. gain experience

take = to accept sth e.g. to take the job

earn = to get money by working

2. **memorise** = to learn sth well enough to remember it exactly e.g. memorise a poem

remember = not forget

recall = bring to mind

remind sb of sth = to help sb remember sth they may have forgotten

3. **unique** = being the only one of its kind

sole = one and only e.g. the sole survivor

only = without others of the same group

alone = only (following a noun or pronoun)

4. **outcome** = result of an action

impact = force of one object hitting another

result = outcome of sth

effect = result; outcome

(Ss should memorise the phrasal verbs and prepositions from Exs 5 and 6. T checks in the next lesson.)

- | | | |
|---------|------------|-----------|
| 5 1. up | 3. on | 5. in for |
| 2. off | 4. through | |

- | | | |
|---------|--------|--------|
| 6 1. on | 4. for | 7. for |
| 2. on | 5. on | 8. for |
| 3. on | 6. to | |

 **Talking Points (p. 146)**
(Suggested answers)

- I think the pousse-pousse sounds the most interesting. I like being out in the open air, and that type of taxi would be fun to travel in.
- The good things about being a taxi driver are: you meet people; you don't have a boss looking over your shoulder; you can earn a decent living if you work in London, Venice or Hong Kong. Working hours are flexible, too.
- Some bad aspects of the job include having to drive in heavy traffic and breathe in car fumes all day. Many drivers have to work very long hours to earn enough to live on.
- I don't think I'd like to be a taxi driver. Apart from the danger of car accidents, drivers are sometimes attacked or killed for their money by robbers.

 **Language Development (p. 147 - 149)**

1 **Transport shown:** hot-air balloon, steamboat, steam train, bicycle, aeroplane

(Suggested answers)

I think the bicycle was invented first because it seems to be the simplest form of transport. The aeroplane must be the most recent invention because its construction seems to be very complicated.

(Correct answers)

- 1st: hot-air balloon (1783)
 2nd: steamboat / steam train
 3rd: bicycle
 4th: aeroplane (1903)

(Suggested answer)

All of these forms of transport are still in use today, but they have changed quite a bit. Hot-air balloons are a lot safer than they used to be, thanks to modern technology. Bicycles today are a lot faster and much lighter. Ships and trains are a lot faster today and they're more comfortable. I think aeroplanes have probably changed the most, though, and it is now possible to fly from London to New York in 5 hours by Concorde.

2 a. **air:** hang-glider, aeroplane, helicopter, hot-air balloon

land: car, motorcycle, coach, bicycle, lorry, hovercraft, train, bus, taxi

sea: submarine, ship, raft, canoe, ferry, hovercraft

b. **to steer** = a submarine, a hang-glider, an aeroplane, a car, a ship, a helicopter, a hot-air balloon, a motorcycle, a coach, a raft, a canoe, a ferry, a bicycle, a lorry, a hovercraft, a train, a bus, a taxi

to drive = a car, a coach, a lorry, a train, a bus, a taxi

to ride = a motorcycle, a bicycle

to fly = a hang-glider, an aeroplane, a helicopter, a hot-air balloon

to paddle = a raft, a canoe

- 3 1. deckchair 3. exhaust pipe 5. bonnet
2. anchor 4. handlebars

4 **Planes:** runway, flight attendant, life-jackets, co-pilot, radar, boarding pass, compartment

Ships: mast, harbour, life-jackets, engine room, radar, purser, horn

Trains: locomotive, driver, carriage, platform, wagon, horn, level crossing, compartment

Buses: driver, dashboard, number plate, horn, rear view mirror

5 A SHIP

1. captain 5. harbour
2. aboard 6. lifebelts
3. voyage 7. cabin
4. deck

B AEROPLANE

1. crew 4. seatbelt
2. take-off 5. equipment
3. compartment 6. flight

C TRAIN

1. Platform 3. station
2. tickets 4. carriages

Tapescript for Exercise 5 (to be heard twice)

A. Good afternoon ladies and gentlemen. This is your purser speaking. On behalf of our **1) captain** and crew I would like to welcome you all **2) aboard** the M.S. Jubilee. We wish you a pleasant and comfortable **3) voyage**. As passengers on the **4) deck** can see, we are now lifting the anchor and shall be leaving the **5) harbour** immediately. Passengers are reminded, for security reasons, that at 17:30 we shall be holding a life saving drill. Your **6) lifebelts** can be found in the bottom of your wardrobes. The number of your muster station is on the back of your **7) cabin** door.

B. On behalf of the **1) crew** welcome aboard TWA flight 801 from New York to Los Angeles. As we prepare for **2) take-off**, we would like to remind you to place any hand luggage in the overhead **3) compartment**. Make sure your seat is in the upright position and please fasten your **4) seatbelt**. Before our departure members of the crew will demonstrate the aircraft's safety **5) equipment** and procedures. When our cruising altitude has been reached, the crew will serve refreshments and a light snack. We wish you a pleasant **6) flight**.

C. **1) Platform** 3 for all passengers travelling to Rugby, Stafford and Crewe. Those with **2) tickets** for Manchester and the North should change at Crewe **3) station**. First class compartments are situated in the first two **4) carriages**. A buffet car is available for those wishing to buy refreshments during the journey.

- 6 1. journey 4. voyage 7. route
2. trip 5. travel
3. flight 6. tour

- 7 1. ignition 5. dashboard
2. clutch pedal 6. rear view mirror
3. gear 7. brake
4. accelerator pedal 8. seatbelt

- 8 a. 1. Single 4. platform
2. direct 5. ticket
3. change

- b. 1. passport 4. pass
2. seat 5. gate
3. luggage

Tapescript for Exercise 8 (to be heard twice)

- a. **A:** I'd like a ticket for the next train to York, please.
B: **1) Single** or return?
A: A return, please.
B: What date will you be returning?
A: On the 18th of January. Could you tell me if that's a **2) direct** train?
B: I'm afraid you have to **3) change** at Doncaster.
A: Which **4) platform** does it leave from?
B: Six.
A: And how much is the **5) ticket**?
B: That'll be £35.50, please.
A: Here you are ...
- b. **A:** Good morning. Could I have your **1) passport** and ticket, please?
B: Here you are.
A: Do you prefer smoking or non-smoking?
B: Non-smoking please. Could I have a window **2) seat**?
A: Let me check if there is one available. Ah yes, there is. Do you have any **3) luggage**?
B: Just this suitcase.
A: Fine. Here's your boarding **4) pass**. You'll be departing from **5) gate** 16. Have a nice flight.
B: Thank you very much.

9 (T can assign Ex 9 as written HW after Ss have practised orally in class.)

(Suggested answers)

The train is more comfortable than the bus.
The car is not as safe as the train.
The car is the most convenient means of transport.
The bus is not as expensive as the train.
The bus is the least comfortable means of transport.
etc.

10 1. majority 2. large proportion of 3. per cent 4. minority

11	bus	reliable	<input type="checkbox"/>	comfortable	<input type="checkbox"/>	crowded	<input checked="" type="checkbox"/>
		slow	<input checked="" type="checkbox"/>	unreliable	<input checked="" type="checkbox"/>		
		cheap	<input checked="" type="checkbox"/>	clean	<input type="checkbox"/>		
	train	dirty	<input type="checkbox"/>	on time	<input checked="" type="checkbox"/>	always late	<input type="checkbox"/>
		fast	<input checked="" type="checkbox"/>	speedy	<input type="checkbox"/>	comfortable	<input checked="" type="checkbox"/>
		crowded	<input type="checkbox"/>	convenient	<input checked="" type="checkbox"/>		
	car	difficult	<input type="checkbox"/>	expensive	<input checked="" type="checkbox"/>	stressful	<input checked="" type="checkbox"/>
		easy	<input checked="" type="checkbox"/>	crowded	<input type="checkbox"/>		
		fast	<input type="checkbox"/>	comfortable	<input checked="" type="checkbox"/>		
	bicycle	quick	<input checked="" type="checkbox"/>	boring	<input type="checkbox"/>	cheap	<input checked="" type="checkbox"/>
		tiring	<input type="checkbox"/>	great exercise	<input checked="" type="checkbox"/>	dangerous	<input checked="" type="checkbox"/>
		comfortable	<input type="checkbox"/>	frustrating	<input type="checkbox"/>		



Tapescript for Exercise 11 (to be heard twice)

- A. A: Good morning ... sorry I'm late. There was so much traffic and the bus was so **slow** today.
 B: Oh, you take the bus to work?
 A: Yes, and I'm getting fed up! Even though it's **cheap**, it can be **unreliable** sometimes and it's usually **crowded**. I never get a seat.
 B: Why don't you take the train? I do. It's **fast** and you don't have to worry about the traffic. It's always **on time** and the station is so close to the office ... it's ... so it's quite **convenient**. And I usually get a seat, so it's **comfortable** too.
 A: Well, I think I should start using the train to come to work!
 B: Yes, you should give it a try!
- B. A: Hi Jim! Good morning!
 B: Hello. I didn't know that you drove to work.
 A: Yeah - it's **easy** for me. The bus is too slow and there isn't a train station near my house. It's **expensive** but I don't mind. It's more **comfortable** than being on a hot, crowded bus! Sometimes it's **stressful** though - there's so much traffic every day.
 B: I love cycling to work. I live nearby so it's **quick**. I never have to worry about finding a parking space and it's **great exercise** - not to mention that it's **cheap** too! But I have to be careful - whizzing through traffic can be **dangerous** sometimes ...
 A: Well, you're lucky, you live nearby.

(T gives useful language on the board e.g. Only a few people, A lot of people, One in ten people, Six out of ten people, A minority of people, Very few people. Ss then make sentences using information from Ex 11. T asks some Ss to report back to the class, then assigns it as written HW.)

(Suggested answers)

- Although trains can be dirty and crowded, the majority of people prefer to commute by train because trains are fast and comfortable.
 - Although cars can be stressful, a few people prefer to commute by car because cars are fast.
 - Although bicycles are dangerous, a few people prefer to commute by bicycle because it's great exercise.
- 12 1. get 5. means
 2. carrying 6. routes
 3. closed 7. allow
 4. preferred 8. early
- 13 1. operation 6. noticeable
 2. successful 7. Environmentalists
 3. commuters 8. objections
 4. actually 9. significantly
 5. magnetic 10. alternative



Grammar/Use of English (pp. 150 - 151)

(T refers Ss to the relevant Grammar Reference Section in Student's Book and explains the theory before Ss do the exercises.)

- 1 1. comparative 3. comparative
 2. superlative 4. superlative

More (comparative) is used with adjectives of two or more syllables to compare one person or thing with another.

Most (superlative) is used with adjectives of two or more syllables to indicate that the person or thing being described has more of a specific character of quality than anything or anyone else in the same group.

2	Positive	Comparative	Superlative
	good	better	best
	intelligent	more intelligent	most intelligent
	far	farther/further	farthest/furthest
	heavy	heavier	heaviest
	much	more	most
	little	less	least
	hungry	hungrier	hungriest
	loud	louder	loudest
	bad	worse	worst

- 3
- | | |
|---------------------|------------------|
| 1. better | 5. more direct |
| 2. worst | 6. quicker |
| 3. most experienced | 7. higher |
| 4. faster | 8. more reliable |

- 4
- | | | |
|--------------|-------------|--------------|
| 1. the, than | 3. than, of | 5. the, than |
| 2. than, in | 4. in, than | |

- 5
- | | | |
|---------------|---------------|----------|
| 1. very, even | 3. most, much | 5. a bit |
| 2. far, than | 4. any | |

6 (Suggested answers)

- No other diet is as healthy as the Mediterranean one.
The Mediterranean diet is the healthiest of all.
- Bob isn't as/so noisy as his brothers.
Bob's brothers are noisier than him.
- The film we saw last night was the most interesting of all this year.
- The other maps aren't as complicated as this one.
This map is the most complicated of all.
The other maps are less complicated than this one.
- His second book isn't as imaginative as his first (one).
His second book is less imaginative than his first (one).
- Her cake was the best in the baking competition.
No other cake in the baking competition was as good as hers.
- The older she gets, the more experienced she becomes.
- I spent the same amount of money as my sister on clothes.
- I'd prefer to eat pasta rather than rice.
I prefer pasta to rice.
- The ferry is less convenient than the hydrofoil.
The hydrofoil is more convenient than the ferry.

7 (Suggested answers)

- Julie is **the oldest of all**.
Paula is **the same age as** Liz.
Liz is **younger than** Julie.
Paula is **the same weight as** Liz.
Julie is **lighter than** Paula and Liz.

Liz earns **less money than** Julie but Paula earns the **least money of all**.

Liz's car is **more expensive than** Paula's but Julie's car is **the most expensive of all**.

Liz's car is **cheaper than** Julie's but Paula's car is **the cheapest of all**.

Liz's flat is **bigger than** Paula's.

Paula's flat is **the smallest of all**. etc.

- 8 In *sentence a* **as** is used to say what the person does for a living, while in *sentence b* **like** is used as a simile to say how hard the person works. **As** is used literally, while **like** is used figuratively. **As** can also be used for comparative forms, e.g. This coat is not **as** expensive **as** that one. **Like** can be used to express similarity between objects and people. e.g. She looks **like** her sister.

- | | |
|-----------------|-----------------|
| 1. as, as | 4. like, as, as |
| 2. like, as, as | 5. as, as, like |
| 3. as, like | |

- 9
- ... is as good as ...
 - ... the best you can ...
 - ... twice as much ...
 - ... is the same size as ...
 - ... is faster than taking ...
 - ... the healthier ...
 - ... was much longer than ...
 - ... was less impressive than ...
 - ... drive any faster than ...
 - ... works as a physician ...
 - ... was the least interesting of ...
 - ... far more expensive than ...

10 (Ss should cross out the words in bold.)

Dear Jane,

Thanks so much for your last letter. I **have** had to fly to Paris for a business conference last week, and what a terrible journey **this** it turned out to be. **The** first of all, when I arrived at the airport I discovered that my flight was **been** delayed by three **more** hours. After a **too** long boring wait I eventually boarded **on** my plane. I had to sit next to a man who **he** wouldn't stop talking. To make matters **more** worse, the weather was so **very** terrible that the flight was very uncomfortable. Worst of all, when we **were** finally arrived in Paris, I discovered that my luggage was missing, along with all of my important papers. I was **much** furious when I found out that it had been sent to Mexico City by **the** mistake. Needless **is** to say, I won't be travelling with that airline again.

A lots of love. Write soon.

Cathy

11 Pronunciation /ɒ/ (short vowel), /ɔː/ (long vowel)

	/ɒ/	/ɔː/		/ɒ/	/ɔː/
shot	✓		port		✓
short		✓	pot	✓	
spot	✓		forks		✓
sport		✓	fox	✓	



Listening Task (p. 152)

(T should remind Ss of techniques to be used to handle this Listening Task. See Teacher's Book, Unit 1, Listening Task p. 13.)

1. is valid
2. a visa
3. embassy
4. (local) currency
5. exchange rate
6. traveller's
7. travel documents
8. medication
9. long distances
10. comfortable shoes



Tapescript for Listening Task (to be heard twice)

Bill: ... and finally on today's Holiday Programme we have the highly talented travel writer, Jonathan Regis, to give us a few tips on how to travel wisely. Welcome to the studio, Jonathan.

Jonathan: Thanks, Bill.

Bill: So, what words of advice do you have for our listeners?

Jonathan: Well Bill, first of all, before you even book your holiday, make sure that your passport **is valid** as getting a new one can take up to six weeks. Secondly, find out if you need a **visa** to travel to the country you're planning to visit.

Bill: So where would you go to get a visa?

Jonathan: You have to go to the **embassy** of the country you want to visit. Also, it's a good idea to go to the bank and buy some **local currency** of the country you are going to.

Bill: Isn't it easier to exchange money at the airport?

Jonathan: Yes, but at a bank you'll get a much better **exchange rate** than you would at an airport. But don't take too much cash with you — it can easily be lost or stolen. It's safer to take **traveller's** cheques because they can only be exchanged for cash by the person whose name is on them. Furthermore, if they are stolen, the bank will give you new ones.

Bill: A lot of holidays get off to a bad start when travellers encounter problems at the airport. What can they do about this?

Jonathan: Well, the first thing to do is make sure that you keep all **travel documents** in your hand luggage where they can easily be reached. You'll be amazed how many people actually pack their tickets and passports in their suitcases! Also, if you're taking any **medication**, carry the doctor's prescription with you — otherwise customs officers might think that you're smuggling drugs.

Bill: Any final suggestions?

Jonathan: Yes, one more thing; it might sound unimportant, but when flying **long distances**, make sure that you wear **comfortable shoes**. I'll never forget the first time I flew to the States; I took my shoes off only to find that I couldn't get them back on again when we arrived! Very embarrassing, I must say!

Bill: Jonathan, thanks very much for sharing your advice with our viewers today. Now, onto the subject of your new book. (FADE)



Speaking Task (p. 152)

(Suggested answers)

The aeroplane and the car belong to the present. The ship (schooner) and the stage coach belong to the past. The flying train and the flying car belong to the future.

Plane

A: A plane can be very fast and comfortable.

B: That's true but it's very expensive. It can be unreliable too because there might be delays.

Car

A: A car is very comfortable. You can stop wherever you want and you don't have to share it with others.

B: That's true, but it's very expensive, not to mention the fact that it can be very difficult to find somewhere to park.

Ship

A: Travelling by ship is very nice. You can chat to the other passengers and enjoy a leisurely voyage.

B: I agree, but it is very slow, isn't it? It can be very expensive, too.

Stage Coach

A: The stage coach was an environmentally friendly means of transport.

B: I agree, but it was very slow and rather uncomfortable.

Flying train

A: The flying train will be much faster than trains today.

B: I'm sure it will, but it looks rather dangerous. I don't think I would want to use it.

Flying car

A: The flying car will solve our traffic problems, so we'll be able to spend less time travelling.

B: That's true, but there will probably be a lot more car accidents too, and imagine how much pollution they'll cause.

How transport will change in the future

Solar energy will be used instead of petrol; therefore transport will become more environmentally friendly. I think that it will also become more expensive.



Writing (pp. 153 - 155)

1 CLACKFORD BUS COMPANY QUESTIONNAIRE

1. How often do you use the bus?
never rarely often every day
2. Do you take the bus to go:
to work to school shopping
3. Is the bus service reliable and efficient?
all of the time most of the time
some of the time
4. How would you describe the drivers?
polite helpful rude careful
5. How would you describe the buses?
clean well-maintained dirty

(Suggested answers)

1. Yes, I think so.
2. It should contain information on the passengers' opinions about various aspects of the bus service, such as how reliable the buses are, what the drivers are like and the condition of the buses.
3. Formal

Tapescript for Exercise 1 (to be heard twice)

Man: Excuse me, we're conducting a survey on the Clackford Bus Company. May I ask you a few questions? It will only take a few minutes ...

Woman: Sure.

Man: Alright, then ... First of all, how often do you use the bus?

Woman: Oh, I take it **every day to work**.

Man: Uh-huh, work then, right. Do you find the bus service reliable and efficient?

Woman: Yes, **most of the time**, I'd say.

Man: Okay, and how would you describe the drivers?

Woman: On the whole, they're very **polite and helpful**.

Man: Now, how would you describe the buses?

Woman: Um, they're **well-maintained**, but a bit dirty sometimes.

Man: I see, ... do you have any comments or suggestions for improvement?

Woman: Well, I think more buses should be added during peak times, because they can get very crowded.

Man: You've been very helpful. Thank you for your time and cooperation.

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

- a. Vegetarianism is becoming more popular among the younger generation. This **is indicated** by the fact that a significant number of people aged between 16 and 25 do not eat meat at all.
- b. Many working mothers do not have time to cook. This **is shown** by the fact that 75% of working mothers who have full-time jobs buy ready-made meals.
- c. The older generation are taking more of an interest in health and fitness. This **is shown** by the fact that a large proportion of men and women over the age of 60 are joining gyms and health clubs.
- d. More young people can now afford to take holidays abroad. This **is shown** by the fact that 30% of all European holidays are booked by 18-30 year-olds.
- e. More people are concerned about the effects of smoking on their health. This **is illustrated** by the fact that a significant number of people in the UK have given up smoking in the last three years.
- f. Young women are more aware of the need to be able to defend themselves in certain situations. This **is demonstrated** by the fact that a large number of young women have joined judo, karate and self-defence classes in the last year.

- 3 a. Model A
b. Model B
c. Model A
d. Model B (*good; formal, impersonal style, clear heading, presents important information in detail, use of Passive Voice, use of reporting verbs, etc.*)
Model A (*bad; chatty, short forms, personal style*)

Sub-headings in Model B

Purpose of survey
Response to survey
Conclusion

- 4 1. The purpose of this report 4. although/but
2. However 5. on the whole
3. although/but 6. Also
- 5 1. T 2. F 3. F 4. T

6 1. Assessing good and bad points

(Suggested answer)

Paragraph 1: introduction, stating purpose and content of report (to assess suitability of hotel for conference)

Paragraphs 2, 3, 4: summary of each point under sub-headings, giving positive and negative points (location, facilities, services provided)

Paragraph 5: conclusion (e.g. hotel is in good location, easily accessible and has excellent facilities. Recommend that company uses it)

2. Survey Report**(Suggested answer)**

Paragraph 1: introduction, stating purpose and content of report (e.g. to analyse young people's television-watching habits - 300 young people surveyed)

Paragraphs 2, 3: summary of information under suitable sub-headings (e.g. hours watched per day, programme preferences, preferences of different age groups)

Paragraph 4: general conclusion (e.g. young people watch television mostly between hours of 4 - 6 pm daily and prefer "youth programmes" to films)

3. Assessing good and bad points**(Suggested answer)**

Paragraph 1: introduction, stating purpose and content of report (assessing local castle and park's suitability for day trips)

Paragraphs 2, 3, 4: summary of each point under suitable headings giving positive and negative points (educational facilities, admission fees, location)

Paragraph 5: conclusion, general assessment and recommendation (e.g. castle has good educational facilities, there is a reduced admission fee for groups and it is close by, so it is recommended)

4. Survey report**(Suggested answer)**

Paragraph 1: introduction, stating purpose and content of report (e.g. to analyse the way young people prefer to travel - 400 young people surveyed)

Paragraphs 2, 3, etc: summary of information under suitable sub-headings (e.g. car, bus, train, reasons)

Final Paragraph: general conclusion (e.g. young people's preferred method of transport is that which is cheapest and most convenient - the bus)

After Ss have finished with Unit 12, they can do the video project work as explained on p. 141 in the Teacher's Book.

Module Self-Assessment (Units 10, 11, 12) (pp. 156 - 157)

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

- 2 1. petrifying 5. abandon
 2. ranging 6. unique
 3. concentrate on 7. enthralled
 4. participate in 8. consultant

- 3 1. about/on 3. into 5. on
 2. in for 4. out

- 4 1. on 3. for 5. in 7. to 9. of
 2. on 4. for 6. with 8. for

- 5 a. 1. changing 3. to solve
 2. life 4. to share

- b. 1. scream 4. snack
 2. value 5. cable
 3. pay

- 6 1. ... first time they have been ...
 2. ... to avoid getting ...
 3. ... you mind turning ...
 4. ... did you last go ...
 5. ... you will be shocked by ...
 6. ... isn't as/so exciting as ...
 7. ... worst restaurant I have ever ...
 8. ... still haven't written to ...
 9. ... more intelligent than anyone else ...
 10. ... in case I make ...
 11. ... had finished before it left/leaving ...
 12. ... has her house cleaned ...
 13. ... the best player in ...
 14. ... the best meal I have ...

15. ... he hadn't been ill ...
 16. ... the minister's speech so moving ...
 17. ... with a view to studying ...

- 7 1. as, as, as 3. as, like
 2. like, as, as 4. like, as

- 8 1. choose 5. prefer
 2. need 6. will find
 3. decide on 7. do
 4. want 8. will be

- 9 1. very 6. any 11. she
 2. in 7. to 12. to
 3. much 8. the 13. to
 4. to 9. not 14. more
 5. of 10. the 15. most

- 10 1. We can join viewpoints with linking words and sequence words.
 2. Information about the setting, the plot, the main characters, the type of film, comments on acting/directing and a recommendation.
 3. We can use sub-headings, numbers or letters to separate each piece of information in reports.
 4. Yes.
 5. A formal impersonal style.
 6. Formal or informal depending on the topic of the article and the type of publication.
 7. Yes, they can.

Key to Culture Clips



1 - Indigenous People

Pre-reading Activity

- 1 The texts are about the Maori and Canadian Indians. I expect to read about their history and their lifestyles.
- 2 An encyclopaedia.
- 3 Ss' own answers.
- 4 **Maori:** carvings from wood, bone, or stone
ceremonial dances
underground ovens for cooking
Canadian Indians: clothing made from animal skins
bows and arrows
tepees (tents)

Reading

- 5 a) 1. B 3. C 5. M
 2. M 4. C 6. B


b) Ss' own answers.

c) (Suggested answers)

- A: In about 800AD. Where did they live in the beginning?
B: In undefended villages. What did they build later?
A: Large settlements protected by ditches. What were their houses like?
B: They were wooden and they had straw roofs. The floors were covered with mats, leaves or tree bark. etc

Speaking

Ss' own answers.



2 - English Around the World

Pre-reading Activity

- 1 Mandarin Chinese, English, Spanish
- 2 1. B 2. A 3. D 4. C

Reading

- 3 a) 1. Air traffic control and shipping
 2. Mandarin Chinese
 3. • It is the official language in many of Britain's former colonies.
 • Britain's economic power in the 18th and 19th century, and America's economic power in the 20th century, made English the language of world trade.

- English-language films, TV programmes and pop music are popular all over the world.
4. English.
 5. There are so many of them, but so few speakers.

b) Ss' own answers.

Speaking

Ss' own answers.



3 - 'Monsters' - or Myths?

Pre-reading Activity

- 1 The first picture shows an old castle and a lake. The second picture seems to show an ape-like creature walking through a forest. The third picture shows a strange blue fish.
- 2 a) I expect to read about some strange creatures.
b) the texts are related to the title of the unit in that they are about monsters which may be mythical or may be real.

Reading

- 3 a) 1. a) 1880 b) 1811
 2. No.
 3. No. Because experts cannot tell whether the creature in the film is a Bigfoot or a human wearing a disguise.
 4. Because they thought it was extinct.
 5. That it was unusual.

b) Ss' own answers.

c) (Suggested answers)

- A: ... Who reported seeing a monster there?
B: Duncan McDonald. When did he report seeing the monster?
A: In 1880. What do the local people call the monster?
B: Nessie. What do experts say about the photographs people have taken? etc

Speaking

Ss' own answers.



4 - Natural Wonders of the USA

Pre-reading Activity

1 Wonderful sights which have been created by nature in the United States.

Suggested answers: Mount Everest, The Grand Canyon, The Giant's Causeway, etc

- 2 A - wildlife in a wetlands area
 B - a waterfall
 C - a geyser
 D - a volcano erupting

Reading

- 3 a) 1. A, C, D 4. A, C
 2. A, B, C 5. C, D
 3. C, D 6. B, D

b) Ss' own answers.

c) (Suggested answers)

- A: ... What is the Native American name for the Everglades?
 B: Pa-May-Okee. When were the Everglades created?
 A: About 10,000 years ago. How were they created? etc

Speaking

Ss' own answers.



5 - London's Royal Parks

Pre-reading Activity

1 The first picture shows people listening to a man talking.
 The second picture shows a long, wide road through a park.
 The third picture shows a lake and some trees.
 The fourth picture shows people sunbathing in a park.
 The fifth picture shows people rowing on a lake in front of a beautiful building.
 All the pictures show parks.
 I think they are called Royal Parks because they belong to the Royal Family of England or because they were designed for kings.

