

Close-Up

TEACHER'S BOOK

B1

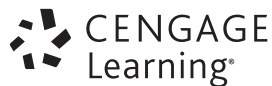
Katrina Gormley

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B1

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

Close-Up B1 Teacher's Book

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1 Family Ties p 5-16	Meet the ancestors; multiple-choice questions	family-related words, collocations & expressions, prepositions	present simple, present continuous, stative verbs, countable & uncountable nouns, quantifiers
2 Food, Food, Food! p 17-28	An Oil for Life; missing sentences	food-related words, phrasal verbs, word formation	past simple, past continuous, <i>used to</i> & <i>would</i> , <i>be used to</i> & <i>get used to</i>
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4 Special Relationships p 43-54	Dogs in a human world; multiple matching	relationship-related words, word formation, phrasal verbs	relative clauses, temporals
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5 A Place to Call Home p 57-68	The World's Coolest Skyscraper; missing sentences	home-related words, prepositions, collocations & expressions	future simple, <i>be going to</i> , future continuous, future perfect simple
6 Ready, Steady, Go! p 69-80	Advertisements, multiple- choice questions	sport-related words, phrasal verbs, word formation	conditionals, <i>wish</i> & <i>if only</i>
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8 Time to Spare p 95-106	Deep into darkness; missing sentences	words related to free time, word formation, phrasal verbs	modals & semi-modals, modals perfect
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9 High-Tech World p 109-120	They're Watching You; multiple-choice questions	technology-related words, prepositions, collocations & expressions	passive voice: tenses, <i>by</i> & <i>with</i> , gerunds, infinitives & modal verbs
10 That's Entertainment p 121-132	Music to my Ears; multiple matching	entertainment-related words, phrasal verbs, word formation	reported speech: statements, questions, commands, requests & reporting verbs
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11 Lessons to Learn p 135-146	Advertisements; multiple- choice questions	education-related words, collocations & expressions, prepositions	causative, gerunds, infinitives
12 The Body Beautiful p 147-158	Your Amazing Brain; multiple-choice questions	body-related words, phrasal verbs, word formation	order of adjectives, adjectives ending in <i>-ed</i> and <i>-ing</i> , adverbs, <i>so</i> & <i>such</i> , comparison of adjectives and adverbs
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Listening	Speaking	Writing	DVD
multiple-choice questions (pictures)	talking about your family, comparing photos, talking about people	email, linking words & phrases 1	One Woman's Choice
multiple-choice questions	talking about food & restaurants, comparing photos, using linking words	review, order of adjectives	Greek Olives
note-taking	talking about the environment, decision making, opening discussions	article, editing your work	Swimming with Sharks
multiple matching	talking about relationships with people, problem solving, giving your opinion	story, writing interesting stories	Man's Best Friend
multiple-choice questions	talking about homes, comparing photos, talking about similarities and differences	email, dealing with notes	Living in Venice
multiple-choice questions	talking about sport, decision making, agreeing & disagreeing	article, linking words & phrases 2	Water Sports Adventure
note-taking	talking about extreme situations, comparing photos, giving extra information, giving yourself time to think	story, narrative tenses	Coast Guard School
multiple-choice questions (pictures)	talking about free-time activities, problem solving, giving advice	article, making articles interesting	Young Adventurers
multiple-choice questions (pictures)	talking about technology, decision making, justifying choices	essay, topic sentences	Mars Rovers
multiple-choice questions	talking about entertainment, comparing photos, expressing uncertainty	formal letter, clauses of purpose	Steel Drums
multiple matching	talking about school and education, decision making, reaching a decision	report, <i>both, either & neither</i>	The Maasai Teacher
multiple-choice questions	decision making, talking about your body, talking about advantages & disadvantages	informal letter, order of paragraphs	The Memory Man

Introduction to Close-Up

Introduction to Close-Up

Welcome to *Close-Up*, an exciting new B1, B1+ and B2 course which brings English to life through spectacular National Geographic photography and facts carefully selected to appeal to the inquisitive minds of students.

Course Components

Close-Up B1 Student's Book with DVD

The student's book is divided into twelve topic-based units. Each unit starts with a stunning photograph linked to the theme of the unit and a summary of the contents of the unit. There are five two-page lessons in each unit covering reading, vocabulary & grammar, listening & speaking, vocabulary & grammar and writing. The unit ends with a DVD page to accompany the National Geographic video clips found on the student's DVD accompanying *Close-Up B1 Student's Book*. The video clips are designed to expand students' knowledge of the world they live in, and the tasks in the student's book aid comprehension and often focus on visual aspects of the videos themselves.

Each unit also contains:

- tasks that actively develop students' reading, listening, speaking and writing skills.
- *Close-Up* boxes that provide helpful tips on how to approach various aspects of a particular task.
- *Useful Expressions* boxes in the speaking & writing sections that provide students with appropriate language when doing communicative tasks.
- plenty of opportunity for discussion of the topics included in each unit.

Close-Up B1 Student's Book also contains six reviews, one after every two units, which consolidate the vocabulary and grammar taught within those units.

At the back of the student's book, there is a wealth of reference material. The Grammar Reference and Irregular Verbs List support the grammar presented within each unit. The Writing Reference provides a summary of the important points to remember for each genre of writing as well as a check list. There is also a Speaking Reference, bringing the *Useful Expressions* presented throughout the course together in one place. In addition, the collocations, expressions, prepositions and phrasal verbs actively taught in the student's book are also listed for easy reference.

Close-Up B1 Workbook with Audio CD

The workbook accompanies *Close-Up B1 Student's Book*. Like the student's book, it is divided into twelve units and six reviews. Each unit consists of reading, vocabulary, grammar and writing. There is also a *Use your English* section in each unit that familiarises students with the way grammar and vocabulary come together in exam-style tasks. The reviews include a listening task as well as multiple-choice grammar and vocabulary items. The audio CD contains the recordings for use with the listening tasks in the reviews.

The workbook's clear and simple format means that it can be used at home as well as in class.

Close-Up B1 Teacher's Book

Close-Up B1 Teacher's Book provides clear lesson plans with detailed instructions and tips for teachers on how to make the best of the