2 I think you could see the texts in a guidebook or a travel brochure. They aim to tell people about the parks and make them want to visit them.

Reading

3 a) •	Name	Hyde Park and Kensington Gardens
	History	Bought by King Henry VIII in 1536
	Size	250 hectares
	Facilities	Bowling greens, tennis courts, children's playground, cycle paths, rowing, canoeing, swimming, fishing, horse-riding, puppet shows in the summer
	Special Features	Rotten Row, Speaker's Corner, Round Pond

•	Name	St James's Park and Green Park
	History	Bought by King Henry VIII in 1532, landscape designed by John Nash in 1827
	Size	_____
	Facilities	Cake House, children's playground, deck chairs for hire
	Special Features	Lake, with several species of birds, beautiful walks, views of Whitehall and Buckingham Palace

•	Name	Regent's Park and Primrose Hill
	History	Planned by John Nash in 1811 for the Prince Regent
	Size	160 hectares
	Facilities	Cricket, tennis, rugby, athletics, football and other sports, open-air theatre, London Zoo
	Special Features	Over 6,000 trees, a lake with islands in it, herons and other water birds, Primrose Hill - wonderful view of the city

b) Ss' own answers.

Speaking

Ss' own answers.

Video Projects (may be photocopied)

Guidelines for the Teacher

In our attempt to produce and offer both teacher-friendly and student-friendly material, we have decided that film viewing, as optional part of classwork, will both stimulate our students' interest and at the same time teach them in an entertaining way.

Therefore, we have chosen a suggested range of films according to the topic theme of each unit, which will be shown in the classroom, or in separate sessions, after Ss have completed the relevant unit from their coursebooks. These films are accompanied by a questionnaire with comprehension questions, true or false statements, multiple choice questions, false summaries, topics for discussion and debates, which can be photocopied and given to Ss so that they can do the activities. Ts are welcome to do as many projects as they want provided this will not affect the Ss' weekly timetable.

According to our assessment and judgement the films according to unit are the following:

- Unit 1** (Jobs/People) *Working Girl* © FoxVideo. All rights reserved.
- Unit 2** (Places to Visit) *Rhodes, Corfu*
© Audio Visual Enterprises Hellas. 104, Ethnikis Antistaseos, 153 44, Pallini Attikis, Tel.: 01-6668802
- Unit 3** (Stories) *Fried Green Tomatoes* released by RANK Film Distributors.
- Unit 4** (Disasters/Accidents) *S.O.S. Titanic* © EMI
- Unit 5** (Festivals/Celebrations) *The Father of the Bride 1*
© Touchstone Pictures.
- Unit 7** (Crime) *Robin Hood*
© Warner Bros.
- Unit 8** (Sports) *Chariots of Fire* © Twentieth Century Fox
- Unit 9** (Earth: S.O.S.) *Gorillas in the Mist*
© Warner Bros. All rights reserved.
- Unit 10** (Education) *The Dead Poets Society* © Touchstone Pictures
- Unit 11** (Entertainment) *Jurassic Park* TM & © 1992 Universal City Studios, INC. & Amblin Entertainment, INC. All rights reserved.
- Unit 12** (Transport) *Planes, Trains and Automobiles* TM & © 1987 by Paramount Pictures Corporation. All rights reserved.

As mentioned above, this is only a suggested range of films found suitable for classroom viewing. If you wish to adopt this idea with your classes, but you have a different choice of films, you are welcome to produce your own questionnaire and show them in class.

Video tapes can be found in your local video shops.

Suggested steps for this project are as follows:

• **Before Viewing**

1. Give your students the questionnaire and do **title speculation** for about 5 minutes.
2. **Go through the questions** and **make sure you have explained any unknown words** your students might have. **Tell your students to focus their attention** - while viewing - **on the items asked** in the questions so that they can answer them when the film is over.

NB Some films are too long to be viewed in a two-hour class session. Therefore, they will have to be shown in two separate sessions. In such cases, follow the steps as they appear in the key.

• **Show the film**

• **After viewing**

As **answer the questions**, do the **Topics for Discussion**, the **Debates** and the **Projects**.

How to organize a Classroom Debate

- Divide the class into two groups - **group A** and **group B**.
- Give each group either **points for** the topic of the debate or **points against** it.
- Give the groups a set time limit within which they must have decided on the arguments they are going to use to support their opinion.
- Choose a representative for each of the groups. Then, choose a chairperson or coordinator who will be asking some questions for the representatives to answer.
- Each representative is given 30 seconds to give a complete response to the question asked by the coordinator.
(**NB** The representatives **must not** engage in any personal exchanges.)
- When the coordinator has finished asking questions, members of the audience may ask each representative questions of their own choice, on the topic.
- **Optional:** At the end of the debate, members of the audience can vote for the representative they consider gave the most convincing arguments. (The winner may be given a small prize.)

Unit 1 - People & Jobs

Film shown: *Working Girl*

Project work

1. Compare Tess McGill (Melanie Griffith) at the beginning of the film and later on, when she changes her image. Use the chart below.

	at the beginning of the film	later on in the film
Clothes		
Shoes		
Jewellery		
Hair		
Voice		
Attitude/Personality		

2. What are Tess' qualifications?
3. Tick (✓) the jobs that Tess has to do for Katharine Parker and cross out (x) the ones that she doesn't have to do for her.
- | | | |
|-----------------------------|---------------------------|-----------------|
| 1. polish Katharine's nails | 5. water the plants | 9. feed the dog |
| 2. make coffee | 6. look after the house | 10. carry bags |
| 3. arrange cocktail evening | 7. fetch medicine | |
| 4. clean the office | 8. do the office accounts | |
4. At one point in the film, Katharine Parker lists some of Tess's good qualities as an assistant. What are they? Tick (✓) for true and cross (x) for false.
- | | | | |
|------------------|---------------|-------------|-------------|
| 1. intelligent | 3. punctual | 5. honest | 7. accurate |
| 2. accommodating | 4. persuasive | 6. creative | 8. tough |
5. How do the following people treat Tess? Use the following words to help you.
- supportive, betray, trust, respect, helpful, kind
- a) Jack Trainer b) Mick Dugan (Tess' boyfriend) c) Cyn (Tess' friend)
6. How does Tess treat her assistant at the end of the film?

Topics for Discussion

- Compare and contrast Tess McGill and Katharine Parker, in terms of attitude and personality. Is Katharine a good boss? Why/Why not?
- What similarities/differences are there between the male and female bosses in the film?
- "The end justifies the means." Explain the proverb, say how far you agree or disagree with it and how it is related to the film.
- Why do you think the "right image" is important in business?

Unit 2 - Places to Visit

Films shown: *Rhodes, Corfu*

Project work

You are going to watch two films that could be used as publicity to encourage tourists to visit the islands of Rhodes or Corfu.

A. Answer the following questions about Rhodes:

1. What are some of the historical sights on the island of Rhodes?
2. What is the monument of international historical significance in Rhodes town?
3. Who were the knights of St John?
4. What is the sight to see in Monolithi?
5. Why would you visit Kamiros?
6. Apart from sightseeing, what else could a visitor do on Rhodes?

B. Now, answer the following questions about Corfu:

1. What are some of the historical sights on the island of Corfu?
2. What makes Corfu town a place of historical significance?
3. What information is given in the film about the "Achilleon"?
4. What else apart from sightseeing could a visitor do on Corfu?

Topics for discussion

1. Which is your favourite summer holiday destination? Why?
2. If your pen-friend from abroad visited your country during the winter, where would you take him/her? Why?

Debate

Is tourism a blessing or a threat to a country? Why/Why not?

Unit 3 - Stories

Film shown: *Fried Green Tomatoes (at the Whistlestop Café)*

Project work

A. Answer the following questions.

1. Do you think this was a good title for the film? Why?/Why not?
Think of your own title for the film.
2. Where does Evelyn meet Mrs Threadgoode?
3. What's the name of the little girl in the story Mrs Threadgoode tells?
4. Which time does the film 'flashback' to?
a) 1870's b) 1920's c) 1950's
5. Who is Idgie's favourite brother?
6. Who does Idgie go to the railway tracks with?
7. Describe briefly Idgie's character as a young woman. What does she call herself?
8. How does Idgie get the honey for Ruth?
9. Why did Ruth leave Frank Bennett?
10. Who are the men in the white hoods and cloaks? What do they do to Big George?
11. What happens to Buddy Junior?
a) He loses his arm. b) He loses his leg. c) He loses his hand.
12. Who 'lies' for Idgie and Big George in court? Which book did he 'swear on'?
13. Who killed Frank Bennet?
a) Idgie b) Big George c) Sipsey
14. Mrs Threadgoode goes to live with Mrs Otis. True or False?

B. Put the events below into the correct order by putting numbers in the boxes provided.

A		Buddy is killed by a train.
B		Idgie and Big George are arrested.
C		Ruth dies of cancer.
D		Idgie fights with her brother at her sister's wedding.
E		Frank Bennet comes to the cafe to take his son.
F		Idgie and Ruth set up the "Whistlestop Cafe".

Topics for discussion

1. Say briefly how Mrs Threadgoode influences Evelyn's life with her stories.
2. What was your favourite part of the story? Who were your favourite characters?
3. How did the film keep the audience's interest?

Unit 4 - Disasters / Accidents

Film shown: *S.O.S. Titanic*

Project work

1. What was the name of the captain of the Titanic?
2. Read the report below and correct the mistakes (in bold) by putting the corrections in the space provided.

The Titanic, the longest, tallest most (1) **expensive** ship of its time, left (2) **Portsmouth**, England on April 8th, (3) **1920**. It was the Titanic's maiden voyage and its destination was (4) **Washington** in the United States. The Titanic picked up more passengers on day two, after making a stop at Queenstown, (5) **Scotland**.

On the fifth day of its journey when the ship was in the (6) **South Pacific**, it hit an (7) **ocean liner** which ripped a (8) **3** foot gash into its side, causing extensive damage.

A distress signal, (9) **CQD**, was sent out to the (10) **Rodanthi** which at the time was over (11) **100** miles away. Though the crew of the Titanic acted quickly, unfortunately there were not enough (12) **lifebelts** or crew on board for all the passengers.

The Titanic finally went down at (13) **7.20 am**, three hours after hitting the iceberg. Of the (14) **5,000** passengers on board, only (15) **70** survived. The sinking of the Titanic is still remembered as one of the worst sea disasters in history.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

3. Name some of the activities the passengers did on board the Titanic as in the example:

1. reading	3.	5.	7.	9.
2.	4.	6.	8.	10.
4. In pairs, first fill in the chart and then compare the differences in the third class and first class areas of the ship, as in the example:

e.g. *The first class areas of the ship are luxurious whereas/while the third class ones are basic and simply furnished.*

1st class	3rd class
<i>luxurious</i>	<i>basic - simply furnished</i>
.....
.....
.....
.....

[Topics for discussion]

1. Do you think that something could have been done to save the Titanic?
2. What other historical disasters or accidents do you know of? Talk about them.

Unit 5 - Festivals / Celebrations

Film shown: *The Father of the Bride 1*

Project work

1. Make a list of the preparations made for Annie's wedding.

.....
.....
.....

2. Answer the following questions about Annie's wedding day.

- a. What problems did the snow cause?
- b. What was Annie wearing?
- c. Who was the first one to walk down the aisle?
- d. How did Annie's parents feel during the ceremony?
- e. Describe the reception at the house. What were the guests doing?
- f. Was there a problem during the reception? What was it?
- g. What did the bride do before she left for her honeymoon?
- h. Why was Mr Banks disappointed?
- i. What cheered him up afterwards?
- j. How did the film end?

3. Name 5 of Annie's wedding presents. Why was Annie upset when her fiance gave her a blender?

- a.
- b.
- c.
- d.
- e.

Topics for Discussion

- 1. Name five qualities you would look for in a future husband or wife.
- 2. What things will you miss when, one day, you will eventually leave your parents' home? Give reasons for your answer.

Unit 7 - Crime

Film shown: *Robin Hood - Prince of Thieves*

Project work

Part 1 (stop film when *Friar Tuck* appears)

1. Where does the film start?
2. Who dies when the gang escape from prison?
a) Marion's brother b) Robin's brother c) Robin's cousin
3. Why did the Moor go with Robin to England?
a) He wanted to travel. b) He owed Robin a life. c) He had friends there.
4. What was Robin's surname?
5. Why couldn't Duncan cut down Robin's father?
a) He didn't have a knife. b) He was afraid of heights. c) He was blind.
6. Circle the true statements, and correct the false ones.
a) The King of England at that time was Richard. d) Marion is the King's cousin.
b) The Moor's name is Ali. e) The Moor had a telescope.
c) Robin gave Marion her brother's ring. f) Robin and John Little fought with swords.
7. Why did Will Scarlet want to give up Robin to the Sheriff of Nottingham?
8. Who saved Robin when Will Scarlet tried to kill him?

Part 2 (start film the moment *Friar Tuck* appears)

1. Who says "*The Lord reveals himself in mysterious ways.*"?
2. Why did the Sheriff kill his cousin?
a) Because he was jealous. b) Because he lost the money. c) Because he was in love with Marion.
3. What did Marion give Robin?
a) Her dagger b) Money c) Her ring
4. When John Little's wife has her baby, who become friends?
5. Who does Marion take with her from Sherwood?
a) Robin b) John Little's wife c) Duncan d) Nobody
6. Circle the true statements, and correct the false ones.
a. Celts helped the sheriff to attack Robin and his men. d. Will Scarlet and Robin have the same father.
b. John Little's wife had a baby daughter. e. John Little and his wife had three children.
c. The sheriff was going to hang 10 men to celebrate his wedding. f. Friar Tuck married Robin and Marion.
7. Aziz, the Moor said "*There are no perfect men in this world, only perfect intentions.*" What, do you think, he means by that?

Topics for discussion

1. Describe your favourite character from the film. Give reasons for your answer.
2. If you were in Robin Hood's position, would you have acted differently? Why/Why not?

Unit 8 - Sports

Film shown: *Chariots of Fire*

Project work

1. Put these events into the correct chronological order by putting numbers in the boxes provided.

A		Liddell beats Abrahams.
B		Eric Liddell's parents are going back to China.
C		Abrahams beats the 700-year-old record.
D		There is a memorial service.
E		The Olympic games are held in Paris.
F		They are playing cricket in the ballroom.
G		Abrahams meets Sam Massambini.
H		Liddell meets the Prince of Wales.

2. The 1914-1918 names list on the university wall is:
- The names of students who gained a degree.
 - The names of students with a sports scholarship.
 - The names of students killed during the war.
 - The names of students chosen for the sports team.
3. Which university was it?
4. Who said "*The kingdom of God is within you.*"?
- a) Abrahams b) Liddell c) Jesus Christ d) Sam
5. What kind of boat did they take to go to the Olympic Games?
6. When were the Olympic Games held?
7. Read the following statements concerning the Olympic Games. Circle the ones that are true, and correct the false ones.
- Liddell refused to run on Sundays.
 - It was the VIII Olympiad.
 - Liddell met the King of England.
 - At the time of the Olympics, Abrahams was 24.
 - Sam gave Abrahams a lucky charm.
 - Only the Americans had starting blocks.
 - Abrahams wore the number 419.
8. Eric said "*Jenny, God made me for a purpose, he also made me fast and when I run I feel His pleasure.*" What do you think he means by that?

Topics for Discussion

- Do you think that rivalry can affect friendship? Why/Why not?
- How can social and financial status affect an athlete's performance?

Debate

Abrahams said "*I run to win - if I can't win I don't run.*"

Unit 9 - Earth: SOS

Film shown: *Gorillas in the Mist*

Project work

1. Where does Dian Fossey first meet Dr Leakey?
a) In the mountains. b) At a lecture. c) At a restaurant.
2. She trained as a vet. True or False?
3. Who has she left behind in the USA?
4. What does she want to take with her to the camp?
5. What's the name of the tracker she takes with her?
a) Roz b) Digit c) Sembegawe
6. What's her reaction when the mountain gorilla runs out from the bushes?
7. She has to leave the first camp because of a storm. True or False?
8. Whose house does she go to? Who does she meet there?
9. What does she record on tape?
a) classical music b) gorilla sounds c) her own voice
10. What tactics does she use to get closer to the gorillas?
11. Who comes to take photographs of the gorillas?
12. Dian's favourite gorilla is Digit. True or False?
13. What does she paint on the trees to frighten the Bhatua tribe?
a) a witch b) a house c) a flower
14. What does she do with the baby gorilla?
15. Why doesn't she want to leave Rwanda with Bob Campell?
16. Who comes to help her with her survey?
17. What happens to Digit?
18. How many years does she spend studying the gorillas?
a) 10 b) 20 c) 30
19. Dian dies of pneumonia. True or False?
20. What happens to the gorilla population as a result of her work?

Topics for Discussion

1. If you could change the end of the film, what would it be like? Why?
2. Name as many endangered species of animals as you can think of.
3. What can be done to save the endangered wildlife?

Debate

Can one person make a difference?

Unit 10 - Education

Film shown: *Dead Poets Society*

Project work

1. In what year does the film take place?
2. Which of the following were the four pillars? What do these four qualities tell you about the school?

a. loyalty	c. tradition	e. discipline	g. excellence
b. honour	d. fair-play	f. knowledge	
3. What type of school was it?
4. Who said to the students "*Seize the day!*" What is the meaning of the saying? Why did it become the class's motto?
5. Circle the true statements and correct the false ones.
 - a. The boys were seventeen years old.
 - b. Niel was chosen to play Oberon.
 - c. The play was Shakespeare's "Midsummer Night's Dream."
 - d. The meeting was held in a cave.
 - e. There were six boys at the first meeting.
 - f. Tod got a desk set for his birthday.
6. Who said "*I stand on my desk to remind myself that we must constantly look at things in a different way*"? What does he mean by that?
7. At one point in the film a teacher punishes a student corporally. What are your feelings about this incident? What kind of punishment should students receive if they break the school regulations?
8. Go through the following items and say which in your opinion the film is most concerned with:
 - a. showing the true meaning of education
 - b. stressing the importance of friendship
 - c. emphasising the need to understand ourselves and our needs
 - d. doing away with corporal punishment at school
 - e. making parents realise that they must let their children decide on their career
 - f. changing the way subjects are taught at school
 - g. telling the story of an original revolutionary teacher
 - h. telling the story of a group of school friends in the 50's
 - i. showing the relationship between parents and their children
 - j. suggesting that teachers can help form a student's personality
9. Tick any of the following. *What I was really impressed by in this film is ...*

a. the photography.	c. the atmosphere.	e. the plot.	g. the message.
b. the acting.	d. the music.	f. the end.	

Topics for discussion

1. Which character in the film do you identify with the most?
2. Have you ever been taught by a teacher such as Mr Keating? Describe him/her.
3. If you were the headteacher of a school, how would you react to a teacher who wanted to change the rules?

Debate

"People must always be prepared to try out new ideas whatever these might be."

Unit 11 - Entertainment

Film shown: *Jurassic Park*

Project work

1. Put the events from the film in the correct chronological order by putting numbers in the boxes provided.

A		Dr Grant and the children find some dinosaur eggs.
B		The children are trapped under a jeep.
C		Ellie and Dr Grant examine a sick dinosaur.
D		Two Velociraptors attack the children in the kitchen.
E		Dr Grant and Ellie dig up a dinosaur's remains.
F		Timmy gets an electric shock from the fence.
G		A tropical storm hits the island.
H		Hammond explains that there are only female dinosaurs on the island.
I		Dr Alan Grant and Ellie meet John Hammond.
J		Dr Grant, Lex and Timmy find shelter in a tree.
K		Ellie, Dr Grant, Lex and Timmy go on a tour of the park.
L		Lex finds a way to re-start the security system.
M		Ellie goes to look for Dr Grant and the children.
N		Dr Grant, Ellie, Dr Malcolm and John Hammond go to the island.
O		T-Rex eats the lawyer.
P		Mr Hammond's grandchildren, Lex and Timmy, arrive on the island.
Q		They all leave the island by helicopter.
R		The security system stops working.

2. Compare and contrast T-Rex's eating habits with Brontosaurus's eating habits.
3. Can you name any other dinosaurs from the film?
4. How would Velociraptor protect itself against its enemies?

Topics for Discussion

1. Which character did you like best/least? Why?
2. What was the most exciting part of the film, in your opinion? Why?
3. Would you change the ending in any way if you could? How?
4. Can you think of another title for the film?
5. Can you name any other films directed by Steven Spielberg?

Project

Organise your own Theme-Park.

Unit 12 - Transport

Film shown: *Trains, Planes and Automobiles*

Project work

1. What are the names of the two main characters?
2. How do they meet?
3. Del and Neil used several different forms of transport. Put them into the correct chronological order as they appeared in the film.

A		rental car
B		plane
C		train
D		metro (electric train)
E		taxi
F		truck
G		airport bus
J		bus
I		refrigerated truck

4. When did Del and Neil first have a real conversation?
5. Circle the true statements and correct the false ones.
 - a. The film starts in New York City.
 - b. The flight number is 908.
 - c. Neil could not travel 1st class.
 - d. They couldn't land in Chicago because of the weather.
 - e. They landed in Texas.
 - f. The receptionist at the motel was Gus.
 - g. Phil, Gus's son, took them to the train station.
 - h. The last words in the film are "So long Mrs Page."
6. What do Del and Neil do for a living?
7. Who said "*I like me, my wife likes me, my customers like me, I'm the real article. What you see is what you get*". Why did he say that?
8. What animal was at the back of the truck with them, on the way to the station?
9. Why did the policeman stop the car?
10. What was the only electrical object working in the burnt-out car?

Topics for Discussion

1. If you were in Del and Neil's position what would you do?
2. Give a short talk on a means of transport not seen in the film.

The following information is taken from a newspaper article. The article is reproduced below.

Year	Number of people who died	Number of people who were injured
1990	10	20
1991	15	30
1992	20	40
1993	25	50
1994	30	60
1995	35	70
1996	40	80
1997	45	90
1998	50	100
1999	55	110
2000	60	120

When did the number of people who died reach its highest point? In which year did the number of people who were injured reach its highest point?

1. The number of people who died reached its highest point in 2000.
2. The number of people who were injured reached its highest point in 2000.
3. The number of people who died reached its highest point in 1990.
4. The number of people who were injured reached its highest point in 1990.

What year did the number of people who died reach its lowest point? In which year did the number of people who were injured reach its lowest point?

5. The number of people who died reached its lowest point in 1990.
6. The number of people who were injured reached its lowest point in 1990.
7. The number of people who died reached its lowest point in 2000.
8. The number of people who were injured reached its lowest point in 2000.

Key to Project Work



Unit 1 - Project Work

1	at the beginning of the film	later on in the film
Clothes	casual, ordinary, shabby	suits, expensive blouses, elegant dresses
Shoes	trainers/sports shoes	high-heeled, elegant
Jewellery	too many earrings - jewellery looks cheap and nasty	simple, expensive
Hair	long and untidy	short, chic
Voice	speaks with an accent	refined, soft - tries to lose her accent
Attitude/Personality	servile, trusting, helpful	assertive, more aware, understanding

2 None. She attends night school; she has no university degree.

3 1. x 3. ✓ 5. ✓ 7. ✓ 9. x
2. ✓ 4. x 6. ✓ 8. x 10. ✓

4 1. x 3. ✓ 5. ✓ 7. ✓
2. ✓ 4. x 6. x 8. ✓

5 a) **Jack Trainer**

He **respects** Tess and treats her with **kindness**.
He takes her seriously.

b) **Mick Dugan (Tess' boyfriend)**

He doesn't take her seriously and he **betrays** her **trust** in him.

c) **Cyn (Tess' friend)**

She is **supportive** and helps Tess in any way she can. She's also very **kind**.

6 She trusts her and treats her in a very kind way. She doesn't behave like her ex-boss (Katharine) at all.

Topics for discussion

1 Katharine and Tess are both the same age, in their 30's, and they're both attractive and intelligent women. However, Katharine lives in a large expensive house while Tess lives in a small flat. Katharine wears elegant clothes whereas Tess's clothes are casual and cheap. Katharine has a tough, assertive attitude whereas Tess isn't as confident. Finally, Tess is more honest than Katharine.

2 At the beginning of the film, Tess's male boss is rude and doesn't respect her. Katharine Parker treats her like a maid and betrays her. Mr Trask trusts her, takes her seriously and treats her in a very nice way.

3 "The end justifies the means" = You can use whatever methods you think necessary as long as the end result is successful.

In relation to the film - Tess is ambitious and eager to get her ideas recognised. In order to achieve success, she chooses the ideal opportunity when Katharine breaks her leg on holiday. She is not completely honest as she pretends to be Katharine so that other people will take her seriously.

Points for:

- Sometimes it's necessary to be slightly dishonest or use unorthodox methods if you are convinced that the outcome will be a good one, or will benefit others in the long run.
- In today's competitive world, it's important to take advantage of opportunities as they present themselves - "strike while the iron's hot".
- If we look back in history, we'll see that many pioneers were ridiculed for their strange ideas and were given no support. Determination to achieve one's goals can often bring life - changing results.

Points against:

- Hurting other people is never justified, no matter how worthy you think the outcome will be.
- People with real talent and original ideas will eventually be recognised - there's no need to push so aggressively to be successful.
- If something is really worth doing, it can be done in a straightforward, honest way. There's no need for trickery.

- A lot of emphasis is placed on the clothes people wear for work. People are more likely to be taken seriously if what they are wearing is clean, smart and simple. For women, often struggling for positions of power, it is more important that they are treated as human beings and not as ornaments. Katharine says in the film "Dress shabbily and they notice the clothes; dress elegantly and they notice the woman."

- Certain areas can be developed specially for tourists, so this can be beneficial for both the community and the environment.

Points against:

- Some places can have their natural beauty spoiled by over-development. Quiet, secluded places can turn into rowdy, crowded resorts.
- Tourists may leave litter on beaches, streets etc, which can cause problems with the locals. Sometimes, visitors to historical sites may not fully appreciate the significance of the site as graffiti, litter, etc can detract from the natural beauty of a place.
- Pleasing tourists can sometimes lead to a change in the character and traditions of a place. e.g. serving international cuisine rather than local dishes, etc.

Questions for chairperson to ask:

- How has tourism affected your country in the last 30 years?
- Do you think local people benefit from their contact with tourists?
- How much is tradition affected by tourism?
- How far is the natural beauty of a country spoiled by tourism?
- Are tourists to be blamed for littering streets, beaches, etc. in popular holiday resorts?

**Unit 2 - Project Work**

- A**
- Lindos, Rhodes town, Monolithi, Kamiros
 - the Fortress - the castle of the knights of St John
 - They were teachers and doctors. They built the first hospital on Rhodes. Moreover, they started St John's Ambulance (something similar to today's Red Cross). They also built a medical school.
 - The Venetian Fortress, which was a look-out point for pirates and invaders.
 - For the amphitheatre, which was destroyed by an earthquake and discovered in 1929.
 - visit the clear beaches, swim, sunbathe, stroll around, visit the various clubs and cafés
- B**
- The Palace of St Michael and St George, Corfu Town, The Achilleon.
 - Corfu town is the largest medieval city in Greece. The architecture in some parts of the town has a strong French, Italian and British influence.
 - It was built by Queen Elizabeth (Sissi) of Austria, who donated it to Greece. In the palace, there is a painting about the Trojan War called "The Death of Hector".
 - Swim, sunbathe, visit Pontikonisi, visit local museums and churches, spend the evening or night in clubs, etc.

Topics for discussion

- 1, 2 (Students' choice of answer)

Debate (Suggested Points)**Points for:**

- Tourism brings money into the country which can be put to the country's good use.
- The host country is exposed to outside influences - culture, language etc which promotes international relations. Encourages acceptance of foreigners - eliminates the possibility of racism, feeling threatened by outsiders etc.
- More jobs are created as a result of tourism - the tourist industry gives people the opportunity to have jobs, even if they are only for a limited period.

**Unit 3 - Project Work**

- A**
- (Students' choice of answer)
 - At an old people's home.
 - Idgie Threadgoode.
 - B
 - Buddy.
 - Ruth and Buddy.
 - She was a "tomboy" and rather wild. She spent her time fishing etc. She called herself "Twanda".
 - She puts her hand into a bee's nest, takes the honeycomb and puts it into a jar.
 - Because he beat her/was cruel to her.
 - The Ku Klux Klan. They tie Big George up and whip him.
 - A
 - The Reverend - he says that Idgie and Big George were at the revival. The book he 'swears on' was "Moby Dick".
 - C
 - False - Evelyn.
- B**
- | | | |
|------|------|------|
| 1. D | 3. F | 5. B |
| 2. A | 4. E | 6. C |

Topics for discussion

- 1 The stories about Iddie give Evelyn the confidence to change her life - to become more assertive. She takes up jogging/exercise and goes on a diet.
- 2 (Students' choice of answer)
- 3 By changing the focus from past to present, and making the audience want to hear more about Iddie's life.

**Unit 4 - Project Work**

- 1 Captain Edward J Smith
- 2

1. luxurious	9. SOS
2. Southampton	10. Carpathia
3. 1912	11. 50
4. New York	12. lifeboats
5. Ireland	13. 2.20 am
6. North Atlantic	14. 2,220
7. iceberg	15. 703
8. 300 ft	
- 3

2. walking on deck	7. playing hoop-la
3. playing cards	8. taking a steam bath
4. dining (eating)	9. going to church
5. listening to music	10. singing
6. dancing	

4 1st class	3rd class
luxurious	basic - simply furnished
personal suites	shared cabins - very small cabins
piano	orchestra
plants, chandeliers, luxury furnishing	wooden benches
linen table cloths, silverware	simple dining furniture

(Suggested answers)

1. There were personal suites in first class **whereas** in third class there were just very small, shared cabins.
2. **Although** there was a piano in first class there was an orchestra in third class.
3. First class was decorated with plants and chandeliers and it was luxuriously furnished; **however**, in third class there were only wooden benches.
4. In the first class dining room there were linen tablecloths and silverware. **On the other hand**, in third class dining room there were just simple wooden tables and chairs.

Topics for discussion

- 1, 2 (Students' choice of answer)

**Unit 5 - Project Work**

- 1 send invitations, buy a tuxedo, display the presents, order flowers, audition for the band, book the church, plan menu, choose the cake, buy wedding dress, hire a photographer, parking attendants for cars
- 2
 - a. The garden had to be cleared of snow, the swans were put in a warm bath, extra heaters were brought into the house.
 - b. A white, lace dress and long veil and trainers with lace on them. She was carrying a bouquet of flowers.
 - c. Annie's brother.
 - d. They were very happy and deeply moved by the fact that their daughter was getting married.
 - e. The reception was held in a tent in the garden. The guests drank champagne and ate the food prepared for the banquet. People were dancing and enjoying themselves.
 - f. The police arrived because there were too many cars in the street. Mr Banks, his son and his son's friend had to move them.
 - g. She threw the bouquet.
 - h. Because he didn't get the chance to dance with his daughter.
 - i. Annie phoned to say goodbye to him.
 - j. Mr and Mrs Banks danced together in the house.

- 3

a. car	c. glasses	e. tea set
b. coffee maker	d. pressing iron	

Because she thought her husband wanted her to give up her studies and take care of the household.

Topics for discussion**1 (Suggested answers)**

- | | |
|-------------|--------------------------|
| a. respect | d. reliability |
| b. honesty | e. wealth/education etc. |
| c. kindness | |

- 2 (Students' choice of answer)

**Unit 6 - Project Work - Key**

Project: "Open up your own restaurant/café."

The students will be working individually on their projects, but they may have some time during the lesson to discuss their ideas in pairs. Ideally, their projects should include some writing and pictures, diagrams or drawings. More ambitious students may want to produce models, brochures, menus, posters etc. and should be encouraged to do so.

The teacher should give the students an outline/plan of how to set about the task:

The café/restaurant could have a theme e.g. *Planet Hollywood, Hard Rock Café, Jack Rabbits' Slim* (Pulp Fiction).

The students should also think of the following:

location - e.g. centre of town

decor - e.g. Art deco, 1950's etc.

staff - e.g. young, dressed as 'characters'

menu - e.g. design of menu plus what's on offer: snacks, burgers etc.

advertising campaign - e.g. black and white TV commercials, posters/radio/magazines

(NB. The students could submit their own designs/scenarios/scripts, etc.)



Unit 7 - Project Work

Part 1 (stop film when Friar Tuck appears)

1. Jerusalem.
2. a
3. b
4. Robin of Lockley.
5. c
6. **True:** a, c, d, e
False: b. The Moor's name is **Aziz**.
f. Robin and John Little fought with **sticks**.
7. The reward was 500 gold pieces.
8. Wolf, John Little's son.

Part 2 (start film the moment Friar Tuck appears)

1. Friar Tuck.
2. b
3. a
4. Friar Tuck and Aziz the Moor.
5. c
6. **True:** a, c, d, f
False: b. John Little's wife had a baby **son/boy**.
e. John Little and his wife had **eight** children.
7. No one person is absolutely perfect but it is a person's dreams/ideals/ambitions which make them worthy people.

Topics for discussion

(Students' choice of answers)



Unit 8 - Project Work

- | | | | | |
|---|------|------|------|------|
| 1 | 1. F | 3. E | 5. A | 7. E |
| | 2. B | 4. G | 6. H | 8. D |

2 c

3 Cambridge.

4 c

5 A steamship.

6 In 1924.

7 **True:** a, d, e, g

False: b. It was the **VIII** Olympiad.
c. Liddel met the **Prince of Wales**.
f. Athletes **took a trowel and made their own** starting blocks.

8 He feels that his talent was a gift from God and that by using it he is thanking God in return for the gift.

Topics for Discussion

1, 2 (Students' choice of answers)

Debate (Suggested points)

"I run to win - if I can't win, I don't run."

This is the belief that something is only worth doing if there's going to be a successful outcome - a sport is only worth playing if the individual or team is going to win.

Points for:

1. It's a good philosophy because it spurs people on to give of their very best.
2. Many sports would not be as interesting or enjoyable if the satisfaction of winning was taken away.
3. Competing in a sport is character building and trains people to focus on their goals and strive to achieve them.

Points against:

1. The pressure of having to win can take away the enjoyment of the sport.
2. Not everyone can be the 'best' at everything - people also need to understand and accept failure as a fact of life.
3. It's not the winning that's important, it's the taking part. It doesn't matter if you win or lose as long as you know you've tried your best at something.
4. Competition can often bring out the worst in people. They can become aggressive and self-centred and forget everything apart from winning.

Questions for chairperson to ask.

1. Is competition a good thing?
2. What's the most important aspect of doing a sport?
3. Do we have to excel at the things we enjoy?

**Unit 9 - Project Work**

1. b
2. True - A vet/zoologist.
3. Her fiance, David.
4. Hairdryer, nail varnish, etc.
5. c
6. She's frightened and she runs away.
7. False - there's a civil war in the country.
8. Roz's house - she meets Sembegawe there.
9. b
10. She imitates their gestures and sounds.
11. A photographer from the National Geographic, Bob Campell.
12. True
13. a
14. She looks after it/make it better - then she has to send it to a zoo.
15. She wants to stay with the gorillas on the mountain.
16. A group of students.
17. He is killed by hunters.
18. a
19. False - She is murdered.
20. The population increases - she saves the mountain gorilla from extinction.

Topics for Discussion

1, 2, 3 (Students' choice of answer)

Debate (Suggested points)

"Can one person make a difference?"

Points for:

1. One person can change many people's minds about things. Throughout history there have been examples of this - Ghandi, Columbus, etc.
2. If each individual truly believed they could make a difference, then the planet would be saved from destruction.
3. It only takes one person to have an idea/begin a project, etc - others will soon follow when they see the worthiness of the cause.

Points against:

1. A person working on their own can never achieve very much. They need other people's help.
2. One person doesn't really make a difference; they are either ignored or quickly forgotten.
3. One person's efforts require a long time before any results are seen, therefore other people may doubt the value and effectiveness of their attempts.

**Unit 10 - Project Work**

1. 1959
2. 1. b 2. c 3. e 4. g
The school has high standards and expects the students to strive for perfection. It stresses the need for authority. The school is well-established and has educated a number of generations of boys.
3. Boys only - Boarding.
4. Mr Keating. It means 'do not let a day pass without making the most of it/taking full advantage of it.' Because it was a fresh idea never introduced before by any other teacher.
5. **True:** a, c, d, f
False: b. Niel was chosen to play Puck.
e. There were **seven** boys at the first meeting.
6. Mr Keating said this to show the boys that things are not necessarily as simple as they seem, and that you need to look at things from more than one angle in order to understand something fully.
- 7, 8, 9 (Student's choice of answer)

Topics for discussion

1, 2, 3 (Student's choice of answer)

Debate (Suggested points)

"People must always be prepared to try out new ideas."

Points for:

1. If man weren't open to new ideas, there would never have been any progress in life. All major discoveries and inventions were effected thanks to man's desire to explore new fields.
2. Unless we try out new ideas, we will never know whether they can benefit or harm us. Even if an idea does not work out, we haven't lost anything by trying. Remember that people can learn many things even from their mistakes.
3. It is essential that young people learn from first-hand experience. Young people learn most of what they need from their peer groups. It is important to be more independent in order to grow into a mature adult. Parents need to realise that they have to "let their children go" at some point.


Points against:

1. Trying out new things involves an element of danger or threat to humanity. Think about nuclear power for example. It's best to concentrate on improvement rather than constantly look for new things.

2. Sometimes new ideas are tried at a cost to other people's lives. For instance, the money spent on space exploration could save starving children in the Third World. What's more, scientific tests can prove dangerous to the entire human race.
3. Children need control. Without boundaries and discipline, a child can go astray and follow the wrong path. It is a parent's natural desire to want to protect their children and help them find the right way in life.

Questions for chairperson to ask:

1. Do people need to constantly test new things?
2. All new ideas are worth trying. Do you agree?
3. Young people find it necessary to do things on their own, without their parents' guidance. Do you think young people need more control?

 **Unit 11 - Project Work**

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. K | 11. B | 16. D |
| 2. I | 7. C | 12. J | 17. L |
| 3. N | 8. G | 13. A | 18. Q |
| 4. P | 9. R | 14. M | |
| 5. H | 10. O | 15. F | |

- 2 T-Rex ate flesh. It would hunt and kill other dinosaurs for food. On the other hand, Brontosaurus would eat leaves, small plants and fruit.
- 3 Velociraptor, Bracchiosaurus, Dilophosaurus
- 4 By spitting poison on them.

Topics for Discussion

1, 2, 3, 5 (Students' choice of answer)

4 (Suggested answer)

The Day the Dinosaurs took over.


Project

Encourage students to be creative: They can perhaps be more ambitious now after having produced a project for Unit 6. Again, projects should include writing and pictures, diagrams or drawings. The more creative students could design rides, costumes, brochures etc.

The teacher should give the students the following outline/plan:

- Location** e.g. which country? seaside? mountains?
- Size** e.g. covering a wide area? small?
- Main theme** e.g. "Horror" theme? Travel theme - Pyramids, Taj Mahal etc. Space theme, Cowboy theme, etc.
- Entrance fees** e.g. reductions for schoolchildren, groups etc.
- Attractions** e.g. 'rocket' rides, camel rides etc.
- Accommodation** e.g. Swiss chalets, trailers, "rocket capsules"
- Security measures** e.g. trained, experienced people, uniforms could be part of the "theme"

(NB. Ss could submit models, brochures, advertising posters etc., as part of their project.)

 **Unit 12 - Project Work**

1. Del Griffiths, Neil Page.
2. When Del "steals" Neil's taxi.
3. 1. G 3. E 5. C 7. A 9. D
2. B 4. F 6. H 8. I
4. On the aircraft.
5. **True:** a, c, d, f
False: b. The flight number is 909.
e. They landed in **Kansas**.
g. **Owen** took them to the station.
h. **Hello**, Mrs Page.
6. Del sells shower curtain rings and Neil is a Marketing Director.
7. Del. Because the whole world is "against" him.
8. A dog.
9. Because they were speeding.
10. The radio.

Topics for Discussion

- 1 (Students' choice of answer)
- 2 *The Ss may talk about:* bicycles, hydrofoils, trolley-buses, etc.

Tests

(may be photocopied)

Four tests in two versions are included in the Teacher's Book. Each test is provided with a marking scheme based on a total of 20 marks.

Two columns of faint, illegible text located in the upper section of the page.

SECRET

CONFIDENTIAL

Main body of faint, illegible text, appearing as two columns on either side of the central headers.

Lower section of faint, illegible text, continuing the two-column layout.

TEST 1 A (Units 1 - 3)

(Time: 80 minutes)

A. Reading

You are going to read a newspaper article about chimpanzees. Seven sentences have been removed from the article. Choose from the sentences (A-H) the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

My Son the Chimpanzee

A jungle in West Africa may seem a strange place to start an orphanage – unless you're trying to raise 50 baby chimpanzees whose parents have been illegally killed.

A baby chimpanzee splashes about with his adoptive father in the bright sunlight. It is a happy scene, but not a typical one. **0** **C** Every year 300 adults are killed by poachers and the babies are either left to starve or are smuggled to cities like Pointe Noire and sold as pets to Europe or the Middle East. The lucky ones come to the Conkouati sanctuary, which is built on a series of islands in a lagoon near the coast. It is a small area of safety for the rescued chimps.

There are about 50 chimps here, all looked after by a Frenchwoman who has lived in the Congo for 20 years. **1** Then, in 1991, the Congo authorities let her establish the sanctuary as a government reserve. She is dedicated to caring for the chimps, and the family electronics business in Pointe Noire pays for their upkeep.

"When I first came here in 1963, I didn't find much to interest me," she says. **2** I had to do something."

Many of the chimps come from animal markets, where they are chained together and fed on scraps. They arrive in poor physical and psychological condition. "We get

them physically back on their feet in a few days," says Jamart, "but their greatest need is for affection. We give them a lot of physical contact. I'm like a mother to them."

Most of the chimps live on three mangrove islands in the lagoon. **3** For this reason Jamart and her six helpers bring supplies in by boat. Their most important source of nourishment is a baby food with milk, cereals and vitamins. Jamart and her helpers also help the younger chimps hunt for their own food. "We spend hours together in the jungle searching for fruit and edible roots. **4** They are intelligent, and their instincts help them find food in places I'd never think of."

Chimps become less controllable with age, so Jamart plans to release the older animals into a larger area of forest nearby. **5**

Once the older chimps have gone, there should be more space for the young ones. The orphanage is full and, as Jamart is painfully aware, there are many more young chimps being kept in terrible conditions in animal markets, where their future is uncertain.

Jamart is philosophical. **6** In the end, anything she can do is better than leaving the chimps to their fate. "One day I'll be dead and they'll still be here," she says. "Until then, I'll do my best."

- | |
|--|
| <p>A "But then one day I went to the zoo in Pointe Noire and I saw these poor chimps which were being kept in terrible conditions.</p> <p>B There they will be able to gather all their own food, and they will be checked regularly by sanctuary staff.</p> <p>C This chimpanzee is being raised by humans because other humans killed his parents.</p> <p>D There was trouble when some chimps escaped, but enclosures have solved that problem.</p> <p>E At first Aliette Jamart ran her orphanage from her home in Pointe Noire, but she ran out of space.</p> <p>F There is little that she or anyone can do to solve the problem.</p> <p>G I try to teach them to locate the best things to eat, but I also learn a lot from them.</p> <p>H Although most of them know how to get fruit and berries for themselves, there just isn't enough food on the islands.</p> |
|--|

B. Fill in the correct word(s) from the list below. Use the words only once.

- | | | | | |
|------------------|------------------------|-------------------|-------------------|-------------------------|
| on my
to give | a champion's
visual | casually
heavy | to win
to fall | asleep
sophisticated |
|------------------|------------------------|-------------------|-------------------|-------------------------|

- | | | | |
|------------------|-------------------|-------------------|---------|
| 7. to have | mentality | 12. to fall | |
| 8. | the legal right | 13. | tastes |
| 9. | the impression of | 14. | elegant |
| 10. | in love | 15. | own |
| 11. | traffic | 16. | arts |

C. Choose the correct item.

17. During the excursion they (**broke / stopped**) to have something to eat in a café.
18. We were (**insecure / unsure**) of which route to take so we bought a road map.
19. He was offered a (**salary / wage**) of £15,000 per year.
20. We went on a one-day (**journey / trip**) to Calais to do some shopping.
21. They (**spent / passed**) nearly three months touring Europe.
22. Julie got a (**work / job**) soon after she left school.
23. This (**brochure / prospectus**) describes holidays in the South Pacific.

D. Fill in the gaps with an appropriate word from the list below:

- typical - lively - restored - professional - socialise - admit - startled

24. Amsterdam has a very nightlife.
25. It was of Diane to forget the appointment; she always does.
26. John is a(n) footballer who earns a great deal of money.
27. Tim and Sue had to that they were not happy in their new flat.
28. Paul is so busy that he has very little time to relax or
29. She was when the doorbell rang as she wasn't expecting anyone that late.
30. After the fire, the old opera house had to be

E. Choose the correct particle.

31. Sally has decided to give **out / up** smoking.
32. We were taken **out / aback** by the unexpected news.
33. She was exhausted and realised she needed to get **away / off** for a few days.
34. Although they were losing the battle, they refused to give **away / in**.
35. He barely makes enough money to get **by / over**.

F. Fill in the correct preposition.

36. to be worried sth
37. to be an example sth
38. to put the blame sb/sth
39. to succeed sth
40. to be well-known sth

G. Choose the correct item.

41. Although she is a lawyer by, she knows little about criminal law.
A) job B) profession C) career D) occupation
42. He is a very salesman who almost always convinces people to buy things.
A) accurate B) persuasive C) fair D) friendly
43. We have a cottage on the south of England.
A) coast B) shore C) bank D) seaside
44. They live on the 12th floor of a modern
A) mansion B) cottage C) semi-detached house D) block of flats
45. The film was so that I could hardly stay awake.
A) shocking B) boring C) exciting D) entertaining

H. Fill in the correct word derived from the words in bold.

46. I prefer houses to modern ones.
47. The film had a very plot.
48. She did a special course in order to become a
49. Mrs Pierce is a person of extremely high
50. Receptionists in good hotels are very

TRADITION
IMAGINE
LIBRARY
INTELLIGENT
HELP

I. Complete the sentences using the words in bold. Use two to five words.

51. She is so intelligent that she could do a Ph.D.
enough She is a Ph.D.
52. The hospital where I was born has been pulled down.
which The hospital has been pulled down.
53. "No, I won't give her any money," he said.
to He any money.
54. It is two years since he last saw her.
not He two years.
55. "You should consult a lawyer," he said to me.
advised He a lawyer.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- Your school newspaper is running "The Most Wonderful Teacher I Know" competition. Write your composition for the competition.
- Your teacher has asked you to write a composition describing an interesting place to visit in your country. Write your composition.
- You have decided to enter a short story competition. Your story should start with the words: "She was afraid it might be too late".

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 1 A (Units 1 - 3)

A. 1 2 3 4 5 6

B. 7.
8.
9.
10.
11.

12.
13.
14.
15.
16.

C. 17.
18.
19.
20.

21.
22.
23.

D. 24.
25.
26.
27.

28.
29.
30.

E. 31. 32. 33. 34. 35.

F. 36. 37. 38. 39. 40.

G. 41. 42. 43. 44. 45.

H. 46.
47.
48.

49.
50.

I. 51.
52.
53.
54.
55.

TEST 1 B (Units 1 - 3)

(Time: 80 minutes)

A. Reading

You are going to read a newspaper article about chimpanzees. Seven sentences have been removed from the article. Choose from the sentences (A-H) the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

My Son the Chimpanzee

A jungle in West Africa may seem a strange place to start an orphanage – unless you're trying to raise 50 baby chimpanzees whose parents have been illegally killed.

A baby chimpanzee splashes about with his adoptive father in the bright sunlight. It is a happy scene, but not a typical one. **0** **D** Every year 300 adults are killed by poachers and the babies are either left to starve or are smuggled to cities like Pointe Noire and sold as pets to Europe or the Middle East. The lucky ones come to the Conkouati sanctuary, which is built on a series of islands in a lagoon near the coast. It is a small area of safety for the rescued chimps.

There are about 50 chimps here, all looked after by a Frenchwoman who has lived in the Congo for 20 years. **1** Then, in 1991, the Congo authorities let her establish the sanctuary as a government reserve. She is dedicated to caring for the chimps, and the family electronics business in Pointe Noire pays for their upkeep.

"When I first came here in 1963, I didn't find much to interest me," she says. **2** I had to do something."

Many of the chimps come from animal markets, where they are chained together and fed on scraps. They arrive in poor physical and psychological condition. "We get

them physically back on their feet in a few days," says Jamart, "but their greatest need is for affection. We give them a lot of physical contact. I'm like a mother to them."

Most of the chimps live on three mangrove islands in the lagoon. **3** For this reason Jamart and her six helpers bring supplies in by boat. Their most important source of nourishment is a baby food with milk, cereals and vitamins. Jamart and her helpers also help the younger chimps hunt for their own food. "We spend hours together in the jungle searching for fruit and edible roots. **4** They are intelligent, and their instincts help them find food in places I'd never think of."

Chimps become less controllable with age, so Jamart plans to release the older animals into a larger area of forest nearby. **5**

Once the older chimps have gone, there should be more space for the young ones. The orphanage is full and, as Jamart is painfully aware, there are many more young chimps being kept in terrible conditions in animal markets, where their future is uncertain.

Jamart is philosophical. **6** In the end, anything she can do is better than leaving the chimps to their fate. "One day I'll be dead and they'll still be here," she says. "Until then, I'll do my best."

- | |
|--|
| <p>A Although most of them know how to get fruit and berries for themselves, there just isn't enough food on the islands.</p> <p>B There is little that she or anyone can do to solve the problem.</p> <p>C There was trouble when some chimps escaped, but enclosures have solved that problem.</p> <p>D This chimpanzee is being raised by humans because other humans killed his parents.</p> <p>E I try to teach them to locate the best things to eat, but I also learn a lot from them.</p> <p>F There they will be able to gather all their own food, and they will be checked regularly by sanctuary staff.</p> <p>G At first Aliette Jamart ran her orphanage from her home in Pointe Noire, but she ran out of space.</p> <p>H "But then one day I went to the zoo in Pointe Noire and I saw these poor chimps which were being kept in terrible conditions.</p> |
|--|

B. Fill in the correct word(s) from the list below. Use the words only once.

historic	to prove	limit	to give	tough
reasonably	department	to rush	to catch	floral

- | | |
|--------------------------|------------------------------|
| 7. sb the chance to | 12. through the tunnels |
| 8. there is no to | 13. himself |
| 9. a print dress | 14. the train |
| 10. sites | 15. priced |
| 11. stores | 16. a world |

C. Choose the correct item.

17. She started her (**occupation / career**) as an actress at the age of 18.
18. Pat would like us to (**enjoy / join**) her for a meal this evening.
19. They turned the sailboat and headed for the (**seaside / shore**).
20. You must (**appoint / apply**) for the post soon if you are interested.
21. He offered to (**share / divide**) his lunch with her.
22. The children went to Salisbury on their school (**travel / trip**).
23. He found a (**note / notice**) on his desk telling him to phone the manager.

D. Fill in the gaps with an appropriate word from the list below:

mature - explore - crowded - experience - confidence - paused - revealed

24. The foundations of the ancient fortress were by archaeologists.
25. Sarah to look at the map before continuing on her way.
26. Working with a good coach increased her and now she's going to enter the tennis tournament.
27. If you want to real peace and quiet, come to the island of Tresco.
28. Tourists, the foyer of the hotel waiting for the coach to arrive.
29. The director decided that John was not enough to be promoted to manager.
30. It is fascinating to the old neighbourhoods of cities like Rome.

E. Choose the correct particle.

31. He felt he would never get **over / away** the death of his wife.
32. Their supply of water gave **up / out** before the search party found them.
33. He gets **away / on** with everyone at school because he is very sociable.
34. Our company is going to take **over / up** several smaller businesses.
35. He gave **away / off** all his old clothes to a charity shop.

F. Fill in the correct preposition.

36. to be serious sth
37. a limit sth
38. to have a variety sth
39. to occur sb
40. to boast sth

G. Choose the correct item.

41. They sat on the of the river throwing stones into the water.
A) coast B) seaside C) shore D) bank
42. He has applied for several but hasn't got one yet.
A) careers B) jobs C) occupations D) professions
43. This book is really – I couldn't stop laughing when I read it.
A) boring B) shocking C) entertaining D) exciting
44. They inherited a which they later turned into a luxurious hotel.
A) cottage B) mansion C) semi-detached house D) block of flats
45. A computer programmer must be extremely as mistakes can waste a lot of time.
A) friendly B) accurate C) fair D) persuasive

H. Fill in the correct word derived from the words in bold.

46. The club is so that it only allows millionaires to join.
47. They had a very happy which lasted for many years.
48. He is a stockbroker so he knows a lot about matters.
49. They told us they had a time on holiday.
50. Pat is a who writes mainly about politics.

**EXCLUDE
RELATE
FINANCE
WONDER
JOURNAL**

I. Complete the sentences using the words in bold. Use two to five words.

51. He's rather poor so he can't buy a car.
rich He to buy a car.
52. The bank I owe money to has sent me a letter.
to The bank has sent me a letter.
53. "I'm sorry I forgot to ring you," Sue said.
forgetting Sue to ring me.
54. She started studying Japanese two years ago.
been She two years.
55. "Yes, I'm the one who took the money," she said.
having She the money.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- 1 A local newspaper is running a competition. To enter the competition you should submit a composition about your favourite film star. Write your composition for the competition.
- 2 Your local newspaper is running a competition for the best description of a holiday resort in your country. Write your composition for the competition.
- 3 You have decided to enter a short story competition. Your story should start with the words: "She looked at the letter and started laughing."

NAME: _____
CLASS: _____

DATE: _____

(Time: 80 minutes)

TEST 1 B (Units 1 - 3)

A. 1 2 3 4 5 6

B. 7. 12.
8. 13.
9. 14.
10. 15.
11. 16.

C. 17. 21.
18. 22.
19. 23.
20.

D. 24. 28.
25. 29.
26. 30.
27.

E. 31. 32. 33. 34. 35.

F. 36. 37. 38. 39. 40.

G. 41. 42. 43. 44. 45.

H. 46. 49.
47. 50.
48.

I. 51.
52.
53.
54.
55.

J. Writing

A series of horizontal dotted lines for writing.

TEST 1 A**KEY**

- A.** 1. E 2. A 3. H 4. G 5. B 6. F
- B.** 7. a champion's 9. to give 11. heavy 13. sophisticated 15. on my
8. to win 10. to fall 12. asleep 14. casually 16. visual
- C.** 17. stopped 19. salary 21. spent 23. brochure
18. unsure 20. trip 22. job
- D.** 24. lively 26. professional 28. socialise 30. restored
25. typical 27. admit 29. startled
- E.** 31. up 32. aback 33. away 34. in 35. by
- F.** 36. about/by 37. of 38. on 39. in 40. for
- G.** 41. B 42. B 43. A 44. D 45. B
- H.** 46. traditional 48. librarian 50. helpful
47. imaginative 49. intelligence
- I.** 51. ... intelligent enough to do ... 53. ... refused to give her ...
52. ... in which I was born/
which I was born in ... 54. ... has not seen her for ...
55. ... advised me to consult ...
- J.** (*T gives marks according to students' performance.*)

TEST 1 B**KEY**

- A.** 1. G 2. H 3. A 4. E 5. F 6. B
- B.** 7. to give 9. floral 11. department 13. to prove 15. reasonably
8. limit 10. historic 12. to rush 14. to catch 16. tough
- C.** 17. career 19. shore 21. share 23. note
18. join 20. apply 22. trip
- D.** 24. revealed 26. confidence 28. crowded 30. explore
25. paused 27. experience 29. mature
- E.** 31. over 32. out 33. on 34. over 35. away
- F.** 36. about 37. to 38. of 39. to 40. about
- G.** 41. D 42. B 43. C 44. B 45. B
- H.** 46. exclusive 48. financial 50. journalist
47. relationship 49. wonderful
- I.** 51. ... is not/isn't rich enough ... 53. ... apologised for forgetting ...
52. ... to which I owe money/
which I owe money to ... 54. ... has been studying Japanese for ...
55. ... admitted (to) having taken ...
- J.** (*T gives marks according to students' performance.*)

Marking Scheme for Tests 1 A / 1 B

A:	6 items x 2 marks each = 12
B:	10 items x 1 mark each = 10
C:	7 items x 2 marks each = 14
D:	7 items x 2 marks each = 14
E:	5 items x 1 mark each = 5
F:	5 items x 1 mark each = 5

G:	5 items x 1 mark each = 5
H:	5 items x 1 mark each = 5
I:	5 items x 1 mark each = 5
J:	Writing = 25

Total: 100 marks

TEST 2 A (Units 4 - 6)**(Time: 80 minutes)****A. Reading**

You are going to read an article about dinosaur eggs. For questions 1 - 6, choose the correct answer **A**, **B**, **C** or **D**.

The Great Dinosaur Egg Hunt

Red dust covered our van as we drove up the Green Dragon Mountain in China. The road was dreadful, and our van shook so much that eventually one of the doors fell off. I didn't mind though. I was fascinated by the pale, oval shapes I kept seeing. There were far too many of them to be fossils, or so I thought. We stopped to investigate. I picked one up and felt the unmistakable surface of a dinosaur egg shell.

Suddenly villagers began to crowd around our group and joyful children led us through the narrow streets of the village, which were lined with modest houses, to a site that contained even more eggs. The reason for their excitement soon became evident. In 1991, while building a foundation, a farmer discovered some prehistoric eggs, and soon enthusiastic collectors were buying the eggs for a dollar a piece, a significant sum of money in rural China.

The eggs were then taken to North America where even the smallest ones were sold for up to \$1,200. After hearing that celebrities such as Steven Spielberg had bought eggs, buyers at an auction went wild and paid an amazing \$78,000 for a nest of ten eggs.

Chinese officials soon became alarmed and began to stop the exportation of eggs, declaring them "national treasures". In 1993 the authorities stopped smugglers taking 3,000 eggs out of the country. The eggs are now housed at the Institute of Cultural Relics and are guarded by locals who were hired to protect them.

19 It is not just the eggs that have excited scientists, it's the chance that one will contain an embryo that can be identified, enabling them to confirm which species of dinosaur the egg came from. Scientists have been lucky a few times, but since most embryos are just a mixed-up set of bones that have separated and fallen into the bottom of the egg, other factors such as size, shape, and texture are used to give them names.

The study of embryos could reveal more about the link between dinosaurs and their descendants, such as birds and certain species of lizards. This could determine whether some dinosaurs were warm-blooded and how they protected and cared for their eggs and young. The most interesting idea is that of cloning, or reproducing a dinosaur using DNA, a scenario featured in the book and film *Jurassic Park*. This, however, seems to be rather unlikely, as few scientists believe that cloning a dinosaur will ever be possible. Dinosaurs live only in our imaginations, a place where their magnificence will never die.

1. How did the writer know that the objects were dinosaur eggs?

- A because they were fossils
- B because there were so many of them
- C because he touched one
- D because of their shape

2. The villagers considered the original price of the eggs to be
- too low.
 - high.
 - reasonable.
 - unfair.
3. Why did lots of people suddenly want to buy the eggs?
- They were cheap in China.
 - They were of scientific value.
 - They were a good investment.
 - Famous people had bought some.
4. What did the Chinese authorities decide to do?
- prevent people taking the eggs out of the country
 - sell the eggs
 - smuggle the eggs out of the country
 - have the eggs returned to China
5. What does *them* in line 19 refer to?
- the embryos
 - the authorities
 - the eggs
 - the scientists
6. What might examining the embryos show?
- whether dinosaurs can be cloned
 - that dinosaurs were a type of lizard
 - how their eggs developed
 - whether all dinosaurs were cold-blooded

B. Fill in the correct word(s) from the list below. Use the words only once.

vast	plane	to make	to mark	to take
to keep	the pressures	massive	balanced	by far

- | | |
|-----------------------|-------------------------|
| 7. sth seriously | 12. the largest |
| 8. a crash | 13. of modern life |
| 9. a earthquake | 14. a diet |
| 10. the occasion | 15. the majority |
| 11. preparations | 16. the body fit |

C. Choose the correct item.

- He was (**thrilled / terrified**) when he heard that he'd passed his exam.
- A large crowd (**collected / gathered**) at the station after the train crashed.
- He asked for a second (**helping / course**) because he was so hungry.
- She took a (**bite / swallow**) of the pie and gasped because it was so hot.
- The hurricane (**caused / resulted**) millions of pounds' worth of damage.
- A huge cloud of dust blew out of the mine's (**entrance / entry**) after the explosion.
- She didn't (**notice / observe**) that she'd left the door open when she went to work.

D. Fill in the gaps with an appropriate word from the list below:

occupied - illustrate - impact - spectacular - signifies - loss - estimate

24. Because he wasn't wearing a seatbelt the of the crash threw him out of the car.
25. Dieticians that more than 50% of the population don't eat enough fresh vegetables.
26. Reports state that the rebel army has now the capital city.
27. To celebrate his 50th birthday, they organised a fireworks display.
28. His of appetite worried him so he went to the doctor.
29. During the lecture he used several diagrams to the basis of his discovery.
30. The number of tickets sold for this year's music festival that it will be a great success.

E. Choose the correct particle(s).

31. His doctor told him to cut **down on** / **off** the amount of meat he ate.
32. The drought was so severe that the president turned **up** / **to** neighbouring countries for help.
33. Their application to hold a street party was turned **off** / **down**, because last year so many people complained about the noise.
34. The children often get carried **away** / **off** when they're playing hide-and-seek.
35. His composition was too long so he had to cut **off** / **out** several sentences.

F. Fill in the correct preposition.

36. to be restricted an area
37. to deal sb/sth
38. to combine sth sth else
39. to compete sb
40. the loss sb/sth

G. Choose the correct item.

41. He decided that he could more money if he opened his own restaurant.
A) put B) gain C) earn D) win
42. The accident happened because they tried to a lorry on a sharp bend.
A) swerve B) crash C) overtake D) skid
43. They sat on the of the river enjoying the peaceful atmosphere.
A) coast B) shore C) side D) bank
44. "My meal was dreadful! I to see the manager!"
A) ask B) demand C) order D) command
45. The schoolgirl had been reported three days before she was found.
A) missing B) injured C) damaged D) hurt

H. Fill in the correct word derived from the words in bold.

46. Work to the structure of the bridge has begun after safety experts decided it was unsafe.
47. The police are asking motorists to drive slowly because is so poor at the moment.
48. Differences in accents sometimes make it difficult for people from different areas to understand each other.
49. After they'd opened their Christmas presents the whole family were in a mood.
50. Many doctors claim that the number of heart attacks could easily be reduced if people ate better and exercised regularly.

STRENGTH**VISIBLE****REGION****CHEER****ALARM****I. Complete the sentences using the words in bold. Use two to five words.**

51. If you don't pay attention in class you won't learn anything.
unless You won't learn anything in class.
52. It's a shame that they cancelled the show.
not I wish cancelled the show.
53. A farmer has discovered several gold coins in a field.
been Several gold coins in a field.
54. He asked the carpenter to make a bookcase for his wife.
made He his wife.
55. She wants to go out for a pizza and not eat at home.
would She for a pizza rather than eat at home.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- 1 You work for a newspaper. Write a news report about an aeroplane crash which happened in your area.
- 2 Your teacher has asked you to describe a birthday party you recently attended. Write your composition.
- 3 You have invited some relatives to your school play. Write a letter to them giving directions so that they can get to your school.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 2 A (Units 4 - 6)

A. 1. 2. 3. 4. 5. 6.

B. 7. 12.
8. 13.
9. 14.
10. 15.
11. 16.

C. 17. 21.
18. 22.
19. 23.
20.

D. 24. 28.
25. 29.
26. 30.
27.

E. 31. 32. 33. 34. 35.

F. 36. 37. 38. 39. 40.

G. 41. 42. 43. 44. 45.

H. 46. 49.
47. 50.
48.

I. 51.
52.
53.
54.
55.

J. Writing

A series of horizontal dotted lines for writing.

TEST 2 B (Units 4 - 6)**(Time: 80 minutes)****A. Reading**

You are going to read an article about dinosaur eggs. For questions 1 - 6, choose the correct answer **A, B, C** or **D**.

The Great Dinosaur Egg Hunt

Red dust covered our van as we drove up the Green Dragon Mountain in China. The road was dreadful, and our van shook so much that eventually one of the doors fell off. I didn't mind though. I was fascinated by the pale, oval shapes I kept seeing. There were far too many of them to be fossils, or so I thought. We stopped to investigate. I picked one up and felt the unmistakable surface of a dinosaur egg shell.

Suddenly villagers began to crowd around our group and joyful children led us through the narrow streets of the village, which were lined with modest houses, to a site that contained even more eggs. The reason for their excitement soon became evident. In 1991, while building a foundation, a farmer discovered some prehistoric eggs, and soon enthusiastic collectors were buying the eggs for a dollar a piece, a significant sum of money in rural China.

The eggs were then taken to North America where even the smallest ones were sold for up to \$1,200. After hearing that celebrities such as Steven Spielberg had bought eggs, buyers at an auction went wild and paid an amazing \$78,000 for a nest of ten eggs.

Chinese officials soon became alarmed and began to stop the exportation of eggs, declaring them "national treasures". In 1993 the authorities stopped smugglers taking 3,000 eggs out of the country. The eggs are now housed at the Institute of Cultural Relics and are guarded by locals who were hired to protect them.

19 It is not just the eggs that have excited scientists, it's the chance that one will contain an embryo that can be identified, enabling them to confirm which species of dinosaur the egg came from. Scientists have been lucky a few times, but since most embryos are just a mixed-up set of bones that have separated and fallen into the bottom of the egg, other factors such as size, shape, and texture are used to give them names.

The study of embryos could reveal more about the link between dinosaurs and their descendants, such as birds and certain species of lizards. This could determine whether some dinosaurs were warm-blooded and how they protected and cared for their eggs and young. The most interesting idea is that of cloning, or reproducing a dinosaur using DNA, a scenario featured in the book and film *Jurassic Park*. This, however, seems to be rather unlikely, as few scientists believe that cloning a dinosaur will ever be possible. Dinosaurs live only in our imaginations, a place where their magnificence will never die.

1. How did the writer know that the objects were dinosaur eggs?
 - A because there were so many of them
 - B because he touched one
 - C because of their shape
 - D because they were fossils

2. The villagers considered the original price of the eggs to be

- A reasonable.
- B unfair.
- C too low.
- D high.

3. Why did lots of people suddenly want to buy the eggs?

- A They were of scientific value.
- B They were cheap in China.
- C Famous people had bought some.
- D They were a good investment.

4. What did the Chinese authorities decide to do?

- A smuggle the eggs out of the country
- B have the eggs returned to China
- C prevent people taking the eggs out of the country
- D sell the eggs

5. What does *them* in line 19 refer to?

- A the eggs
- B the scientists
- C the embryos
- D the authorities

6. What might examining the embryos show?

- A how their eggs developed
- B whether all dinosaurs were cold-blooded
- C whether dinosaurs can be cloned
- D that dinosaurs were a type of lizard

B. Fill in the correct word(s) from the list below. Use the words only once.

to do	front	to commit	seismic	high
heart	to honour	to greet	crust	side

- | | |
|---------------------------|----------------------|
| 7. the door | 12. with cheers |
| 8. the Earth's | 13. no harm |
| 9. activity | 14. in calories |
| 10. the memory of sb | 15. disease |
| 11. suicide | 16. effects |

C. Choose the correct item.

- 17. The baby wasn't (**earning / gaining**) weight as it should so they took it to the doctor's.
- 18. (**Dieting / Fasting**) is practised in many religions as a means of cleansing the body.
- 19. The people in the Easter (**process / procession**) carried a statue through the town.
- 20. There were some fantastic (**suits / costumes**) in the carnival parade.
- 21. "(**Remind / Remember**) the children to fasten their seatbelts," she said.
- 22. There was a serious car crash and, as a(n) (**effect / consequence**), traffic was backed up for miles.
- 23. Most western people would be (**terrified / horrified**) at the idea of eating snake.

D. Fill in the gaps with an appropriate word from the list below:

caricatures - combination - restrict - intense - permanent - rejected - consume

24. On many diets you have to your salt intake.
25. The heat of the fire could be felt from thirty metres away.
26. The town council put up a statue as a(n) reminder of those who died in the War.
27. Writing good stories requires a(n) of imagination and hard work.
28. The figures which are burnt during the Fallas Festival are of local people.
29. Lynn their proposal as it sounded very risky.
30. If you too much fat you may develop heart problems.

E. Choose the correct particle(s).

31. He carried **on / out** driving even though he was exhausted.
32. An announcer cut **off / in** during the film to make an important announcement.
33. It would be a good idea to cut **down on / out** smoking even if you can't give it up completely.
34. It was cloudy in the morning, but it turned **out / off** to be fine for the picnic.
35. Pete turned **up / out** at the party although he hadn't been invited.

F. Fill in the correct preposition.

36. to get rid sth
37. to cling sb
38. to remind sb sth
39. to be popular sb
40. to be lacking sth

G. Choose the correct item.

41. He a good living as an accountant.
A) takes B) gains C) earns D) wins
42. Unless you drive slowly on icy roads, you are likely to and lose control of the car.
A) swerve B) crash C) overtake D) skid
43. The west of Ireland has a lot of beautiful scenery.
A) coast B) shore C) side D) bank
44. The sign said: Passengers are not to leave bags unattended.
A) requested B) ordered C) demanded D) commanded
45. The ambulancemen took the drivers to hospital.
A) missing B) hurt C) damaged D) injured

H. Fill in the correct word derived from the words in bold.

46. Being an air traffic controller is one of the most jobs in the world. **STRESS**
47. The that the volcano would erupt this week was not accurate. **PREDICT**
48. The London Symphony Orchestra gave a performance last night. **SPECTACLE**
49. That new club has a really atmosphere. **LIVE**
50. Although the collision did not sink the tanker it caused a lot of damage. **STRUCTURE**

I. Complete the sentences using the words in bold. Use two to five words.

51. The party will be held outdoors if it doesn't rain tomorrow.
unless The party will be held outdoors tomorrow.
52. It's a pity I can't go to the party tonight.
wish I to the party tonight.
53. Someone stole her car last night.
was Her car last night.
54. We hired somebody to decorate the hall for the party.
decorated We for the party.
55. I'd better stay home; I don't feel like going out tonight.
rather I go out tonight.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- 1 Your teacher has asked you to describe a celebration you recently attended. Write your composition.
- 2 You have invited some friends to your birthday party. Write a letter to them giving directions so that they can get to your house.
- 3 You work for a newspaper. Write a news report about an earthquake which has taken place in your area.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 2 B (Units 4 - 6)

- A. 1. 2. 3. 4. 5. 6.
- B. 7. 12.
8. 13.
9. 14.
10. 15.
11. 16.
- C. 17. 21.
18. 22.
19. 23.
20.
- D. 24. 28.
25. 29.
26. 30.
27.
- E. 31. 32. 33. 34. 35.
- F. 36. 37. 38. 39. 40.
- G. 41. 42. 43. 44. 45.
- H. 46. 49.
47. 50.
48.
- I. 51.
52.
53.
54.
55.

TEST 2 A**KEY**

- A. 1. C 2. B 3. D 4. A 5. D 6. D
- B. 7. to take 9. massive 11. to make 13. the pressures 15. vast
8. plane 10. to mark 12. by far 14. balanced 16. to keep
- C. 17. thrilled 19. helping 21. caused 23. notice
18. gathered 20. bite 22. entrance
- D. 24. impact 26. occupied 28. loss 30. signifies
25. estimate 27. spectacular 29. illustrate
- E. 31. on 32. to 33. down 34. away 35. out
- F. 36. to 37. with 38. with 39. with 40. of
- G. 41. C 42. C 43. D 44. B 45. A
- H. 46. strengthen 48. regional 50. alarming
47. visibility 49. cheerful
- I. 51. ... unless you pay attention ... 54. ... had a bookcase made for ...
52. ... they hadn't/had not ... 55. ... would prefer to go out ...
53. ... have been discovered ...
- J. (*T gives marks according to students' performance.*)

TEST 2 B**KEY**

- A. 1. B 2. D 3. C 4. C 5. B 6. B
- B. 7. front 9. seismic 11. to commit 13. to do 15. heart
8. crust 10. to honour 12. to greet 14. high 16. side
- C. 17. gaining 19. procession 21. Remind 23. horrified
18. Fasting 20. costumes 22. consequence
- D. 24. restrict 26. permanent 28. caricatures 30. consume
25. intense 27. combination 29. rejected
- E. 31. on 32. in 33. down on 34. out 35. up
- F. 36. of 37. to 38. of 39. with 40. in
- G. 41. C 42. D 43. A 44. A 45. D
- H. 46. stressful 48. spectacular 50. structural
47. prediction 49. lively
- I. 51. ... unless it rains ... 54. ... had the hall decorated ...
52. ... wish I could go ... 55. ... would rather stay home than ...
53. ... was stolen ...
- J. (*T gives marks according to students' performance.*)

Marking Scheme for Tests 2 A / 2 B

A:	6 items x 2 marks each = 12
B:	10 items x 1 mark each = 10
C:	7 items x 2 marks each = 14
D:	7 items x 2 marks each = 14
E:	5 items x 1 mark each = 5
F:	5 items x 1 mark each = 5

G:	5 items x 1 mark each = 5
H:	5 items x 1 mark each = 5
I:	5 items x 1 mark each = 5
J:	Writing = 25

Total: 100 marks

TEST 3 A (Units 7 - 9)

(Time: 80 minutes)

A. Reading

You are going to read about some rare creatures. Choose the most suitable heading from the list **A - H** for each part (**1-6**). There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

The Creatures that Time Forgot

A Changing eating habits for survival	E Surviving unchanged
B Exceptions to extinction	F Saving ancient lives with science
C A completely new species	G Hiding from hunters
D A surprising reappearance	H The threats people pose

0

The process of evolution has been very hard on some creatures. Just think of the dinosaurs. Along with many other species, they were unable to adapt to the changing environment and, as a result, died out. But sometimes members of a species have managed to hide away and live on. Meat-eating sponges, coelacanths and the white salamander are three such creatures.

1

The remarkable thing about these three creatures is that they have not changed for millions of years. They have remained hidden away in some of the darkest underwater places on earth. These are caves which, until now, have not been properly explored; they lack light and food and the creatures that live in them have had to struggle to survive.

2

The most exotic of these creatures lives deep in an underwater cave in Europe. It is the white salamander, which is a member of a species 350 million years old – older than the dinosaurs. Over the last 20 million years, it has been driven to isolated places in order to escape being hunted. The underwater cave was the ideal place. In fact the salamander managed to hide so successfully that the first sighting wasn't reported until 1689.

3

The salamander is usually a pale, milky colour and it is almost blind. It can live for up to 100 years, and can apparently live for decades without food. The salamander

is under threat, though, as a result of pollution in underground rivers. Scientists have had problems trying to raise salamanders, so they have created a laboratory in underwater caves in order to do this.

4

In equally dark caves under the sea, there has been an even more surprising discovery: a sponge that eats meat. It was discovered in a cave that was flooded 7,000 years ago. The water is cold and still and has no nutrition. Faced with this lack of food that other sponges take from the water, this species started catching tiny sea animals like shrimps and prawns and eating them. This was the only way this strange creature could survive.

5

The most famous of all these creatures, however, is the coelacanth. This ancient fish has lived in the sea for more than 300 million years. Until 1938, scientists thought it had died out a long time before. Then one was caught in the Indian Ocean. This fish has fins which resemble legs, and these have not changed for millions of years. A recent study showed that, unlike other fish, it lives and breeds in caves and the only time it ventures out is for food.

6

Because of fishing and tourism, the coelacanth is in great danger of dying out. Experts say there are only about 200 of them left. It seems that the isolation which protected these ancient creatures for millions of years is no more. Humans are, of course, the biggest threat to them, and now that their secret places have been discovered, they have nowhere left to go.

B. Fill in the correct word(s) from the list below. Use the words only once.

to leave	close	weather	awful	to pay
to be	to put	to catch	to learn	wildlife

- | | | | |
|--------------|----------------|--------------|----------------------|
| 7. the | truth | 12. | in search of sth |
| 8. | a light on | 13. | conservation society |
| 9. | sb behind bars | 14. at | quarters |
| 10. | forecasts | 15. | large amounts |
| 11. | the technique | 16. | sb's eye |

C. Choose the correct item.

17. He was arrested for trying to (**burgle / rob**) a bank.
18. The (**suspect / convict**) was tried and sentenced to five years in prison.
19. She always wears a (**tracksuit / wet suit**) when she warms up before exercising.
20. Although they had never played baseball before they had an enjoyable (**race / game**).
21. The (**assassin / arsonist**) was caught as he was aiming his gun at the President.
22. A (**defence lawyer / prosecutor**) is a professional who represents the state in court.
23. How about (**going / doing**) ice-skating tonight?

D. Fill in the gaps with an appropriate word from the list below:

watchful - prevention - courage - unspoilt - challenging - awareness - extinct

24. It takes a lot of to go parachuting since it's very frightening to jump out of a plane.
25. We are trying to increase people's of environmental problems.
26. Becoming an astronaut is very because you need so many different skills and qualities.
27. Dealing with environmental problems after they have become serious is not very practical — is the only real solution.
28. If you want to avoid trouble, you should be when walking around big cities.
29. When there are fewer than a hundred of a species left, they are considered to be almost
30. It is rare to find areas of countryside in Europe nowadays.

E. Choose the correct particle(s).

31. Pat and John did nothing but argue so they decided to break **up / off**.
32. Most children grow **up / out of** sucking their thumbs before they are three.
33. They decided to put **off / up** the meeting because certain members could not attend.
34. He puts **out / in** at least four hours of playing the piano every day.
35. If we didn't have locks on our windows, the burglar could have broken **out of / in**.

F. Fill in the correct preposition.

36. to complain sb/sth
37. to be risk
38. one place to another
39. to protect oneself sb/sth
40. to invest sth

G. Choose the correct item.

41. The policeman threatened to the driver if she did not answer his questions.
A) accuse B) suspect C) convict D) arrest
42. The old man was as he was walking down a deserted street.
A) smuggled B) mugged C) stolen D) burgled

43. Their team is determined to their rivals.
A) earn B) win C) defeat D) gain
44. Smog has the ancient monument, which now needs to be restored.
A) destroyed B) damaged C) disappeared D) polluted
45. Certain birds of prey are listed as species.
A) wild B) savage C) fierce D) endangered

H. Fill in the correct word derived from the words in bold.

46. He was fined for parking on the double yellow lines.
47. Laura is on her parents for money.
48. She was by a mugger but she managed to get away.
49. An opera singer needs a voice.
50. I belong to an which helps underprivileged children.

LEGAL
DEPEND
THREAT
POWER
ORGANISE

I. Complete the sentences using the words in bold. Use two to five words.

51. I'm sure it was Richard who took my books.
have It who took my books.
52. That boy is so talented that he is bound to succeed.
such He is he is bound to succeed.
53. Jaguars are both fast and beautiful.
not Jaguars are also beautiful.
54. It's silly to get angry over such an unimportant matter.
no It's over such an unimportant matter.
55. It wasn't necessary to put him in prison; they fined him instead.
need They him in prison; they fined him instead.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- 1 You want to go on an organised garden tour and have found this advertisement. Read the advertisement and the notes you have made and write to the tour company for further information.

Floral Tours

See great British gardens the relaxed way!

Tours from half a day to one week.

Reasonable prices. Knowledgeable guides.

Group discounts.

Book now at 0181 378 0728

Which gardens are included? —————

How much for a two-day tour? —————

2 days? —————

Group of 5 too small? —————

- 2 Your school newspaper needs an article about the good and bad points of becoming a doctor. Write your article for the newspaper.
- 3 You are planning to get married and want a friend from another city to come for the wedding. Write a letter inviting your friend and giving details about the ceremony and reception.

NAME: _____
CLASS: _____

DATE: _____

(Time: 80 minutes)

TEST 3 A (Units 7 - 9)

A. 1 2 3 4 5 6

B. 7.
8.
9.
10.
11.

12.
13.
14.
15.
16.

C. 17.
18.
19.
20.

21.
22.
23.

D. 24.
25.
26.
27.

28.
29.
30.

E. 31. 32. 33. 34. 35.

F. 36. 37. 38. 39. 40.

G. 41. 42. 43. 44. 45.

H. 46. 49.
47. 50.
48.

I. 51.
52.
53.
54.
55.

TEST 3 B (Units 7 - 9)

(Time: 80 minutes)

A. Reading

You are going to read about some rare creatures. Choose the most suitable heading from the list **A - H** for each part (**1-6**). There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

The Creatures that Time Forgot

A A completely new species	E Exceptions to extinction
B Surviving unchanged	F Hiding from hunters
C The threats people pose	G Saving ancient lives with science
D Changing eating habits for survival	H A surprising reappearance

0

The process of evolution has been very hard on some creatures. Just think of the dinosaurs. Along with many other species, they were unable to adapt to the changing environment and, as a result, died out. But sometimes members of a species have managed to hide away and live on. Meat-eating sponges, coelacanths and the white salamander are three such creatures.

1

The remarkable thing about these three creatures is that they have not changed for millions of years. They have remained hidden away in some of the darkest underwater places on earth. These are caves which, until now, have not been properly explored; they lack light and food and the creatures that live in them have had to struggle to survive.

2

The most exotic of these creatures lives deep in an underwater cave in Europe. It is the white salamander, which is a member of a species 350 million years old — older than the dinosaurs. Over the last 20 million years, it has been driven to isolated places in order to escape being hunted. The underwater cave was the ideal place. In fact the salamander managed to hide so successfully that the first sighting wasn't reported until 1689.

3

The salamander is usually a pale, milky colour and it is almost blind. It can live for up to 100 years, and can apparently live for decades without food. The salaman-

der is under threat, though, as a result of pollution in underground rivers. Scientists have had problems trying to raise salamanders, so they have created a laboratory in underwater caves in order to do this.

4

In equally dark caves under the sea, there has been an even more surprising discovery: a sponge that eats meat. It was discovered in a cave that was flooded 7,000 years ago. The water is cold and still and has no nutrition. Faced with this lack of food that other sponges take from the water, this species started catching tiny sea animals like shrimps and prawns and eating them. This was the only way this strange creature could survive.

5

The most famous of all these creatures, however, is the coelacanth. This ancient fish has lived in the sea for more than 300 million years. Until 1938, scientists thought it had died out a long time before. Then one was caught in the Indian Ocean. This fish has fins which resemble legs, and these have not changed for millions of years. A recent study showed that, unlike other fish, it lives and breeds in caves and the only time it ventures out is for food.

6

Because of fishing and tourism, the coelacanth is in great danger of dying out. Experts say there are only about 200 of them left. It seems that the isolation which protected these ancient creatures for millions of years is no more. Humans are, of course, the biggest threat to them, and now that their secret places have been discovered, they have nowhere left to go.

B. Fill in the correct word(s) from the list below. Use the words only once.

- | | | | | |
|-----------|----------|---------|---------|----------|
| to become | to be | to have | high | open |
| to make | unspoilt | to keep | to draw | to catch |
7. attention to sth 12. the waves
 8. at risk 13. a profit
 9. a(n) invitation 14. in spirits
 10. talent 15. extinct
 11. paradise 16. an eye on sth

C. Choose the correct item.

17. Tom was caught trying to (**burgle / steal**) a car.
 18. The police do not have a(n) (**suspect / offender**) yet, but are hoping the new information will give them some clues.
 19. Susan goes to the gym every day because she wants to keep (**fit / exercised**).
 20. Daniel can call himself a(n) (**champion / amateur**) chess player after beating everyone in the tournament.
 21. He was charged with (**doing / committing**) arson.
 22. The (**jury / court reporter**) will give the verdict now.
 23. Many species of birds are now (**extinct / threatened**) and can only be seen as stuffed exhibits in museums.

D. Fill in the gaps with an appropriate word from the list below:

aggressive - balance - convict - forested - dedication - determined - existence

24. This was a heavily area before people cut the trees down for building and fuel.
 25. Most animals are not — they are simply trying to defend themselves.
 26. The of many rare plants is threatened throughout the world.
 27. Acrobats must have excellent as well as great physical strength.
 28. Campaigners are to stop the government from building unnecessary roads.
 29. To be a successful sportsperson you need both and talent.
 30. The jury are sure to him — there is so much evidence against him.

E. Choose the correct particle(s).

31. She broke **off / up** in the middle of her story to answer the phone.
 32. Judy grew **up / out of** in the countryside so she knows a lot about nature.
 33. The government announced that taxes are going to be put **up / off** by 10%.
 34. The fire brigade are still trying to put **out / in** the fire in the oil refinery.
 35. The prisoner tried to break **out of / in** prison during the night, but was unsuccessful.

F. Fill in the correct preposition.

36. regular times
 37. danger of sth
 38. any weather
 39. to be dependent sth/sb
 40. to be threatened extinction

G. Choose the correct item.

41. He was for drink-driving by the police, who then took him down to the police station.
 A) convicted B) arrested C) accused D) suspected
42. Customs officials are trying to improve their methods of catching people who illegal goods.
 A) smuggle B) mug C) burgle D) kidnap

43. Environmentalists hope to the fight to save the Siberian tiger.
A) earn B) win C) beat D) gain
44. If people realised how much their cars the atmosphere, they would use public transport more often.
A) ruin B) hurt C) destroy D) pollute
45. Many people believe that animals should not be kept in cages.
A) wild B) savage C) fierce D) endangered

H. Fill in the correct word derived from the words in bold.

46. The is the representative of the state in a court of law.
47. is a creative and enjoyable hobby.
48. You need great in order to be successful at archery.
49. My neighbour collects old clocks.
50. The of natural resources is very important if humans are to survive.

PROSECUTE
PHOTOGRAPH
ACCURATE
VALUE
CONSERVE

I. Complete the sentences using the words in bold. Use two to five words.

51. I'm sure it wasn't Tina who broke the cassette player.
been It Tina who broke the cassette player.
52. The game was so exciting that the fans went wild.
such It was that the fans went wild.
53. Elephants are big and powerful.
not Elephants are also powerful.
54. It's not necessary to pay me back now — you can wait till payday.
need You me back now — you can wait till payday.
55. Don't ask her for directions — she won't know anyway.
no There's her for directions — she won't know anyway.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- 1 You have just returned from a tour with Blake Tours, which was very disappointing. You decide to write to the company to complain about the tour and ask for some money back.

Read the advertisement and the notes you have made and write a letter to the company. You may add other relevant points of your own.

Blake Tours

Want to see Britain in comfort and style? Blake Tours offers one-week tours round England, Scotland and Wales.

Included are:

- **guided tours** of principal sites
- luxury accommodation
- excellent **gourmet meals**
- **1st-class** coach transport

Phone 0181 623 0792 for further details

Guides knew nothing! (points to 'guided tours')

No, it wasn't! (points to 'gourmet meals')

Mostly sandwiches! (points to 'gourmet meals')

uncomfortable and dirty (points to '1st-class')

- 2 Your school newspaper needs an article about the good and bad points of becoming an athlete. Write your article for the paper.
- 3 You are planning a party for your parents' anniversary and you want a relative from another city to come. Write a letter inviting your relative and giving details about the party.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 3 B (Units 7 - 9)

A. 1 2 3 4 5 6

B. 7. 12.
8. 13.
9. 14.
10. 15.
11. 16.

C. 17. 21.
18. 22.
19. 23.
20.

D. 24. 28.
25. 29.
26. 30.
27.

E. 31. 32. 33. 34. 35.

F. 36. 37. 38. 39. 40.

G. 41. 42. 43. 44. 45.

H. 46. 49.
47. 50.
48.

I. 51.
52.
53.
54.
55.

J. Writing

Lined writing area consisting of multiple horizontal dotted lines for text entry.

TEST 3 A**KEY**

- A. 1. E 2. G 3. F 4. A 5. D 6. H
- B. 7. awful 9. to put 11. to learn 13. wildlife 15. to pay
8. to leave 10. weather 12. to be 14. close 16. to catch
- C. 17. rob 19. tracksuit 21. assassin 23. going
18. suspect 20. game 22. prosecutor
- D. 24. courage 26. challenging 28. watchful 30. unspoilt
25. awareness 27. prevention 29. extinct
- E. 31. up 32. out of 33. off 34. in 35. in
- F. 36. about 37. at 38. from 39. from 40. in
- G. 41. D 42. B 43. C 44. B 45. D
- H. 46. illegally 48. threatened 50. organisation
47. dependent 49. powerful
- I. 51. ... must have been Richard ... 54. ... no use getting angry ...
52. ... such a talented boy that ... 55. ... didn't need to put ...
53. ... not only fast, they are .../... not only fast, but ...
- J. *(T gives marks according to students' performance.)*

TEST 3 B**KEY**

- A. 1. B 2. F 3. G 4. D 5. H 6. C
- B. 7. to draw 9. open 11. unspoilt 13. to make 15. to become
8. to be 10. to have 12. to catch 14. high 16. to keep
- C. 17. steal 19. fit 21. committing 23. extinct
18. suspect 20. champion 22. jury
- D. 24. forested 26. existence 28. determined 30. convict
25. aggressive 27. balance 29. dedication
- E. 31. off 32. up 33. up 34. out 35. out of
- F. 36. at 37. in 38. in 39. on 40. with
- G. 41. B 42. A 43. B 44. D 45. A
- H. 46. prosecutor 48. accuracy 50. conservation
47. Photography 49. valuable
- I. 51. ... can't have been ... 54. ... needn't pay .../... don't need to pay ...
52. ... such an exciting game ... 55. ... no point (in) asking ...
53. ... not only big, they are .../... not only big, but ...
- J. *(T gives marks according to students' performance.)*

Marking Scheme for Tests 3 A / 3 B

A:	6 items x 2 marks each = 12
B:	10 items x 1 mark each = 10
C:	7 items x 2 marks each = 14
D:	7 items x 2 marks each = 14
E:	5 items x 1 mark each = 5
F:	5 items x 1 mark each = 5

G:	5 items x 1 mark each = 5
H:	5 items x 1 mark each = 5
I:	5 items x 1 mark each = 5
J:	Writing = 25

Total: 100 marks

TEST 4 A (Units 10 - 12)

(Time: 80 minutes)

A. Reading

You are going to read a magazine article about how some people started their own businesses. For questions **1 - 10**, choose from the couples (**A-D**). The couples may be chosen more than once. There is an example at the beginning (**0**).

- | | |
|-----------------------------------|-----------------------------------|
| A. Sarah and Tom Beaton | C. Paula and Don Wright |
| B. David and Lydia Randall | D. Rod and Anne Richardson |

Which of the couples suggest the following?

- | | |
|--|--|
| We have another source of income. | 0 <input type="checkbox"/> D |
| We thought we might have to close down. | 1 <input type="checkbox"/> |
| We still owe money after starting our business. | 2 <input type="checkbox"/> |
| Someone else's success story gave us the idea. | 3 <input type="checkbox"/> |
| We had a common interest. | 4 <input type="checkbox"/> |
| We wanted to work with each other. | 5 <input type="checkbox"/> |
| One public event attracted a lot of customers. | 6 <input type="checkbox"/> |
| We weren't happy with our jobs even though they were profitable. | 7 <input type="checkbox"/> |
| We had lots of acquaintances in this kind of business. | 8 <input type="checkbox"/> |
| We thought that business would do better than it has. | 9 <input type="checkbox"/> |
| The people who lived nearby gave us the idea to start this business. | 10 <input type="checkbox"/> |

Mind Your Own Business

Diana Lindley talked to four couples who started their own businesses. Here are her findings.

Many of us dream of starting our own business, but few people have the courage to give up the security of a steady job in order to take on such a challenge. **Sarah and Tom Beaton** are one couple who did just that, with impressive results. Beaton's Plants, in Bathington, has won more prizes than any other nursery this year. "It was a risk," Sarah admits. "We were both working as computer programmers, and were making very good money, but we just weren't satisfied. We both had a strong interest in plants, and had always raised our own for the garden, and when neighbours started asking us if they could buy seedlings of some of our rarer plants we decided to give it a try." Tom says, "It's hard work, but I love it."

David and Lydia Randall used their work experience to develop their business, Star Studios. "I was working in sound engineering," David explains, "and

Lydia was doing publicity for a couple of pop groups, but we wanted to do something together. We knew the people, but setting the studio up was the difficult part. We haven't paid off the loan yet, but it's OK as we've got plenty of clients." Lydia says that despite the long hours – sometimes 20 hours at a stretch – she's never been happier. "I love being able to help musicians get their ideas onto tape. It's extremely satisfying."

Not everyone I talked to made a conscious choice to start their own business. **Paula and Don Wright** both found themselves unemployed, and could see no possibility of finding work in the near future. "We'd been grooming our friends' dogs for years," Paula says, "so we thought, why not make some money out of it?" They obtained a small business loan from the government and opened Shampoodle, which is more or less a beauty salon for dogs. "It was very slow at first," Don

says. "It was just our friends who came, and we were afraid we'd have to give it up. Then a friend's dog won a prize at a big dog show, and the publicity did wonders. Business is great now."

Another couple who did not actually make the choice to start their own business are **Rod and Anne Richardson**. Anne had inherited a large house on the Kent coast and they were considering selling it until they read an article about someone who had opened a small hotel and made a fortune

from it. "I'm an interior decorator by profession," says Anne, "so I took over doing the place up. The location is ideal, but I can't say it's been a great success." Don adds, "We expected a bit more business than we're getting at the moment but I can't say I regret it. Anne was happy in her job, and she still takes on commissions, but I'm glad I'm not stuck in an office all day. I enjoy being my own boss."

I'm sure that many of us would too, given the chance.

B. Fill in the correct word(s) from the list below. Use the words only once.

to solve
traffic

financial
cooperative

to pose
dying

to work
to scream

- | | |
|--------------------------|--------------------------|
| 11. in pairs | 15. with excitement |
| 12. the problem | 16. a breed |
| 13. learning | 17. laws |
| 14. for photographs | 18. status |

C. Choose the correct item.

19. Television presenters (**win / earn**) very high salaries.
20. Houdini was (**unique / alone**) in his ability to escape from ropes and chains.
21. The (**audience / spectators**) at the Wimbledon tennis tournament were absorbed in the game.
22. There is a very moving (**scene / stage**) in the play when the main character meets her son again.
23. Developing photographic film is a (**technique / process**) which is now mainly done by machines.
24. The students' (**patience / willingness**) to participate made the discussion very lively.

D. Fill in the gaps with an appropriate word from the list below:

qualification - depicts - calculation - policy - range - conducted

25. It is school that all students should receive equal treatment.
26. The statue in the square the General on his horse.
27. The ages of the students in my school from fifteen to nineteen.
28. London taxi drivers have to get an official before they can start work.
29. By my, it will take us two hours to get there by bus.
30. The graduation ceremony was with strict formality.

E. Choose the correct particle(s).

31. Before the exam, you should run **through / down** the lists of useful vocabulary and expressions.
32. They were afraid they would run **into / out of** petrol before they got to the next village.
33. A bomb went **off / up** in the office building, but no one was hurt.
34. Are you going **in for / on** the poetry competition?
35. Good teachers bring **on / out** the best in their pupils.

F. Fill in the correct preposition.

36. to concentrate sth
37. all all
38. a choice sth
39. request
40. to be confined a place

G. Choose the correct item.

41. The driver had to the roads of central London before the exam.
A) memorise B) remember C) recall D) remind
42. The amount you study definitely has a(n) on your exam results.
A) outcome B) impact C) effect D) result
43. The was so rough that most passengers were seasick.
A) trip B) voyage C) travel D) tour
44. Most from British universities require three years of study.
A) points B) marks C) grades D) degrees
45. Pupils are not allowed in the except in very special circumstances.
A) canteen B) lab C) cloakroom D) staffroom

H. Fill in the correct word derived from the words in bold.

46. It is for the bride to throw her bouquet to an unmarried woman after the ceremony. **TRADITION**
47. In societies, citizens have the right to choose their leaders. **DEMOCRACY**
48. There are several advantages to moving your business to the Channel Isles. **FINANCE**
49. Bicycle locks are not always against thieves. **EFFECT**
50. To make a story interesting a writer has to use all of his or her powers. **CREATE**

I. Complete the sentences using the words in bold. Use two to five words.

51. No one in the class is as good at languages as Mary.
than Mary is else in the class.
52. How long ago did you talk to Paul?
talked How long to Paul?
53. They hired someone to build a greenhouse in their garden.
had They in their garden.
54. Take some money with you; you may need it.
in Take some money with you it.
55. I've never seen a more exciting performance.
the It's I've ever seen.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- Your teacher has asked you to write a composition on the topic: *Should private cars be banned from cities?* Write your composition.
- The magazine you are working for has asked you to write a review of a film you have recently seen. Write your review.
- The chainstore you work for is considering opening a branch in a new shopping centre. They have asked you to write a report on the centre's facilities, atmosphere, etc. Write your report for the company.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 4 A (Units 10 - 12)

- A. 1 3 5 7 9
2 4 6 8 10

- B. 11. 15.
12. 16.
13. 17.
14. 18.

- C. 19. 22.
20. 23.
21. 24.

- D. 25. 28.
26. 29.
27. 30.

- E. 31. 32. 33. 34. 35.

- F. 36. 37. 38. 39. 40.

- G. 41. 42. 43. 44. 45.

- H. 46. 49.
47. 50.
48.

- I. 51.
52.
53.
54.
55.

TEST 4 B (Units 10 - 12)

(Time: 80 minutes)

A. Reading

You are going to read a magazine article about how some people started their own businesses. For questions 1 - 10, choose from the couples (A-D). The couples may be chosen more than once. There is an example at the beginning (0).

- | | |
|----------------------------|----------------------------|
| A. Sarah and Tom Beaton | C. Paula and Don Wright |
| B. David and Lydia Randall | D. Rod and Anne Richardson |

Which of the couples suggest the following?

- | | | |
|--|----|---------------------------------------|
| We have another source of income. | 0 | <input checked="" type="checkbox"/> D |
| We wanted to work with each other. | 1 | <input type="checkbox"/> |
| We weren't happy with our jobs even though they were profitable. | 2 | <input type="checkbox"/> |
| We thought that business would do better than it has. | 3 | <input type="checkbox"/> |
| We had lots of acquaintances in this kind of business. | 4 | <input type="checkbox"/> |
| We had a common interest. | 5 | <input type="checkbox"/> |
| Someone else's success story gave us the idea. | 6 | <input type="checkbox"/> |
| We still owe money after starting our business. | 7 | <input type="checkbox"/> |
| We thought we might have to close down. | 8 | <input type="checkbox"/> |
| The people who lived nearby gave us the idea to start this business. | 9 | <input type="checkbox"/> |
| One public event attracted a lot of customers. | 10 | <input type="checkbox"/> |

Mind Your Own Business

Diana Lindley talked to four couples who started their own businesses. Here are her findings.

Many of us dream of starting our own business, but few people have the courage to give up the security of a steady job in order to take on such a challenge. **Sarah and Tom Beaton** are one couple who did just that, with impressive results. Beaton's Plants, in Bathington, has won more prizes than any other nursery this year. "It was a risk," Sarah admits. "We were both working as computer programmers, and were making very good money, but we just weren't satisfied. We both had a strong interest in plants, and had always raised our own for the garden, and when neighbours started asking us if they could buy seedlings of some of our rarer plants we decided to give it a try." Tom says, "It's hard work, but I love it."

David and Lydia Randall used their work experience to develop their business, Star Studios. "I was working in sound engineering," David explains, "and

Lydia was doing publicity for a couple of pop groups, but we wanted to do something together. We knew the people, but setting the studio up was the difficult part. We haven't paid off the loan yet, but it's OK as we've got plenty of clients." Lydia says that despite the long hours – sometimes 20 hours at a stretch – she's never been happier. "I love being able to help musicians get their ideas onto tape. It's extremely satisfying."

Not everyone I talked to made a conscious choice to start their own business. **Paula and Don Wright** both found themselves unemployed, and could see no possibility of finding work in the near future. "We'd been grooming our friends' dogs for years," Paula says, "so we thought, why not make some money out of it?" They obtained a small business loan from the government and opened Shampooodle, which is more or less a beauty salon for dogs. "It was very slow at first," Don

says. "It was just our friends who came, and we were afraid we'd have to give it up. Then a friend's dog won a prize at a big dog show, and the publicity did wonders. Business is great now."

Another couple who did not actually make the choice to start their own business are **Rod and Anne Richardson**. Anne had inherited a large house on the Kent coast and they were considering selling it until they read an article about someone who had opened a small hotel and made a fortune from it. "I'm an interior decorator by profes-

sion," says Anne, "so I took over doing the place up. The location is ideal, but I can't say it's been a great success." Don adds, "We expected a bit more business than we're getting at the moment but I can't say I regret it. Anne was happy in her job, and she still takes on commissions, but I'm glad I'm not stuck in an office all day. I enjoy being my own boss."

I'm sure that many of us would too, given the chance.

B. Fill in the correct word(s) from the list below. Use the words only once.

changing
value

to go on
cheaper

life
tropical

one-way
head-on

- | | |
|-------------------|----------------------|
| 11. skills | 15. for money |
| 12. a world | 16. a street |
| 13. to say | 17. the option |
| 14. forest | 18. collisions |

C. Choose the correct item.

19. A famous surfer (**coached/practised**) Stephen Storm for his role in a surfing film.
20. Learning the (**technique/way**) needed to hit a golf ball straight is not easy.
21. If I (**took/earned**) more money, I would move to a bigger flat.
22. The (**outcome/impact**) of the protest was that plans for the new road were cancelled.
23. Going on the giant rollercoaster was a (**petrifying / sedate**) experience.
24. The (**travel/journey**) from London to New York takes about eight hours by air.

D. Fill in the gaps with the appropriate word(s) from the list below:

accessible - confined - calculation - discipline - vast - boarding pass

25. She had to do a quick to figure out if she had enough money to pay for her shopping.
26. The performers of the Chinese State Circus need a lot of because the success of their acts depends on great accuracy.
27. Pupils are to school grounds during the school day.
28. You should show your as you get on the plane.
29. Britain is now easily from the Continent via the Channel Tunnel.
30. There is a(n) choice of restaurants one can go to while staying in London.

E. Choose the correct particle(s).

31. David was run **through/down** by a car and is now in hospital.
32. Denise ran **into/out of** an old school friend in the library.
33. Prices seem to be going **up/off** all the time.
34. The lecturer went **in/on** talking for two hours.
35. The damp weather brought **out/on** his rheumatism.

F. Fill in the correct preposition.

36. average
37. to cater sb/sth
38. to be suitable sb/sth
39. to be display
40. to discuss sth sb

G. Choose the correct item.

41. That carpet me of one my mother had.
A) memorises B) remembers C) recalls D) reminds
42. The ship left the an hour ago.
A) runway B) harbour C) platform D) mast
43. The teacher gave him a of nineteen out of twenty in the test.
A) point B) mark C) number D) degree
44. Chemistry lessons are held in the
A) canteen B) lab C) cloakroom D) staffroom
45. The is the person who controls the money with which a film is made.
A) director B) screenwriter C) producer D) author

H. Fill in the correct word derived from the words in bold.

46. Educational should have more of a say in the development of children's television.
47. You can get about the ships from the travel agent.
48. Simon Rattle, the, became famous when he was quite young.
49. The of the wedding ceremony made it very impressive.
50. Teachers should encourage the of all students in classroom activities.

CONSULT
INFORM
CONDUCT
FORMAL

PARTICIPATE

I. Complete the sentences using the words in bold. Use two to five words.

51. I have never heard a more talented singer.
the She is I have ever heard.
52. They bought tickets early because they wanted to have good seats for the performance.
would They bought tickets early good seats for the performance.
53. "Of course I didn't take that file," she said.
having She the file.
54. She paid someone to style her hair for the television appearance.
styled She for the television appearance.
55. It got increasingly dark until they couldn't see a thing.
and It got until they couldn't see a thing.

J. Writing

Write a composition on **one** of the following topics. Use **120 - 180** words in an appropriate style.

- Your school newspaper is investigating the question: *Is television only for entertainment?* Write your article for the newspaper.
- A pop concert was recently held in your town to raise money for homeless people. Write a description of the event for your local newspaper.
- The travel agency you work for has asked you to investigate a hotel in your area as a possible place to send the clients. Write a report for the agency.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 4 B (Units 10 - 12)

- A. 1 3 5 7 9
2 4 6 8 10

- B. 11. 15.
12. 16.
13. 17.
14. 18.

- C. 19. 22.
20. 23.
21. 24.

- D. 25. 28.
26. 29.
27. 30.

- E. 31. 32. 33. 34. 35.

- F. 36. 37. 38. 39. 40.

- G. 41. 42. 43. 44. 45.

- H. 46. 49.
47. 50.
48.

- I. 51.
52.
53.
54.
55.

TEST 4 A**KEY**

- A.** 1. C 3. D 5. B 7. A 9. D
2. B 4. A 6. C 8. B 10. A
- B.** 11. to work 13. cooperative 15. to scream 17. traffic
12. to solve 14. to pose 16. dying 18. financial
- C.** 19. earn 21. spectators 23. process
20. unique 22. scene 24. willingness
- D.** 25. policy 27. range 29. calculation
26. depicts 28. qualification 30. conducted
- E.** 31. through 32. out of 33. off 34. in for 35. out
- F.** 36. on 37. in 38. of 39. by 40. to
- G.** 41. A 42. C 43. B 44. D 45. D
- H.** 46. traditional 48. financial 50. creative
47. democratic 49. effective
- I.** 51. ... better at languages than anyone ... 54. ... in case you need ...
52. ... is it since you talked ... 55. ... the most exciting performance ...
53. ... had a greenhouse built ...
- J.** (T gives marks according to students' performance.)

TEST 4 B**KEY**

- A.** 1. B 3. D 5. A 7. B 9. A
2. A 4. B 6. D 8. C 10. C
- B.** 11. life 13. to go on 15. value 17. cheaper
12. changing 14. tropical 16. one-way 18. head-on
- C.** 19. coached 21. earned 23. petrifying
20. technique 22. outcome 24. journey
- D.** 25. calculation 27. confined 29. accessible
26. discipline 28. boarding pass 30. vast
- E.** 31. down 32. into 33. up 34. on 35. on
- F.** 36. on 37. for 38. for 39. on 40. with
- G.** 41. D 42. B 43. B 44. B 45. C
- H.** 46. consultants 48. conductor 50. participation
47. information 49. formality
- I.** 51. ... the most talented singer (that) ... 54. ... had her hair styled ...
52. ... so (that) they would have ... 55. ... darker and darker ...
53. ... denied having taken ...
- J.** (T gives marks according to students' performance.)

Marking Scheme for Tests 4 A / 4 B

A:	10 items x 2 marks each = 20
B:	8 items x 1 mark each = 8
C:	6 items x 1 mark each = 6
D:	6 items x 1 mark each = 6
E:	5 items x 1 mark each = 5
F:	5 items x 1 mark each = 5

G:	5 items x 1 mark each = 5
H:	5 items x 2 marks each = 10
I:	5 items x 2 marks each = 10
J:	Writing = 25

Total: 100 marks

Key to Workbook

Enterprise Intermediate

...

...

...

...

...

...

...

**Unit 1 - People & Jobs****Reading Comprehension (p. 4)****Warm-up Activities****(Suggested answers)**

- Perhaps it is about a boy who inherits his father's company at the age of 14. On the other hand, it might be about someone who is very clever and started his own business at a very young age.

- a) F b) T c) F

1. 1. D 2. A 3. E 4. F 5. G 6. B

2. **spare** = extra, not being used
booked = reserved, arranged in advance
individuals = single people (not part of a group)
agent = representative
passion = great interest/enthusiasm
enthusiast = person who greatly enjoys sth
for free = without having to pay, with no charge
reputation = general opinion people have of sb/sth
hired = employed
fact sheet = piece of paper containing information

3. 1. C 3. D 5. C 7. C
 2. B 4. A 6. B

4. 1. tie 8. shirt
 2. handkerchief 9. belt
 3. jacket 10. loose-fitting trousers
 4. slip-on shoes 11. off-the-shoulder blouse
 5. trainers 12. long skirt
 6. jeans 13. high-heeled shoes
 7. T-shirt

(Suggested answers)

Mr Thomas looks very smart. He is wearing a jacket and a pair of trousers and there is a white handkerchief in the pocket of his jacket. He has a white shirt and a tie on. He's also wearing comfortable slip-on shoes.

John is casually dressed in a plain T-shirt and a pair of jeans. He's also wearing trainers.

Mr and Mrs Benson seem to be dressed up to go out for the evening. **Mr Benson** is wearing a nice jacket and loose-fitting trousers with a belt. He's also wearing an open-necked shirt. **Mrs Benson** looks elegant in an off-the-shoulder blouse and a pretty long skirt. She is also wearing high-heeled shoes.

**Speakers' Corner (p. 5)****(Suggested answers)**

- Paul Woodbury is 14, and he is the manager of his own small travel company and the agent of many big ferry companies. His office is in the spare bedroom of his parents' house in Essex and he is helped by 6 other 14-year-olds. His first customers were his neighbours and friends of his parents. So far Paul has arranged more than fifty trips for individuals and groups. In his spare time he likes to learn about different ferries and one day he wants to join P & O ferries and sail the Channel regularly. It took his parents some time to become accustomed to the idea that their son was a businessman as well as a student.
- Christina Sanchez, like Paul, has an unusual job. She is a female bullfighter. Neither Paul nor Christina have much time for hobbies and socialising. Christina is in bed by 11.00 every night. She decided to become a bullfighter when she was 14 and Paul started his business at the same age. Sanchez intends to become a *matador de toros* and Paul hopes to sail the English channel with P & O ferries.

5. **HEIGHT:** muscular
BUILD: round
SKIN: plump
FACE: wavy
EYES: permed
EYEBROWS: square
NOSE: well-built
CHIN: hooked
LIPS: long
HAIR: overweight
CLOTHES: tattooed

6 (Suggested answers)

Peter looks middle-aged. He has short dark hair, a round face, small eyes with wrinkles around them, and he is wearing glasses. He also has a moustache and beard and rather thin lips.

Lynn looks quite young and she has long blond hair. She has an oval face with an upturned nose and full lips. She also has beautiful almond-shaped eyes.

7. 1. about, in 5. of
 2. with, at 6. to, with
 3. in, at 7. about, against/about
 4. on 8. about, with

8. **as strong as an ox** = very strong
has her hands full = is fully occupied, is too busy to do anything else
as busy as a bee = very busy
has what it takes = has the ability/qualifications required to do sth
as pretty as a picture = very pretty
as cunning as a fox = very clever and able to fool others
as cool as a cucumber = calm and in control

1. has what it takes
2. has her hands full
3. as strong as an ox
4. as cunning as a fox
5. as cool as a cucumber
6. as busy as a bee
7. as pretty as a picture

- 9 a 1. runs 3. works 5. is taking
2. enjoys 4. sells 6. is flying
- b 1. wears 3. prefers 5. is planning/
2. dresses 4. is going plans

- 10 1. **tastes** = has a particular flavour
2. **is tasting** = is trying/testing the flavour
3. **think** = believe
4. **is thinking** = is considering doing sth
5. **have** = own
6. **is having** = is eating (dinner)
7. **feels** = is
8. **am feeling** = am searching
9. **is seeing** = is meeting
10. **see** = am able to look at

- 11 1. B 4. B 7. B 10. D 13. C
2. A 5. A 8. C 11. C 14. A
3. D 6. C 9. B 12. D 15. B

- 12 1. ... popular with the ...
2. ... gave away ...
3. ... such a dark room (that) ...
4. ... not tall enough to ...
5. ... too expensive (for me) to ...
6. ... enough money to buy ...
7. ... too heavy (for me) ...
8. ... her to give up eating ...
9. ... such a lot of smoke ...
10. ... am seeing my lawyer ...

- 13 1. to 3. ✓ 5. into 7. ✓
2. in 4. with 6. about 8. in

- 14 1. it 3. they 5. he 7. it
2. it 4. it 6. she 8. we

15 (i)

VERB	NOUN	ADJECTIVE
persuade	persuasion	persuasive
explain	explanation	explanatory
inform	information	informative
investigate	investigation	investigative
describe	description	descriptive
communicate	communication	communicative
prevent	prevention	preventative
collect	collection	collective

- (ii) 1. decisive 6. demonstration
2. impressive 7. creative
3. appreciation 8. imaginative
4. possession 9. construction
5. attractive 10. objective

- 16 1. cheerful 6. helpful
2. reliable 7. supportive
3. dangerous 8. aggressive
4. bravely 9. carelessly
5. life 10. frightened



Unit 2 - Places to Visit

Reading Comprehension (p. 10)

Warm-up Activities

- a) T b) F c) F d) T

• Swansea - A resort for everyone -or- Family fun in Swansea

- 1 1. G 2. A 3. D 4. F 5. B 6. H

- 2 **destination** = place you are going to
sparkling = glittering

paddle = to walk in shallow water

medieval = of the Middle Ages (1100 - 1400 A.D.)

burial sites = areas where graves can be found

quaint = charming in an old-fashioned way

relics = items of historical interest

Leisure Centre = building where a variety of enjoyable activities are offered

assortment = great mixture

wacky = crazy in an amusing way

ranging = varying

up in the air = undecided

- 3 1. B 2. A 3. C 4. A 5. B 6. C

- 4 1. sandy, crowded, pebbly **beach**
2. bottomless, deep, calm **lake**
3. steep, grassy, bare **hillside**

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




Speakers' Corner (p. 11)

(Suggested answers)

- A holiday in Swansea has something for everyone. You can go to one of the beaches where you can swim or sunbathe if the weather is good. There are lovely long walks and medieval castles to visit. If it's raining you can go to the Leisure Centre and swim or play. You can also go to the theatre, or visit Plantasia, an amazing indoor jungle.
- London is a place for sightseeing. There are many old and beautiful buildings to visit as well as shops, clubs, museums and places of historical interest. Swansea also offers some cultural attractions. On

the other hand, it has more facilities for outdoor activities and sports. London is mainly an excellent centre of arts and culture.

- 6 1. heavy/light
2. light/strong
3. heavy/light/thick
4. moonlit/starry/gloomy/grey/cloudy/bright/blue/moonless
5. bright
6. moonlit/starry/gloomy/cloudy/moonless
- 7 1. calm 5. moonlit
2. grassy 6. starry
3. Blue 7. heavy
4. bright 8. strong
- 8 **A** 1. on 4. opposite 7. near
2. on/in 5. from
3. outside 6. through
- B** 1. on 3. through 5. Across
2. behind 4. on/in
- C** 1. across 4. at
2. inside 5. in
3. on 6. Through
- 9 1. gate 8. vegetable plot
2. shed 9. gazebo
3. garage 10. flower bed
4. balcony 11. wall
5. chimney 12. drive
6. roof 13. porch
7. tiles 14. veranda
- 10 1. on, by, in 4. of, about/of
2. into, for 5. about, away
3. by, on
- 11 1. was travelling 6. got off
2. had 7. went
3. was passing 8. enjoyed
4. stopped 9. tasted
5. were waiting 10. did not mind
- 12 1. since 3. since 5. since
2. for 4. for
- 13 1. until 5. just, yet
2. since, ago 6. for
3. already 7. still, yet
4. until, before
- 14 1. visited 9. had been sitting
2. had told 10. decided
3. arrived 11. swam
4. were 12. went
5. had not realised 13. were/had been
6. searched 14. had come
7. found 15. had forgotten
8. relaxed
- 15 1. b 2. c 3. a
- 16 1. gone to 3. gone to 5. been in
2. been to 4. been to
- 17 1. has been feeling
2. have known
3. has been waiting
4. have always lived
5. has been working
- 18 1. who, whose 5. which, whose
2. when, where 6. where, which, why
3. whom 7. which, who
4. where, who
- 19 1. He has written many books, three of which have become bestsellers.
2. Julie has got two sons, both of whom are doctors.
3. There were several people at the meeting, none of whom were teachers.
4. My brother has got a lot of stamps, several of which are worth a fortune.
5. I met some friends while on holiday, two of whom are from Spain.
- 20 1. ... (to) whom you were talking (to) ...
2. ... has been working ...
3. ... haven't seen Dorothy ...
4. ... half of which she gave ...
5. ... two of which were ...
6. ... neither of whom ...
7. ... in which they now live/(which) they live in now ...
- 21 **A** 1. A 3. B 5. A 7. A 9. C
2. C 4. B 6. B 8. B 10. A
- B** 2. the (*determiner*)
3. for (*preposition*)
4. most (*adverb*)
5. spend (*verb*)
6. There (*pronoun*)
7. one (*pronoun*)
8. for (*preposition*)
9. both (*adverb*)
10. who (*relative pronoun*)
- 22 2. ... to the cottage on foot ...
3. ... takes after ...
4. ... lake close to ...
5. ... took the painting down/took down the painting ...
6. ... two days since Mary saw ...
7. ... who Ben is speaking to ...



Unit 3 - Stories

Reading Comprehension (p. 16)

Warm-up Activities

(Suggested Titles)

- A Jungle Adventure / Amazon Adventure / Meeting the Natives

- a) F b) T c) F
- 1 1. A 2. D 3. C 4. D 5. B 6. C

- 2 **parachute** = jump/drop from an aeroplane using a big umbrella-like piece of cloth to land slowly and safely

gusting = (of wind) blowing in strong, sudden bursts

drifted away = was carried away by the wind

heading for = going in the direction of

snapping = making a sharp sound

tribesmen = males belonging to a group of people with the same language, customs, etc. who live together (in deserts, jungles, etc.)

spears = weapons made from wooden sticks with a sharp point at one end

surrounded = formed a circle around sb/sth

steered = guided

broke free = escaped

give way = collapse

quicksand = area of wet sand that will pull in a person or thing

held out = extended

clearing = area of a forest with no trees

natives = people who live in a certain place

- 3 1. A 2. C 3. A 4. B 5. A 6. A 7. D
- 4 1. rather 4. rather 7. rather
2. quite 5. quite
3. quite/rather 6. quite



Speakers' Corner (p. 17)

(Suggested answers)

- My wife, Fay, and I were flying over the Amazon in our two-seater plane when we started to have engine trouble. It soon became obvious that we'd have to try to parachute to safety, because the plane seemed sure to crash.

Unfortunately, there were strong gusts of wind as we floated towards the ground, and I could only watch helplessly as Fay drifted far away from me. I didn't have much time to watch her, though, as I had problems of my own. I was about to land in some trees.

As I fell to earth, my parachute got caught in a tree. Luckily, I wasn't hurt and I managed to free myself, but I had no idea where Fay had landed. I began to call her

name as I walked in the direction where I thought she'd be, but the jungle growth soon became so thick that I couldn't go on.

At that point I was feeling rather desperate. Just then, I heard some branches snapping, and I thought Fay was walking nearby. I called her name again, but no one answered. I felt I was being watched, so I stood perfectly still. After a few tension-filled moments I saw them coming out where I could see them: a group of native tribesmen carrying wooden spears. I couldn't understand a word they were saying, but I assumed they were talking about me.

I got scared when they surrounded me and started pushing me forward. I began to run, but they knew the jungle and easily caught up to me, and steered me to an area where it was easier to walk.

I was feeling lost, hot and tired as the tribesmen led me through the jungle.

After quite a long walk, I was delighted to see Fay's parachute hanging from a tree. "Fay!" I cried, and ran towards the parachute.

I soon saw my beloved wife, sitting on a fallen tree. The tribesman standing next to her tried to stop her as she got up to run towards me, but she broke free. Before I could take her in my arms and embrace her, we both began to sink into the ground — it was quicksand!

The tribesmen acted quickly and held out their spears to us so we could pull ourselves out of the deadly muck. They then led us to a clearing where we would be able to signal for help. It suddenly dawned on us that the tribesmen had been trying to help us from the beginning, but when we turned around to thank them, they were gone.

- Because parts of the Amazon are very remote, they probably had to wait for quite a while before being rescued. They'd have to be on the lookout for wild animals and poisonous snakes, and they'd have to try to find food and water. If they had a lighter or waterproof matches, and could find some dry wood, they might light a signal fire. Perhaps the tribesmen came around regularly with food and water, or helped them to build a shelter to sleep in.

If their clearing was on or near a major river, it wouldn't take long to attract someone's attention and get rescued, as there would be a lot of boat traffic going past. Or maybe they decide to live with the tribesmen in their village and leave modern society behind. Maybe they find their plane, fix it, chop an airstrip out of the jungle and fly to Rio.

- 5 1. seven-year-old 4. ten-foot
2. three-week 5. four-month
3. two-hour
- 6 1. B 2. A 3. C 4. A 5. C 6. B

7 As I crept into the house, I knew I'd probably get into trouble. Suddenly, the living-room door flew open. "Where on earth have you been?" shouted my mother. "It's after midnight!" "Sorry, Mum," I said, "we just got talking and I forgot the time." "Well, I've been worried sick," she said. "You could have at least phoned to say you'd be late." With that, she left the room and closed the door. With a sigh, I slowly made my way upstairs to bed.

- 8
- | | | |
|-----------------|--------------|------------|
| 1. in, of/about | 4. at, to | 7. with/by |
| 2. in, with, to | 5. with, for | 8. on |
| 3. on, of | 6. for | |

9 **to make a long story short** = to get to the main point of a story quickly

an old wives' tale = an old belief or idea which is often thought to be foolish

the same old story = sth which has happened many times in the past (usu negative)

a different story = something very different from what has previously been mentioned

tall tales = unbelievable stories which are not true

1. the same old story
2. tall tales
3. to make a long story short
4. a different story
5. an old wives' tale

- 10
- | | |
|-----------------|-----------------|
| 1. to, to | 6. of/about |
| 2. on, with | 7. on, in |
| 3. in, of/about | 8. in, of/about |
| 4. from, about | 9. on, of |
| 5. of, for | 10. with/about |

- 11
- | | | |
|---------|---------|---------|
| 1. tell | 3. said | 5. said |
| 2. tell | 4. told | 6. tell |

12 Direct	Indirect
now	then
tomorrow	the next/following day, the day after
next year/month, etc.	the next/following year/month, etc., the year/month, etc. after
yesterday	the day before, the previous day
a month ago	a/the month before, the previous month
last year/month, etc.	a/the year/month, etc. before, the previous year/month, etc.
here	there
come	go

- 13
1. Cindy said (that) she was in a hurry because her bus was leaving in 10 minutes.
 2. James said (that) he had seen Steve a/the month before/the previous month.
 3. He said (that) she would talk to the entire class.
 4. Melinda said that Jason was having a birthday party at his house the following day.
 5. Kathy said (that) I would never believe what had happened the day before/the previous day.
 6. Mrs Jacobs told me (that) Helen had been revising for her exams all day.
 7. Paula told us (that) she would be flying to Rome at that time the next/following day/the day after.
 8. Ann told me (that) Sally had been working hard in the lab the day before/the previous day.

- 14
1. Cindy asked me who had been at the party the previous night/the night before.
 2. His mother asked him if/whether he was going to the cinema the next/following day/the day after.
 3. She asked us when the package would be delivered.
 4. He asked me where the building was (located).
 5. She asked me how she could get to/how to get to Pine Street.
 6. He asked Tom if/whether he was flying to Paris the week after/the next/following week.

- 15
1. Tom's mother told him to turn off the TV.
 2. The woman begged Peter to help her.
 3. Her father told her not to talk to strangers.
 4. Mother told us to take off our shoes.
 5. Sandra told her son to pick up his books.

- 16
1. Debbie said (that) she wished she could go skiing that weekend.
 2. John said (that) Tokyo is one of the most over-populated cities in the world.
 3. Ann told Burt (that) it was time he found himself a job.
 4. Mary says (that) Jo is considering leaving her job.
 5. The teacher said (that) water freezes at 0°C.

- 17
1. The director said (that) we mustn't miss the staff meeting.
 2. The dentist told Kevin (that) he should brush his teeth after every meal.
 3. Martin told Gary (that) the letter might arrive the next/following morning/the morning after.
 4. Susan told Jane (that) she didn't need to/didn't have to water the plants then.
 5. Robert said (that) they must have known about the meeting.

- 18
1. Roy refused to go to France with Jenny.
 2. Sid advised his mother to see a doctor about her eyes.
 3. The coach threatened to drop Bob from the team/that he would drop Bob from the team if he missed training again.

4. The secretary apologised to Mr Jones for not phoning/having phoned to confirm his flight.
5. Mary suggested taking a long walk/that we (should) take a long walk along the riverside.
6. Greg denied spilling/having spilt coffee on the tablecloth.
7. Beth offered to carry my/his/her bag (for me/him/her).
8. Erica agreed (that) that painting was lovely.

19 (Suggested answers)

- a** James told Mary that he would be going to the post office **and** asked her if she needed anything. She replied that she did **and** asked him to post/ if he could post a letter for her, **adding that** she had been meaning to do so herself but she never seemed to have the time.
- b** Denise asked Grandma/her grandma if she was OK. Grandma/She said/answered/exclaimed that she felt very dizzy **because/explaining that** she had forgotten to take her medication that morning. She wondered what to do/she was going to do **and** Denise told her it was alright, **adding that** she shouldn't worry. **She went on to say** that she should lie on the bed and rest for a while **and** that she would go and get it for her at once.

- 20** "Have you ever slept in a tent before?" I asked Mark nervously.
 "Yes, I have, but that was a long time ago when I was camping on a beach in Jamaica," he answered/said.
 "I can't sleep! The ground is too hard!!" Carly complained.
 "Would you like (me to give you) my camping mattress?" Simon offered/said to Carly.
 "Yes, thank you very much," Carly said.

- 21 a)**
- | | | |
|------------|------------|-----------|
| 1. in/into | 6. had | 11. it |
| 2. a | 7. whom | 12. when |
| 3. as | 8. nothing | 13. could |
| 4. filled | 9. on | 14. at |
| 5. caught | 10. with | 15. would |

- b)** The story includes "flashback narration". It starts at a specific time and then goes back in time giving the details of what had happened, using Past Perfect. Then, using various Past tenses, the story continues leading up to the specific time mentioned at the beginning and eventually to the end of the story.

c) (Suggested answers)

- she was burnt in a fire two years ago
- she regained consciousness in the hospital
- she saw the scars on her face
- she visited numerous burns specialists but there was nothing they could do
- she met Dr Martin and he performed surgery on her face

- she had six operations within a period of over twelve months
- three weeks after the final operation, Dr Martin removed the bandages
- she looked in the mirror and there was not a single scar on her face

- 22 (i)** 1. C 2. A 3. B

(Suggested answers)

The first story is about a group of friends who go on a camping trip. They probably hit a fox with their jeep and take it to a vet, who manages to save its life.

The second story is a love story about a couple who are going to get married and how they met. The third story is an adventure story about a group of friends who hire a boat to explore an island. They have to abandon the boat and are stranded on the island without any food or water.

- (ii) Beginnings** 1. a 2. c 3. b
Endings A. e B. a C. f

- 23 A**
1. ... admitted (to) eating/(to)having eaten/that he had eaten ...
 2. ... promised never to lie to ...
 3. ... suggested taking the train/I/we, etc. take the train ...
 4. ... warned us to stay away ...
 5. ... me what the time is/what time it is ...
 6. ... if the children had already ...
 7. ... offered him another ...
 8. ... reminded Mike to post ...

- B**
1. ... occurred to me to go ...
 2. ... ever got over ...
 3. ... admitted (to) breaking/(to) having broken/ that he broke/had broken ...
 4. ... managed to finish ...
 5. ... took up hang-gliding ...
 6. ... soon as she got into ...
 7. ... suggested going fishing that ...
 8. ... insisted on staying there for ...
 9. ... despite the fact that ...
 10. ... apologised for causing us/having caused us/apologised to us for causing ...
 11. ... must have taken ...
 12. ... unless he arrives ...

- 24** 2. to 4. from 6. to 8. of
 3. ✓ 5. ✓ 7. ✓

- 25**
- | | |
|-----------------|---------------------|
| 1. untidy | 6. spotlessly |
| 2. guilty | 7. beaming |
| 3. messy | 8. pleased |
| 4. disbelief | 9. enthusiastically |
| 5. surprisingly | 10. lovingly |

**Unit 4 - Disasters & Accidents****Reading Comprehension (p. 24)****Warm-up Activities****(Suggested answers)**

- DEADLY DRIVING - deaths caused by traffic accidents
- THE HARM NATURE CAN DO - a series of natural disasters
- MINING TRAGEDY AT MARCINELLE - serious accident at a mine in Marcinelle
- SAFE FROM CARELESS DRIVERS - the introduction of harsher penalties for dangerous drivers

1. 1. A 10. C
 2, 3. A, D (in any order) 11. B
 4. B 12. D
 5. C 13. C
 6. D 14, 15. A, B (in any order)
 7, 8. A, D (in any order)
 9. B

- 2 **memorial service** = ceremony to remember and show respect for dead people
developing countries = poor countries which are not industrialised
drought = lack of water
dust storms = strong winds containing a lot of tiny dry pieces of earth
torrential rain = extremely heavy rain
endured = suffered
high tides = times when the sea rises to its highest level on beaches
totalled = added up to
slums = very poor and overcrowded parts of cities
shanty towns = areas of small badly-built houses
sanitary = hygiene (system of clearing public waste)
crops = plants grown by farmers
landslides = large amounts of earth moving quickly and suddenly down a slope
pits = holes in the ground from which coal and other minerals are mined
immigrant workers = foreign people who come to work in a country
unavoidable = impossible to stop from happening
consecutive shifts = groups working in turn, one after the other
slight injuries = minor cuts or bruises
impact = forceful action of sth hitting sth else

- 3 1. B 2. A 3. D 4. A 5. C 6. C 7. B

**Speakers' Corner (p. 25)****(Suggested answers)**

- Road accidents are very common. They are usually caused by people driving dangerously. Some people think that accidents will never happen to them. Unfortunately, these accidents are resulting in an increase in the number of deaths.
- In August 1956, a fire started in a mine in Bois de Cazier at Marcinelle. It was caused by human error. 265 workers choked to death from the fumes. Every year the disaster is marked by remembrance services.

Accidents/Disasters Causes

plane crash	→	human error, mechanical failure, etc.
car crash	→	dangerous driving
earthquake	}	geographical and atmospheric conditions
hurricane		
tornado		
flood		
tidal wave	→	human error
fire	→	bomb, gas leak, etc.
explosion	→	

- Around my country's coasts strong winds often cause shipwrecks.
 - Traffic accidents are often caused by dangerous driving or poor visibility. This could be avoided by driving at lower speeds and more carefully and by raising public awareness of the dangers of drinking and driving.
- 4 **fire**: spread, put out, catch, burn
car accident: strike, bump, crash into, brake, collide, accelerate
flood: sweep away, overflow, pour, rain, drown, wash away
earthquake: strike, rock, sway, collapse, shake

(Suggested answers)

1. The city was **struck** by an **earthquake** last night.
2. The **earthquake rocked** the bridge from side to side.
3. Houses, cars and buses **were swept away** by the **flood**.
4. The river **overflowed** and caused a **flood**.
5. The car rolled back and **bumped** into the one parked behind.
6. There was a **car accident** this morning; a car **crashed into** a wall.
7. She **put out** the **fire** with water.
8. The rain came **pouring** down, and caused a **flood**.
9. There was a **flood** because it **had been raining** for days.
10. The curtains **caught fire** causing their house to burn down.

11. Their pet dog **drowned** in the **flood**.
12. Her skin **was** badly **burnt** by the **fire**.
13. The driver **braked** suddenly to avoid a **car accident**.
14. The skyscrapers **swayed** back and forth during the **earthquake**.
15. I was in a **car accident** last week; my car **collided** with another as it turned the corner.
16. He **accelerated** in order to get out of the way and avoid a **car accident**.
17. The **earthquake** caused a lot of buildings to **collapse**.
18. Our car **was washed away** in the **flood**.
19. The **earthquake shook** the city to its foundations.

5 A. drowned, washed away (*flood*)

B. shake, sway, collapse (*earthquake*)

C. spread, burned/burnt, put out (*fire*)

- 6 1. injury 3. trauma 5. harm
2. damage 4. wound 6. breakage

- 7 1. (has) healed 3. treated
2. cure 4. repair

8 (Suggested answers)

1. **An avalanche** – Many people were skiing on a mountain when an avalanche occurred, covering the ski slope with snow 30 ft. deep. Three skiers have not been found.
2. **A flood** – After several days of heavy rain, a river running through a village burst its banks and flooded many houses. Many villagers had to be rescued by boat.
3. **Boy burnt by fireworks** – A boy playing with fireworks he had made himself, was badly burned when they exploded sooner than he had expected.
4. **Rail crash** – A crowded passenger train ran into the back of a stationary goods train which was waiting at a junction. The passenger train left the tracks, killing and injuring many people.

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

(Suggested answers)

1. It is part of a newspaper report because it summarises the event and refers to the time/place it happened. Also it is written in a formal, impersonal style and uses the passive.
2. It is part of a story because it sets the scene using the senses and is written in a personal, informal style.
3. It is part of a story because it uses Direct speech, describes the weather and is written in a personal, informal style.

4. It is part of a newspaper report because it summarises the event and refers to the time/place it happened and to the people involved. Also it uses the passive and is written in a formal, impersonal style.
5. It is part of a newspaper report. It summarises the event and refers to the time/place it happened and the people involved. It is written in a formal, impersonal style.
6. It is part of a story. It uses the senses and Direct speech and is written in a personal, informal style.
 - a. It is part of a story because it describes people's reactions and their feelings. The style is personal and informal.
 - b. It is part of a newspaper report. It gives sb's comments on what happened. It is written in an impersonal, formal style and uses the passive.
 - c. It is part of a newspaper report because it mentions action to be taken in the future, uses the passive and is written in an impersonal, formal style.
 - d. It is part of a story. It uses Direct speech, describes sb's feelings and creates mystery and suspense. The style is personal and informal.
 - e. It is part of a newspaper report because it mentions people's comments on what happened and action to be taken in the future. The style is formal and impersonal.
 - f. It is part of a story. It refers to sb's feelings and their reactions to the event. It is written in a personal, informal style.

(Suggested headings)

1. c - New Medical Centre Collapses
2. a - Never Trust a Stranger
3. f - An Unforgettable Journey
4. b - Young Bird-Watcher Rescued
5. e - Six Lost at Sea
6. d - The Neverending Day

- 10 1. of, of 3. of, to 5. with
2. in 4. to, to

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

- 12 1. go (*1st*) 4. buy (*1st*)
2. were (*2nd*) 5. had done (*3rd*)
3. hadn't arrived (*3rd*) 6. had (*2nd*)

13 (Suggested answers)

- If he buys a car, he'll be able to travel further.
If he travels further, he'll find more gold.
If he finds more gold, he'll become a millionaire.

14 (Suggested answers)

If she weren't able to practise on the rink, she wouldn't be able to ice-skate professionally.

If she weren't able to ice-skate professionally, she wouldn't win any competitions.

15 (Suggested answers)

If he hadn't been speeding down the road, he would have seen the rubbish bin lying in the middle of the street.

If he had seen the rubbish bin, he would have had the time to avoid it.

If he had had the time to avoid it, he wouldn't have crashed into a tree.

If the ambulance had been called immediately, he wouldn't have arrived at the hospital two hours later.

If the doctors hadn't been on strike, he would have received immediate treatment.

If he hadn't arrived at his office after a five-hour delay, his boss wouldn't have been angry with him.

- 16**
1. ... wouldn't have got ... (3rd)
 2. ... will wake up ... (1st)
 3. ... had detected ... (3rd)
 4. ... had followed ... (3rd)
 5. ... wouldn't have been saved ... (3rd)
 6. ... call ... (1st)
 7. ... wouldn't have crashed ... (3rd)
 8. ... don't start ... (1st)
 9. ... hadn't repaired ... (3rd)
 10. ... was/were ... (2nd)
 11. ... had watched ... (3rd)
 12. ... had seen ... (3rd)
 13. ... had been paid ... (3rd)
 14. ... wouldn't have been ... (3rd)
 15. ... was/were stolen ... (2nd)
 16. ... checks ... (1st)

- 17**
1. Should you need any help, ...
 2. Had you taken the short cut through the forest, ...
 3. Had Mary checked her tyres beforehand, ...
 4. Were Mr Johnson here, ...
 5. Had Evan written me a letter, ...

18 (Suggested answers)

I wish I could travel around the world.

I wish I could be my own boss.

I wish I could buy a car.

I wish I could live in a big house.

- 19**
- a. He wishes he had listened to his wife's advice.
 - b. He wishes he hadn't left his job.
 - c. He wishes he hadn't joined the gang.
 - d. He wishes they/he hadn't robbed a/the bank.
 - e. He wishes he hadn't got a 10-year sentence.

- 20**
1. wouldn't interrupt
 2. hadn't reacted
 3. would/could join
 4. were/was/had been
 5. hadn't forgotten
 6. had bought

- 21**
1. had told
 2. could
 3. hadn't come
 4. would have known
 5. hadn't gone
 6. would pay
 7. wouldn't have been
 8. hadn't decided
 9. could read
 10. wouldn't talk

- 22**
1. ... he wouldn't have blown ...
 2. ... were careful she would ...
 3. ... had washed the fruit ...
 4. ... hadn't/had not rained ...
 5. ... hadn't gone fishing ...
 6. ... wish I had ...
 7. ... it hadn't been for ...

- 23**
- | | | | | |
|------|------|------|-------|-------|
| 1. D | 4. C | 7. B | 10. D | 13. B |
| 2. B | 5. A | 8. B | 11. A | 14. C |
| 3. D | 6. A | 9. A | 12. D | 15. A |

- 24**
2. ... cut down on ...
 3. ... so friendly that ...
 4. ... is still typing ...
 5. ... prefer to stay in rather ...
 6. ... wish James hadn't decided ...
 7. ... accused him of hiding ...
 8. ... should have told us (that) ...
 9. ... if he doesn't come ...
 10. ... if I remembered ...
 11. ... they had called ...

- 25**
- | | | |
|----------|-------|----------|
| 1. has | 6. it | 11. had |
| 2. they | 7. to | 12. even |
| 3. to | 8. ✓ | 13. all |
| 4. being | 9. ✓ | 14. ✓ |
| 5. ✓ | 10. ✓ | 15. of |

- 26**
- | | |
|------------------|--------------|
| 1. torrential | 6. flattened |
| 2. homeless | 7. severely |
| 3. commercial | 8. warnings |
| 4. flooded | 9. damaged |
| 5. heartbreaking | 10. powerful |



Unit 5 - Festivals / Celebrations

Reading Comprehension (p. 32)

Warm-up Activities

(Suggested answers)

- "National Costume".
The text is about different European countries' traditional dress.

- a) F b) F c) T

- 1 1. B 2. C 3. B 4. C 5. C 6. B

- 2 **peasant clothing** = clothes worn by poor country people (esp in the past)
region = particular area of a country
go out of fashion = become unpopular
stereotypes = fixed ideas
pinstriped suit = matching jacket and trousers with very thin stripes
bowler hat = round, hard-topped men's hat
black berets = soft round black cloth hats
strings of onions = onions held together by thin cords
outfit = set of clothes worn together
issue = question, matter
breeches = trousers that reach just below the knees
felt hats = hats made from a very thick woollen fabric

- 3 1. B 3. D 5. C
 2. A 4. C 6. A



Speakers' Corner (p. 33)

(Suggested answers)

- The Helston Flora Day is held on May 8th each year in the town of Helston in Cornwall to celebrate the beginning of the summer. In the weeks before, local people prepare by finding their costumes – suits for men, and white or floral dresses for the women – and by practising a special dance. On the day, the first dance is just after dawn. It takes place in the streets of the town. There are other dances all through the day. It is a very enjoyable celebration for the people of the town and all those who go to watch.
- The clothes worn by people today are very different to those worn at the beginning of the century. Today, a much wider variety of styles is acceptable. Trousers are regularly worn by women now, whereas then it would have been quite shocking. Men's clothes were similar to the formal suits worn today, but casual clothing such as jeans or sweatshirts were unknown.

4 **(Suggested answers)**

1. festive (cheery, happy, etc.)
2. bright (glittering, shiny, etc.)
3. loud (noisy)
4. delicious (tasty, etc.)
5. crowded (full, busy, etc.)

- 5 1. belief 2. custom 3. habit

- 6 1. celebrate 4. honour
 2. take place 5. held
 3. take part 6. mark

7 **(Suggested answer)**

America's greatest holiday, Independence Day, takes place on the 4th of July. On this day, Americans celebrate the day in 1776 when the American colonies declared themselves free from British rule.

Preparations begin about a week before the actual day. Red, white and blue flags are hung on public

buildings, and banners are raised all over the town as everyone waits anxiously for the big parade.

On the day of the event, spectators line the streets. The thumping sound of drums can be heard as the marching band comes along first, followed by the Boy Scouts and Girl Scouts, who march waving American flags. Police officers, firefighters and local officials stride past while the crowd cheers enthusiastically.

- 8 (i) 1. tourist brochure 3. story
 2. story

- (ii) 1. filled with **brightly-dressed** people.
 2. he moved quickly through the **noisy crowd; dressed in green** and carrying flags.
 3. The **sound of traditional Italian music filled the air**; the people crowded into the square, **happily singing and dancing**; the **smell of grilled sausages** coming from the nearby restaurants.

- 9 1. In/Every, of 5. in, with/against
 2. for, at 6. at
 3. of 7. with
 4. At, in 8. to

- 10 a) **stand on ceremony** = behave or act too formally and politely
 b) **the life and soul of the party** = the most amusing person at a social event
 c) **music to sb's ears** = sth one hears that is very pleasing
 d) **one's Sunday best** = one's best clothes
1. their Sunday best
 2. music to my/our ears
 3. the life and soul of the party
 4. stand on ceremony

- 11 1. The music festival was attended by many people.
 2. Fireworks were set off by the party organisers.
 3. Caribbean music will be played by several reggae bands.
 4. A TV star has been hired to open the Battle of Flowers.
 5. Colour photos of the carnival are being published by the local newspapers.
 6. The national anthem was sung at the beginning of the ceremony.
 7. Seats for the parade had to be reserved (by spectators) well in advance.
 8. Their house had been decorated with balloons and streamers.

- 12 1. by, with 3. with, by
 2. by, with 4. with, by

- **by** refers to the agent, i.e. the person who performed the action, e.g. *the chef*.
with refers to the instrument, i.e. with what sth was done, e.g. *Vanilla gave the flavour*.

- 13 1. Who will the lanterns be made by?
2. What was the cake filled with?
3. Who are the children being taught traditional dances by?
4. Who is the festival going to be opened by?
5. What was the turkey stuffed with?

- 14 1. 10,000 people are expected to attend the festival. It is expected that 10,000 people will attend the festival.
2. This festival has been reported to be the largest in the world. It has been reported that this festival is the largest in the world.
3. The fair is expected to raise enough money for the children's hospital. It is expected that the fair will raise enough money for the children's hospital.
4. The festival is believed to have first been celebrated in the 12th century. It is believed that the festival was first celebrated in the 12th century.
5. The parade is said to have been the best ever. It is said that the parade was the best ever.

- 15 1. ... is believed that she will ...
2. ... made Sue leave ...
3. ... were seen hanging ...
4. ... had us wash ...
5. ... was made to perform ...
6. ... are being planted ...
7. ... is thought to have left ...
8. ... had the pipes repaired ...
9. ... were asked to participate ...
10. ... is said to have been ...

- 16 1. They have had the reception hall booked.
2. They have had John's suit delivered.
3. They have had Susan's dress designed.
4. They are having the invitations sent out.
5. They are having the flowers arranged.
6. They are having the wedding cake made.
7. They will have the flowers sent to the hotel.
8. They will have the reception hall decorated.
9. They will have a limousine hired.

- 17 2. ... carried the task out/carried out the task ...
3. ... will be given ...
4. ... she used to spend ...
5. ... succeeded in getting ...
6. ... kept/went on talking about ...
7. ... first time I've been ...
8. ... would rather read than watch ...
9. ... many clothes in her ...
10. ... too cold (for us) to ...
11. ... carried away by ...

- 18 1. B 4. D 7. C 10. A 13. C
2. C 5. A 8. C 11. C 14. B
3. C 6. B 9. D 12. B 15. D

- 19 1. the 6. it 11. be
2. ✓ 7. ✓ 12. whole
3. most 8. ✓ 13. ✓
4. has 9. the 14. own
5. ✓ 10. ✓ 15. a

- 20 1. enthusiastically 6. decoration
2. population 7. famous
3. spectacular 8. representation
4. national 9. opportunity
5. traditional 10. pride



Unit 6 - Eating Habits

Reading Comprehension (p. 38)

Warm-up Activities

(Suggested answers)

- I think the text is about healthy or unhealthy food and gives advice about eating habits.
 - a) F b) T c) T d) F
- 1 1,2. A, F (in any order)
3. A
4. B
5,6,7. A, C, E (in any order)
8. D
9. C
10,11. A, B (in any order)
12. E
13. B

- 2 **instinct** = natural feeling or ability sb is born with
harmful = causing damage
tempting = (of sth which is not good for you) attractive
stimulants = substances that make sb feel more energetic or alert
concentration = ability to focus one's thoughts, attention, etc. on a specific thing
boost = increase the strength or level of sth
on the down side = phr used to introduce disadvantages/bad points of sth
tooth decay = disease that causes teeth to rot
major source = sth which provides a large amount of a useful substance
saturated fat = greasy substance found in food that cannot be easily digested
hardening = process of becoming harder
strokes = sudden changes in the blood supply to the brain, which can cause difficulty in movement or speech
alertness = state of being fully aware or awake

- 3 1. A 3. C 5. B 7. D
2. A 4. C 6. C



Speakers' Corner (p. 39)

(Suggested answers)

- **Chocolate** not only tastes delicious, it is also rich in iron, magnesium and potassium. It contains mild stimulants which help us concentrate and make us feel good. However, it is high in fat and can make it difficult for us to sleep.

Eating **sugar** in the morning improves memory and concentration. When we eat sugar, it gives us a quick boost of energy. On the other hand, sugar has no nutrients and can damage our teeth.

Cheese and **cream** contain calcium, which plays an important part in keeping our bones and teeth strong. **Butter** is high in calories and can cause hardening of the arteries, a problem linked to heart attacks and strokes.

Meat is an important food because it is a major source of protein, B vitamins and essential minerals. However, eating red meat can lead to colon cancer. Also, it is said that eating beef can lead to a disease of the brain.

Coffee and tea contain caffeine, which increases alertness. Tea helps to protect us against heart disease because it contains tannin and flavanoids. On the other hand, both tea and coffee can interrupt sleep and relaxation if drunk at night.

- As long as we eat and drink in moderation, I agree with Epicurus' philosophy. Nowadays, with all the problems in the world, we should enjoy ourselves any way we can, but always within reason.

4 (Suggested answers)

- **Protein:** red meat, chicken, milk, ice-cream, cheese, fish, nuts
- **Fat:** red meat, olive oil, chocolate, butter, milk, ice-cream, cheese
- **Sugar:** melon, apples, chocolate, grapes, ice-cream, pears, cherries
- **healthy:** melon, red meat (in moderation), olive oil (in moderation), apples, grapes, chicken, milk, cheese (in moderation), fish, pears, cherries, nuts (in moderation, especially unsalted)
- **unhealthy:** chocolate, butter, ice-cream
- If I wanted to lose weight, I would try to follow a diet of fruit, vegetables and fish. I would eat more apples, grapes and pears and less red meat, cheese and butter. Fish would be a big part of my diet as it is very healthy and high in protein. I would avoid eating ice-cream and chocolate.

- 5 1. kilo 4. carton 7. bars
2. loaves 5. packets 8. bag
3. slices 6. tub 9. box

- 6 **Starters:** Avocado and shrimp salad, vegetable soup, prawn cocktail, green salad

Main Course: steak and chips, chicken casserole, fish and chips, roast beef with steamed vegetables, shepherd's pie

Dessert: fruit salad, strawberry ice-cream, apple pie and custard, cherry cheesecake, Black Forest gateau

(Suggested answers)

- - I'll start with the avocado and shrimp salad followed by the roast beef with steamed vegetables. And for dessert, I'd like the Black Forest gateau.
- I'll have the vegetable soup as a starter, then the chicken casserole, and finally, the cherry cheesecake.
- I'll skip the starter and have steak and chips and then, for dessert, I'll have apple pie and custard.

- 7 1. x 3. x 5. x 7. ✓ 9. x
2. ✓ 4. ✓ 6. x 8. x

- 8 1. blow 4. lick 7. bite
2. swallow 5. chew 8. crunch
3. sip 6. suck

(Suggested answers)

- - I **swallowed** the pill with a glass of water.
- I **sipped** the drink slowly.
- I **licked** the ice-cream before it melted.
- I **chewed** the meat well before I swallowed it.
- I **sucked** on a mint to freshen my breath.
- I **bit** into the apple and it was the most delicious one I had ever tasted.
- The dog **crunched** on the bone the butcher had given it.

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

- 10 1. starving 4. full
2. food poisoning 5. hangover
3. indigestion

- 11 1. plate 3. helping 5. leftovers
2. amount 4. bowl 6. nightcap

- 12 1. in, with 3. of, in 5. with, to
2. from, on 4. with, of

- 13 1. ... is difficult for me.
2. ... was used to make the biscuits.
3. ... are used to weigh things.
4. ... I've got is bad.
5. ... is spoken in some parts of Switzerland.

6. ... are grown in France.
7. ... were called by the neighbours.
8. ... were taken by someone.
- 14 1. in 5. of, on
2. on, at 6. with, in
3. about/of, at 7. of, with
4. with
- 15 1. some 6. a few
2. some 7. several
3. a couple of 8. a little
4. plenty of 9. Many
5. a great number of 10. much
- 16 1. everybody 6. anything
2. any 7. no
3. no 8. anywhere
4. nothing 9. some
5. nothing 10. somewhere
- 17 1. so 5. so 9. such a
2. such 6. such 10. such a
3. such a 7. so
4. such 8. such a
- 18 A. --, the, the, a, A, the, a, --
B. --, the/--, a, the, the, the, a, the, --
C. the, --, --, the
D. the, --, a, --, the, --, the, --, the, --, a, the
E. the, the, the, the, --, the, a, --
F. --, a, a, the, the, the, a, The, a, a, the, the
- 19 1. are they 6. shall we
2. hasn't she 7. doesn't he
3. isn't he 8. didn't we
4. isn't it 9. could you
5. doesn't it 10. have you
- 20 1. no 4. any 7. any 10. any
2. any 5. any 8. some
3. no 6. some 9. no
- 21 1. anything 4. Someone 7. something
2. no 5. any 8. Anybody
3. nowhere 6. nothing
- 22 1. Go along 5. take
2. Cross 6. keep going
3. go down 7. Climb
4. get to 8. turn right
- 23 1. get off 5. walk down
2. turn left 6. on the right
3. turn right 7. next to
4. opposite
- 24 1. harmful 6. helpful
2. painless 7. doubtful
3. careless 8. careful
4. restful 9. thoughtful
5. harmless 10. thoughtless
- 25 (The words in bold should be crossed out.)
1. **the** Hawaii 6. **the** football
2. **the** Everest 7. have **no** time
3. **the** prison 8. **a** milk
4. any **no** money 9. on **the** time
5. by **a** train 10. to **the** bed
- 26 1. many/most/all 9. have/offer/provide
2. travelling/going 10. including/like
3. in 11. owned/run
4. chance/opportunity 12. serve
5. type/kind 13. end
6. have 14. into
7. from 15. join
8. the
- 27 1. ... such (a) delicious ice-cream ...
2. ... such a lot of people ...
3. ... so much wind ...
4. ... such a stormy day ...
5. ... such an expensive car ...
6. ... such delicious food ...
- 28 2. ... prefers Chinese to Indian ...
3. ... apologised for causing/having caused ...
4. ... turned down my offer ...
5. ... refused to tell me ...
6. ... turned up after making us ...
7. ... such an exciting game ...
8. ... must have left ...
9. ... despite the fact that he ...
10. ... begged me to let her ...
11. ... cut down on ...



Unit 7 - Crime

Reading Comprehension (p. 46)

Warm-up Activities

(Suggested answer)

- It could be about a crime and who has committed it. It might be referring to supernatural phenomena (e.g. ghosts, spirits) or unexplained events (e.g. U.F.O.s) and attempts that have been made to explain such events.
 - a) T b) F c) F
- 1 1. B 2. H 3. A 4. C 5. G 6. E

- 2** **reliable** = that can be trusted
renowned = well-known; famous
settle the disagreement = find a way to solve the argument
physical torture = pain inflicted on sb for a specific purpose
depriving = not letting sb have or do something
stretched = extended
solitary confinement = the keeping of a person in a small room/cell alone, as punishment
effective = having or giving good results
distinguishing = telling the difference
recorded = written down, taped, etc.
lie-detector = device which shows if a person is telling the truth
agencies = organisations
blood pressure = force and speed at which blood travels around the body
factors = aspects
mislead = confuse; give the wrong impression
foolproof = that cannot fail; always effective
eye contact = act of two people looking directly at each other
deceiver = a person who tells lies
under stress = nervous; anxious
confessions = statements in which a person admits guilt
interrogator = person who questions sb in an aggressive and forceful way

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

- 4** 1. in 4. of 7. in
 2. to 5. with 8. before
 3. under 6. in 9. of



Speakers' Corner (p. 47)

(Suggested answers)

- In the past, physical torture was used to make prisoners tell the truth. These prisoners were deprived of sleep, made to stand for hours with their hands above their heads or put into solitary confinement. This last method is still used today, but new techniques rely more on psychological rather than physical suffering. For example, a lie-detector which records changes in the body is often used. Because lying is stressful, it increases the blood pressure and this, which can be recorded by a polygraph, shows that a person is probably lying.

- Yes, because sometimes it stops you from hurting someone else's feelings, and it does not do any harm.

No, because it is wrong to lie and one cannot say that some lies are "acceptable" and others are not. It would be impossible to distinguish between acceptable and unacceptable ones.

- 5** 1. arrested 5. evidence 9. sentenced
 2. charged with 6. gang 10. prison
 3. trial 7. jury 11. bars
 4. prosecutor 8. convicted

6 (Suggested answers)

2. He must have broken his arm.
 It may be in a cast for a while.
 He may not be able to use his arm.
 It must be painful.
3. He must be a burglar.
 He must be trying to break into the safe.
 He might get caught.
 He may not be able to open the safe.
4. She must have a headache.
 Her head must hurt.
 She can't be feeling well.
 She might be getting the flu.
 An aspirin may help her feel better.

- 7** 1. mustn't
 2. needn't/don't have to
 3. didn't need to/have to
 4. mustn't
 5. didn't need to/have to
 6. needn't/don't have to
 7. needn't have
 8. mustn't
 9. didn't need to/have to
 10. needn't/don't have to

8 (Suggested answers)

2. Parents ought to cover electrical sockets if babies can reach them.
 Electrical sockets should be covered if babies can reach them.
 The baby should not have been allowed to go near a socket as it could be injured.
3. The gate should have been locked. Parents should not let their children play by the pool unattended. Children should not be allowed to play by the pool unattended, especially if they can't swim.
 This little girl's parents should not have let her play ball by the pool, as she could fall in.
4. Adults ought to keep medicines in a safe place away from children.
 Medicines should be kept in a safe place.
 This little boy's parents shouldn't have left the medicines where the boy could find them, because he could swallow some pills.

- 9** 1. about, at 3. of, of
 2. from, in 4. behind, for

- 10 **as thick as thieves** = very close friends
get away with murder = do whatever one wants
crime doesn't pay = crime is not worth committing because of the bad consequences
daylight robbery = charging too much money for sth
set a thief to catch a thief = to catch sb (usu a criminal) you need someone who thinks in the same way as that person

1. set a thief to catch a thief
2. daylight robbery
3. as thick as thieves
4. crime doesn't pay
5. get away with murder

- 11 1. F 3. F 5. F 7. I 9. I
 2. I 4. I 6. F 8. I 10. F

- a) 1. begin 5. begin 9. begin/end
 2. end 6. end 10. end
 3. begin 7. begin
 4. begin 8. begin

- b) 1. letter giving information
 2. letter offering advice
 3. letter accepting an invitation
 4. letter expressing thanks
 5. letter refusing a request
 6. letter applying for a job
 7. letter giving news
 8. letter asking for advice
 9. letter expressing regret
 10. letter of invitation

12 (Suggested answers)

1. c I am writing to ask if you could possibly do sth for me.
I am writing to ask for your help.
2. d I hope you'll be able to advise me on a problem I have.
I was hoping you could help me solve a problem I'm facing.
3. g I'm writing to thank you for the wonderful gift you sent me.
I received your gift and I am writing to thank you.
4. e I am organising a party and would be pleased if you could come.
I hope you'll be able to come to the party I am having.
5. b I am writing in answer to your letter in which you inquired about...
In response to the inquiries you made in your letter...
6. h I am interested in applying for the position of ...
I am writing to apply for the position of...

7. f It would be my pleasure to attend the celebration...
I would be more than happy to come to the celebration...
8. a I am writing to lodge a complaint about.../I would like to express how displeased I was/am with...

13 (Suggested answers)

1. a I hope my advice will be useful.
This is my suggestion for solving your problem.
2. g I am writing to apply for the job advertised in this week's newspaper.
I hope you will consider my application carefully.
3. e I very much regret my actions at the party last night.
I hope you will accept my apology.
4. d So this is what has been happening lately.
So now you've heard my news - what about yours?
5. h I am sorry to say that the product was not at all as expected.
The treatment we received was simply not acceptable.
6. c I'm so sorry about your recent misfortune.
Please let me know if there is anything I can do to help.
7. b I'm sorry, but I will not be able to attend the event.
Unfortunately, I have made plans for next Sunday.
8. f I am writing to ask for some information.
Your help in this would be much appreciated.

- 14 1. e - letter of apology
 2. c - letter offering help
 3. g - letter asking for information
 4. a - letter of invitation
 5. f - letter expressing thanks
 6. d - letter asking for advice
 7. b - letter giving information

15 (Suggested answers)

1. I'm sorry to tell you that...
2. I'd love to come to the wedding...
3. The following information is what you requested about ...
4. I look forward to meeting you in the near future.
5. Thanks very much for being so thoughtful and sending me a present.

16 (The words in bold should be crossed out.)

Dear Frederick,

I'm writing to tell **to** you how I spent the Christmas holidays because I **had** had such a great time.

My parents **they** took me on a skiing holiday to Austria. We stayed in Annsbrock, which **it** is a lovely little town surrounded by snow-covered mountains.

I spent every **one** morning skiing before going back to the hotel in the evenings **for** to relax. I was even allowed to go to the hotel disco **on** a couple of times. My parents had arranged for me to have private lessons with a qualified ski instructor, but they needn't have **to** because I did really well **being** on my own. By the end of the week, I was skiing **as** like a professional and was **for** admired by all the people in the resort!

It was definitely the best holiday I've ever had. If we **will** go again this Easter, you should come with us. I'm sure we'll have a **too** great time and you'll have the chance to learn to ski.

Anyway, write back soon and **you** tell me all your news.

Best wishes,
Jonathan

- 17
- | | |
|-----------------|-----------------|
| 1. misused | 6. insensitive |
| 2. dishonest | 7. disconnected |
| 3. inconvenient | 8. inhumane |
| 4. incorrect | 9. misleading |
| 5. disqualified | |
- 18
- ... should have told me (that) ...
 - ... may come round ...
 - ... can/must/may not take out library ...
 - ... needn't have given me ...
 - ... can't have known ...
 - ... should have invited ...
 - ... have to recycle ...
 - ... need not/don't need to/don't have to book ...
 - ... can't have realised ...
 - ... might/may/could be trying to contact ...
 - ... should have explained ...
 - ... needn't have left ...
 - ... must not feed ...
 - ... ought to have thanked ...
 - ... have to follow ...
- 19
- | | |
|-------------------------------------|---------------------|
| 1. almost/virtually/
practically | 8. due/thanks |
| 2. If/When | 9. placed/put |
| 3. it | 10. up |
| 4. within/in | 11. make |
| 5. which | 12. only |
| 6. seeing | 13. them |
| 7. deal | 14. used/accustomed |
| | 15. twice |
- 20
- | | | |
|--------|---------|---------|
| 1. a | 6. it | 11. ✓ |
| 2. ✓ | 7. have | 12. the |
| 3. one | 8. up | 13. ✓ |
| 4. ✓ | 9. ✓ | 14. of |
| 5. as | 10. to | 15. ✓ |



Unit 8 - Sports / Hobbies

Reading Comprehension (p. 52)

Warm-up Activities

(Suggested answer)

- People who want to succeed (in a competition or in life)
 - a) F b) F c) T
- 1 1. G 2. D 3. F 4. E 5. A 6. H
- 2 **commitment** = willingness to give time, energy, etc. to sth
achievements = successes
deserve praise = are worthy of recognition
disabled = having a serious physical problem
able-bodied = fit and healthy
freestyle swimming = swimming in which one can use any stroke
promote = support or encourage sth
awareness = knowledge of and/or interest in sth
version = different form of sth
sponsor = give money for sb's expenses
skills = knowledge and ability to do sth well
amputees = people who have lost all or part of an arm or leg
mentally disabled = having problems of the mind
track and field events = athletic events featuring running, jumping or throwing
perceptions = ways of looking at things; opinions
extraordinary = very special
possess = own; have
proven himself = shown his abilities
breaking world records = doing better in a sport than any other athlete has done so far
strokes = movements of the arms while swimming
ensure = make sure that sth happens
developing nations = countries that are poorer than others
bear in mind = consider; think of
demonstrating = showing
pushing back the barriers = overcoming restrictions
- 3 1. B 3. D 5. C
 2. A 4. A 6. D
- 4 1. scoreboard 5. tossed a coin
 2. sports centre 6. relay race
 3. track events
 4. field events

**Speakers' Corner (p. 53)****(Suggested answers)**

- a) The Paralympic Games are the Olympic Games for the disabled. Mentally and physically disabled athletes take part.
- b) Four types of Paralympic events are mentioned: swimming, basketball, sailing and track and field.
- c) The IOC gave money to the Paralympic Committee, which used some of the money to sponsor athletes to help them take part.
- Although laws have been passed to protect the rights of disabled people and ensure that they are treated equally, they still face many problems in their lives. It is necessary for some disabled people to be educated in separate schools as they only have the necessary facilities there. Transport and access to buildings can be difficult, as cars require expensive changes to be made and ramps and lifts are needed by wheelchair users. For such reasons it is also difficult for disabled people to do some jobs, and employers may discriminate against them.
- 5 1. for 5. at 9. out of
2. of 6. round 10. up
3. in 7. into
4. between 8. off
- 6 1. from, of 4. about, from
2. from/against, without 5. from, at
3. of, of
- 7 1. c 2. e 3. a 4. d 5. b
- 8 1. She is clever; **what is more/moreover/furthermore/in addition**, she is hard-working. She is clever, and she is **also** hard-working.
2. My grandfather is very old; **furthermore/moreover/what is more**, he is very forgetful.
3. The restaurant was very expensive, **but** the food was excellent.
The restaurant was very expensive; **nevertheless/however**, the food was excellent.
4. My sister is good at languages, **but/whereas** I'm good at sport.
5. Parachuting is exciting, **whereas** golf is relaxing. Parachuting is exciting; **on the other hand**, golf is relaxing.
6. Exercising keeps you fit and healthy; **furthermore/what is more/in addition/moreover**, it helps you look younger.
7. Walking long distances can be very tiring, **but** it can be beneficial to your health.
8. Killing endangered species is illegal; **however/nevertheless**, people won't stop hunting them.
9. Large houses are expensive to buy; **moreover/furthermore/in addition**, they are difficult to maintain.

10. Travelling by plane is very safe, **but** it is **also** expensive.
Travelling by plane is very safe; **however**, it is also expensive.
11. My boss is very polite. He is **also** fair.
My boss is very polite, **and in addition** he is fair.
12. He had no experience; **however/nevertheless**, they gave him the job.

- 9 1. going 7. falling
2. snowboarding 8. failing
3. to give 9. trying/to try
4. to do 10. to go
5. keep 11. go
6. to go
- 10 1. to jump, (to) overcome
2. start, to join
3. to leave/leaving, waking up
4. to have, work
5. turning down, travelling
6. to reveal, leaving/to leave
7. go, waiting
8. talking, meeting
9. to take, feeling
10. being/to be, receiving
11. living, complaining/to complain
12. to go, eating
- 11 1. ... prefers soft drinks to ...
2. ... mind opening ...
3. ... had difficulty (in) using the ...
4. ... rather have got a computer ...
5. ... allow smoking/allow people to smoke ...
6. ... was made to ...
7. ... the reason why I was/the reason for my being ...
8. ... point (in) wasting ...
- 12 1. has 6. for 11. are
2. are 7. enough 12. be
3. with 8. first 13. sure
4. out(side) 9. as 14. without
5. was 10. well 15. who
- 13 **Formal:** a, d, e, g; letter A
Informal: b, c, f, h; letter B
- A.** 1. e 2. d 3. a 4. g
B. 1. c 2. h 3. f 4. b
- 14 1. illegal 5. impatient
2. irresponsible 6. irreplaceable
3. illegible 7. immortal
4. immature 8. irregular
- 15 (*The words in bold should be crossed out.*)
1. is **not** good enough
2. so does **detest**
3. swimming it is
4. had **not** neither

5. need **to** washing
6. mind **for** coming
7. so has **been** my father
8. her **to** come out

- 16
- | | |
|--------------|-----------------|
| 1. varied | 6. importance |
| 2. stressful | 7. activity |
| 3. relaxing | 8. increasingly |
| 4. awareness | 9. involvement |
| 5. growth | 10. willingness |

- 17
1. ... has grown out of ...
 2. ... mind my sister borrowing ...
 3. ... works in Essex, doesn't ...
 4. ... regret moving into .../... regret having moved into ...
 5. ... not many biscuits left ...
 6. ... needs servicing/needs to be serviced ...
 7. ... no intention of telling ...
 8. ... like watching ...
 9. ... might be given ...
 10. ... had my car radio stolen ...
 11. ... grows up, he will be ...



Unit 9 - Earth: SOS

Reading Comprehension (p. 58)

Warm-up Activities

(Suggested answer)

- a) T b) T c) F d) T
- 1
- | | | | | |
|------|------|------|------|-------|
| 1. A | 3. D | 5. A | 7. B | 9. D |
| 2. C | 4. C | 6. C | 8. B | 10. A |
- 2
- energy** = power from coal, the sun, electricity, etc.
straw = dry, yellow grass often used as bedding for animals
barn = building where farm equipment, animals, etc. are kept
treated = put through a particular process
rugs = piece of material used to cover part of a floor
attitudes = people's thoughts and feelings about sth
marketing strategy = plan designed to make a product sell
mining = getting sth out of the ground by digging
sterilised = made free from germs
bottle banks = large containers located in public places where people can leave bottles to be collected and recycled
- 3
- | | | | |
|------|------|------|------|
| 1. C | 3. A | 5. C | 7. B |
| 2. B | 4. D | 6. A | |



Speakers' Corner (p. 59)

(Suggested answers)

- Recycled **paper** can be used to make birthday cards and cereal boxes as well as hundreds of other things. One farmer in the USA even uses it instead of straw for his cows in their barn. Recycled car headlights, which are made of **plastic** can be used to make windows which are more difficult to break than normal glass ones. Recycled plastic can also be used to make carpets and rugs. Recycled **aluminium** cans can be used to make new ones and it is also possible to make new cars using recycled metal from old ones. Old **glass** bottles can be recycled and used to make new ones. Recycled glass can also be mixed with asphalt or cement and used to make new roads.
- We could start buying recycled products which will help to conserve natural resources. We could also use environmentally friendly cleaning products which could help to reduce water pollution. In addition to this we should try to help reduce air pollution by using public transport or bicycles instead of private cars.

- 4
- | | |
|-------------------|----------------|
| 1. planet | 5. astronomers |
| 2. galaxy | 6. meteors |
| 3. solar | 7. comet |
| 4. constellations | |

- 5
- | | |
|----------|--------------|
| 1. hide | 7. mane |
| 2. ear | 8. hoof |
| 3. tusk | 9. tail |
| 4. trunk | 10. whiskers |
| 5. foot | 11. fur |
| 6. coat | 12. paw |

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

- 7
- | | |
|------------------|--------------|
| 1. from, with | 4. for, from |
| 2. from, on/upon | 5. in |
| 3. to, in | |

- 8
- | | |
|-----------------|----------------|
| 1. about, of | 6. from, in |
| 2. about, of | 7. of, without |
| 3. from, behind | 8. in |
| 4. from, from | 9. with, from |
| 5. on, from | 10. at |

- 9
- the salt of the earth** = the most dependable/honest person
a drop in the ocean = a very small amount
wiped off the face of the earth = completely destroyed
from all corners of the earth = coming from every part of the world
live off the fat of the land = live very comfortably

1. live off the fat of the land
2. wiped off the face of the earth
3. from all corners of the earth
4. the salt of the earth
5. a drop in the ocean

- 10
1. **Although** it is a well-known fact that recycling helps the environment, some people ignore it.
 2. Studying abroad can be a very valuable experience; **however**, it can be very costly.
 3. Working out at a gym is one of the best ways to keep fit; **in addition**, you should also follow a healthy diet.
 4. Traffic in the city centre is awful during rush hour **as** most people use private transport.
 5. Many young people decide to stay in youth hostels when travelling **because** it is cheaper than staying in hotels.
 6. Airport workers have been on strike for weeks now; **nevertheless**, few flights have been cancelled.
 7. Working for a charity can be extremely rewarding, **yet** very few people decide to volunteer.
 8. Animals which are kept in zoos are well cared for and protected; **on the other hand**, they are forced to live in unnatural surroundings.
 9. People in the neighbourhood are complaining **due to the fact that** the traffic in the area is terrible.
 10. You should make a note of your appointment in your diary **in case** you forget it.

- 11
1. ... cancelled because of (the) ...
 2. ... both clever and ...
 3. ... although he is ...
 4. ... against animal testing whereas ...
 5. ... buses running on account of ...
 6. ... only polluted, (but) it's also ...
 7. ... despite the fact that hunting ...
 8. ... in addition to being/and in addition he is ...
 9. ... Paul nor Mike likes ...
 10. ... until they (had) left before ...
 11. ... where Pam used to ...
 12. ... providing (that) you are ...

- 12
1. Firstly/To begin with
 2. Secondly/What's more/Moreover
 3. Another advantage
 4. On the other hand/However
 5. To begin with/Firstly
 6. What's more/Moreover
 7. all things considered

13 (Suggested answers)

- (i)
1. This is a **good** example because it gets the reader's attention with a rhetorical question.
 2. This is a **bad** example because it expresses strong personal opinion.

3. This is a **good** example because it makes reference to an unusual situation.
4. This is a **good** example because the writer addresses the reader directly/asks a rhetorical question which attracts the reader's attention.
5. This is a **bad** example because it uses simple words, expresses the writer's personal opinion and it's rather chatty in style.

(ii) (Suggested answers)

- a. Is going to the gym as healthy as many people claim it to be? These days, going to the gym has become a daily part of life, but although it may keep you fit, it can also be dangerous.
- b. Have you ever considered that the amount of money spent on renting a house could have gone towards buying one? Some people claim that owning a home is far more practical than renting one, but there are some negative points to consider.
- c. The invention of the aeroplane has been a major breakthrough in travel in the 20th century. The advantages are numerous, yet much can be said against them.

- 14
- | | | | | |
|------|------|------|-------|-------|
| 1. C | 4. D | 7. A | 10. D | 13. C |
| 2. B | 5. B | 8. D | 11. C | 14. B |
| 3. A | 6. C | 9. A | 12. A | 15. A |

- 15
2. ... do you think ...
 3. ... had difficulty (in) understanding ...
 4. ... didn't pay attention to/paid no attention to ...
 5. ... are your plans for ...
 6. ... was not as good as ...
 7. ... to put off his visit ...
 8. ... answered the question except (for) ...
 9. ... play chess unless we have ...
 10. ... managed to put out ...

- 16
- | | |
|----------------|---------------|
| 1. appearance | 5. attendance |
| 2. reference | 6. endurance |
| 3. performance | 7. avoidance |
| 4. confidence | 8. clearance |

- 17
- | | | |
|---------|----------|--------|
| 1. not | 6. ✓ | 11. ✓ |
| 2. one | 7. their | 12. in |
| 3. ✓ | 8. yet | 13. to |
| 4. been | 9. ✓ | 14. ✓ |
| 5. they | 10. very | 15. of |

**Unit 10 - Education****Speakers' Corner (p. 65)****(Suggested answers)****Reading Comprehension (p. 64)****Warm-up Activities****(Suggested answer)**

- It could be about a school that has very high security because of problematic pupils. Or, it may be about a school that has a very good electronics department – something to do with energy links.

- a) T b) F c) F

1. B 8, 9. A, D (in any order)
 2. D 10. E
 3. C 11. B
 4. E 12, 13. E, F (in any order)
 5. F 14. A
 6. A 15. F
 7. B

2. **oil spillage** = oil escaped from a ship or pipe that causes pollution to land or sea
replace = substitute for/take the place of
essay = composition
mastered = became expert at sth
passing the time = entertaining oneself
personal statement = factual description of oneself
entrance form = application to be accepted by an organisation
word-processed = typed using a computer
gossip = interesting personal information about sb or sth
take a turn = have a chance at doing sth
go a step further = do even better or more
pick the brains = question sb who has knowledge of sth so that information can be obtained
campaigners = people who try to change others' opinions or actions
up-to-date = most recent
on line = linked to a computer system
software = computer programs
invaluable = extremely useful
tutor = personal teacher
impressed = left with a feeling of admiration
view = opinion
passive smoking = breathing the smoke from other people's cigarettes
is being given the chance = has the opportunity
access to = opportunity to use sth
take advantage of = benefit from

3. 1. B 3. D 5. B 7. B
 2. A 4. B 6. A

- The pupils in the article use the computers to do homework assignments such as writing essays. They can get a lot of background information on different topics using CD-ROMs, which have back issues of newspapers stored. Some of the pupils use programmes to help them catch up with schoolwork they find difficult. One pupil used a word processor to type his application for university.

The leisure activities available on computer can be educational as well as enjoyable. There are specially designed games to play.

Lastly, pupils who are linked up to a computer system at home can communicate via the Internet with their school friends.

- Yes, I use it mainly for word processing and playing games.
- Computers could not replace teachers, because pupils need them to guide their learning. Computers can't answer questions or solve everyday problems.

4. 1. up 3. in 5. at 7. on 9. by
 2. to 4. for 6. by 8. up 10. on

5. 1. do 5. take
 2. take 6. take/make
 3. make 7. make
 4. do 8. do

6. 1. in, on, in 4. to, for
 2. in, for 5. from, by
 3. with, with 6. to, for

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

8. 1. is going to knit
 2. will have lived/been living
 3. is flying, is going to attend
 4. will have saved
 5. leaves/is leaving
 6. will tell
 7. am going to learn
 8. will be studying
 9. will be visiting/is visiting
 10. will be

9. 1. leave
 2. know
 3. will be
 4. 'll take, get
 5. arrives, will have eaten
 6. will lose, stick
 7. go, will buy
 8. miss, will you do
 9. watches, shouts
 10. will bring, visits

- 10 1. **A** am cooking/am going to cook
B am having/am going to have
 2. **A** 'll phone
B 'll be driving
 3. **A** will have finished
B Will you be having/Are you going to have/
 Are you having
A 'll think
 4. **A** is retiring/will be retiring/is going to retire
B will have been working/will have worked
 5. **A** arrives
B will get
 6. **A** starts
B is driving/will be driving/is going to drive

- 11 1. for and against 3. for and against
 2. opinion essay 4. opinion essay

12 (Suggested answers)

- Although living on an island might seem like paradise at first, after a few weeks many of us would be longing for home. Peace and quiet is lovely now and then, but activity, excitement and human company are also important parts of our lives.
- It is my opinion that women (or men) should be given some kind of government allowance in payment for their work in the home. In view of the benefits to children in particular, it would be money well spent.
- To conclude, if you want to go exactly where you want to go, when you want to go, then a car is your best choice. On the other hand, if you live in an area with very heavy traffic, you'd be better off taking the bus.
- I think that military service helps a country by increasing the size of the armed forces and ensuring that all young men receive some useful training. It is, therefore, a practice that should be continued.

- 13 **A** 1. ... with a view to discussing ...
 2. ... for fear it might ...
 3. ... so as not to have ...
 4. ... denied having lied ...
 5. ... to prevent burglars (from) ...
 6. ... so as not to be ...
 7. ... is visiting her uncle ...
- B** 2. ... tallest tree I've ever ...
 3. ... had better ...
 4. ... takes after ...
 5. ... had remembered to set ...
 6. ... smoking brought on ...
 7. ... apologised for interrupting/having interrupted ...
 8. ... spite of the exam ('s) being ...
 9. ... must have booked ...
 10. ... video tape can be borrowed ...

- 14 1. b 2. c 3. a

- 15 1. In my opinion, In my view, Contrary to what many people believe
 2. Firstly, To begin with
 3. What is more, In addition
 4. Some people argue that
 5. Finally, In conclusion, To sum up

- 16 1. accomplishments 6. creative
 2. educators 7. interesting
 3. mentally 8. attention
 4. intelligence 9. surprisingly
 5. belief 10. bored

- 17 1. for 3. will 5. as
 2. been 4. will

- 18 1. when 9. the/its
 2. way 10. be
 3. middle 11. all
 4. is 12. well
 5. but 13. example/instance
 6. much/far 14. only
 7. cannot 15. One
 8. which



Unit 11 - Entertainment

Reading Comprehension (p. 70)

Warm-up Activities

(Suggested answer)

- I don't know much about Sharon Stone, except that she's a famous actress. I've seen one of her films, *The Specialist*.

- a) F b) T c) F

- 1 1. E 2. A 3. G 4. D 5. B

2 (Suggested answers)

death row = place in prison where prisoners who have been sentenced to death are kept

liberating = freeing

messing up = making untidy

turn her nose up = show lack of respect for an idea, person, etc.

the Establishment = group of powerful people who control ideas, style, people, etc.

rocking = disturbing; shocking

try her hand = try to do sth for the first time

turned all that around = changed the whole situation

nomination = recommendation that sb should be chosen for an honour, task, etc.

in the public eye = well-known

badly kept = in a poor condition

released = set free

- 3 1. A 3. D 5. A 7. A
2. C 4. B 6. C

- 4 a. 1. foreground 4. autobiography
2. masterpiece 5. paperback
3. funfair

- b. 1. foreground 4. funfair
2. paperback 5. masterpiece
3. autobiography



Speakers' Corner (p. 71)

(Suggested answers)

- **career** - Sharon Stone's career is going well - she has gone from being just another pretty face to being seen as a serious and talented actress.

lifestyle - The actress keeps quiet about her personal relationships and makes sure that they remain completely private.

achievements - Sharon Stone was nominated for an Oscar for her performance in *Casino*.

- I like going to the cinema because I enjoy watching exciting action films on the big screen.
- There is a far more exciting **atmosphere** in a cinema, but it's more **expensive** than watching a video at home. The **surroundings** at home are more comfortable than they are at a cinema, but being in a cinema helps **create a mood** that helps you to get really involved in a film, because of the big screen and the sound system.

- 5 1. poster 3. trailer 5. usherette
2. row 4. foyer 6. aisle

- 6 1. on 3. on 5. in 7. on
2. out of 4. at 6. in

- 7 1. on 2. for, for 3. of, on 4. into

8 (Suggested answers)

all work and no play makes Jack a dull boy: you need to have fun as well as work hard, otherwise you may become boring.

fun and games: enjoyment

laugh one's head off: laugh hard for a long time

laughter is the best medicine: being cheerful helps you to forget your troubles

for kicks: for fun/pleasure (esp for sth naughty or dangerous)

1. laughed my head off
2. fun and games
3. for kicks
4. laughter is the best medicine
5. all work and no play makes Jack a dull boy

9 (Suggested answers)

2. "You may see the doctor now"/"You may go in now".
3. "Do you think I could borrow your umbrella?"/"Can I borrow your umbrella?"
4. "I'm sorry, but visitors may/must not take photographs."
5. "May/Might I see the head teacher?"
6. "May I use/Do you think I could use your phone?"

10 (Suggested answers)

2. "Would you like me to/Shall I/Can I make you a cup of tea?"
3. "Let's go/What/How about going camping?"
4. "Shall I/Can I/Would you like me to help you decorate your room?"
5. "Why don't you put/How about putting an advertisement in the newspaper?"
6. "Would you like to/Why don't you borrow my car?"/"Would you like me to/Shall I drive you to work?"

- 11 1. fascinating, amazed
2. exhausted, tiring
3. excited, amusing
4. worrying, frightened
5. thrilling, moving
6. interesting, interested

- 12 1. goes, had been driving, had never had, crashed, was raining, were, is going to travel/is travelling
2. will have finished, will probably be living, will have become, will be
3. will accept, is still thinking, am meeting/am going to meet, will tell, has decided
4. will be sailing, have been looking, met, have been dreaming, looks, is going to/will come/has come

- 13 1. ... were excited by ...
2. ... don't we go ...
3. ... offered me another ...
4. ... found the film boring ...
5. ... were exhausted ...
6. ... must not take any ...
7. ... were quite moved by ...
8. ... permission to go out ...

- 14 1. accessible 5. adaptable
2. predictable 6. convertible
3. enjoyable 7. acceptable
4. reversible

- 15
2. ... had run out of ...
 3. ... had our/the kitchen painted/had someone paint our/the kitchen ...
 4. ... were such boring people ...
 5. ... why I had not signed ...
 6. ... made me wear a hat ...
 7. ... was seen taking ...
 8. ... has been learning Spanish for ...
 9. ... ran away from the ...
 10. ... it since you (last) saw ...
 11. ... sons, both of whom are ...

- 16 i)
1. description of a place
Suggested title: Focus on St Stephen's
 2. news report
Suggested headline: Schoolboy Hit by Car
 3. description of an annual event
Suggested title: Celebrate Summer at the Newhaven Festival
 4. expressing opinion
Suggested title: Dressed for Success
 5. Story
Suggested title: Lonely Heart
 6. giving arguments for and against
Suggested title: The advantages and disadvantages of microwave ovens

ii) (Suggested answers)

1. This small English town is one of the prettiest in the area, and is well worth visiting. However you like to spend your time, you are certain to enjoy your stay in St Stephens.
2. Gareth is in stable condition at Northwood General Hospital, and police are said to be looking for a grey Toyota Celica. Parents of pupils at Northwood School have begun a campaign to have traffic lights put up outside the school.
3. The Newhaven Festival is attended every year by thousands of people from all over England. It gives them a chance to enjoy the beginning of the warmer weather while being entertained by talented new performers and artists.
4. To sum up, I believe that wearing school uniform can be beneficial for both schools and their pupils. It might, therefore, be a mistake to try to get rid of it – we risk reducing "school spirit" by abolishing the use of school uniforms.
5. My family's loud voices filled the small flat, and the doorbell rang continuously as more and more people crowded in to join my surprise party. I felt lucky to be loved by so many people. Even if I had forgotten it was my birthday, they hadn't.

6. To conclude, it seems that these machines are here to stay. It does seem, though, that a certain amount of caution should be used, and that conventional methods of cooking should not be forgotten.

- 17
- | | | |
|---------|----------|-----------|
| 1. ✓ | 6. a | 11. ✓ |
| 2. they | 7. more | 12. ✓ |
| 3. ✓ | 8. ✓ | 13. being |
| 4. ✓ | 9. the | 14. far |
| 5. one | 10. much | 15. ✓ |

- 18
- | | | | | |
|------|------|------|-------|-------|
| 1. A | 4. A | 7. B | 10. D | 13. D |
| 2. B | 5. D | 8. A | 11. D | 14. A |
| 3. D | 6. B | 9. C | 12. C | 15. B |



Unit 12 - Transport

Reading Comprehension (p. 76)

Warm-up activities

(Suggested answers)

- **Title:** *Things to consider when flying/The hazards of flying*
It is about the various physical problems that travelling by plane can cause.
 - a) (The passenger's) nervousness.
 - b) To avoid the problem of swollen ankles and feet.
 - c) Jetlag.
- 1
- | | | |
|------|------|------|
| 1. H | 3. F | 5. E |
| 2. C | 4. A | 6. G |
- 2
- inner ear infection** = illness affecting the inside of the ear
tubes = passages connecting parts of the body
throat = passage in the neck through which food, air, etc. pass
cabin pressure = level of oxygen inside an aeroplane
burst eardrum = crack in the inner ear
on board = on a plane, train or ship
stitches = pieces of thin cord which hold together the sides of a cut
operated on = having had surgery
drawback = disadvantage
blood clots = blood which has formed solid pieces
be on the safe side = not take unnecessary risks
circulation = movement of blood around the body
swollen = larger because of inner pressure
jetlag = physical disorder resulting from crossing different time zones in a short period
exhausting = very tiring

- 3 1. C 3. D 5. C
2. A 4. C 6. D



Speakers' Corner (p. 77)

(Suggested answers)

- **Cabin pressure** can cause discomfort to the tubes in the ears as well as the eardrums. Stitches from surgery may even burst.
- **Nervousness** may result in a passenger feeling breathless.
- **Lack of movement:** Being still or cramped can lead to blood clots in the legs. This can be dangerous if a blood clot reaches the lungs.
- When travelling through different **time zones**, the passenger may feel tired and experience jetlag.
- My favourite way of travelling is by train because I can relax and watch the scenery outside.
- **expense** - these days it can be expensive to travel because travelling by plane is costly, whereas in the past means of transport were cheaper, except for luxury trains and cruise ships, which were costly even back then.

speed - in modern times, it is much faster to travel by plane; there are even trains and ferries which travel faster than traditional or ordinary trains/boats. However, in the past it could take days or even weeks to reach a destination which today can be reached within a few hours.

convenience - modern ways of travelling are quicker and easier than traditional ones. For example, it's so much easier to travel by jet plane rather than a steam train.

- 4 1. nose 6. tail
2. jet engine 7. fin
3. wing 8. fuselage
4. flap 9. cockpit
5. undercarriage
- 5 1. warden 6. guard
2. conductor 7. cyclists
3. captain 8. motorists
4. steward 9. mechanic
5. pedestrians 10. crew
- 6 1. for, on 3. On, for
2. for, to 4. on, for
- 7 1. with, in, in 6. on, for
2. to, in 7. on, for
3. to, on 8. for, for
4. to, on 9. to, on
5. on, of 10. for, on

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

- 9 1. more, much 3. bit 5. far
2. more 4. much 6. far

- 10 1. than, the, in 4. than
2. the, in, than 5. than, the, of
3. of, than 6. Of, the

- 11 1. Lucy is as old as Tom.
2. Her house was not as expensive as mine.
3. That dress is as elegant as this one.
4. The bus station is not as close to my house as the underground station (is).

- 12 1. like, as, as 6. as
2. like, as 7. like
3. as, as, like 8. like
4. as, as, like 9. as, as
5. as 10. as, as

- 13 1. ... is (a) faster (runner) than ...
2. ... to go out rather than ...
3. ... longer the match went on ...
4. ... as funny as that ...
5. ... would rather dance than ...
6. ... was the least entertaining of ...
7. ... the fastest she can ...
8. ... was much more boring than ...

- 14 1. more 3. the 5. far 7. the
2. -- 4. -- 6. very 8. with

- 15 1. b 2. c 3. a

16 (Suggested answers)

1. A significant number of people under 18 take up smoking each year.
2. 75% of those surveyed say that they eat well and take regular exercise.
3. A large proportion of mothers who work full-time buy ready-made meals.

17 (i) Model A is a survey report.

Model B assesses good and bad points.

Similar: They are both written in formal language, they both have a main heading, they are both based on some kind of research, and they both have subheadings. Present tenses are used in both models.

Different: A survey report includes facts and generalisations, whereas assessing good and bad points includes positive and negative aspects joined with appropriate linking words.

(ii) Model B

Background: One drawback (2nd line)

Features: However (3rd line)

Costs: although (3rd line)

- 18 2. ... without saying goodbye to ...
 3. ... went off, breaking ...
 4. ... will be given the information ...
 5. ... would have dinner with ...
 6. ... of unemployment goes up ...
 7. ... the dog had not run ...

19 (Suggested answer)

Introduction - People surveyed - Activities planned -
 Conclusion

- 20 1. survey
 2. assessing good & bad points
 3. survey

- 21 1. very 6. Another 11. is
 2. Although 7. which 12. will
 3. it 8. and 13. able
 4. with 9. can 14. of
 5. onto 10. while 15. look

- 22 1. mechanical 6. suitable
 2. injuries/injury 7. unstable
 3. attention 8. especially
 4. unfortunately 9. resistance
 5. softness 10. destructive

- 23 1. A 4. D 7. A 10. C 13. C
 2. C 5. C 8. B 11. A 14. C
 3. D 6. A 9. D 12. B 15. D

- 24 1. had 6. many 11. of
 2. up 7. ✓ 12. all
 3. of 8. was 13. to
 4. ✓ 9. ✓ 14. ✓
 5. it 10. be 15. own

- 25 1. ... twice as many letters as ...
 2. ... you swim any faster than ...
 3. ... isn't as difficult as ...
 4. ... was the most terrible fight ...
 5. ... is more patient than ...
 6. ... as much pocket money as ...
 7. ... is the fastest runner in ...
 8. ... prefers fish to ...
 9. ... wasn't as expensive as ...
 10. ... are the same colour as ...

26 (Suggested answers)

1. Mountain climbing is an exciting sport; **however/ on the other hand**, it can be very dangerous.
2. Fresh orange juice is absolutely delicious. **What is more/Furthermore/Besides**, oranges contain vitamin C, which is good for your health.
3. Flying is the fastest form of transport; **on the other hand/however**, it is the most expensive form of transport.
4. **Despite** the fact the restaurant has an excellent reputation, the meal we had was extremely disappointing.
5. Dogs make lovely pets **in addition to** helping deter burglars.
6. **While** it is good to have your own opinions, you must be prepared to listen to what other people say.
7. **Although** I love living abroad, sometimes I really miss my own country.
8. Recycling products is often cheaper than making new ones. **What is more, Moreover, Furthermore**, recycling is good for the environment.
9. Cycling to work costs nothing. **In addition**, cycling is good for your health.
10. **Despite** the bad weather the pilot managed to land the plane.

- 27 1. the largest 5. the most fierce/fiercest
 2. the closest 6. calmer
 3. larger 7. more patient
 4. heavier 8. rarer and rarer

- 28 1. huge, new, modern
 2. almond-shaped, blue
 3. fabulous English
 4. fast, blue, Italian
 5. large, old, French, brass
 6. small, old-fashioned, brick

- 29 1. ... would rather Tim came ...
 2. ... such heavy rain ...
 3. ... for fear he might lose/for fear of losing ...
 4. ... accused Sue of ruining ...
 5. ... wishes he had accepted ...
 6. ... too small for me to ...
 7. ... more you study, the better ...
 8. ... had our video recorder repaired ...
 9. ... you mind turning on ...
 10. ... were made to wait ...



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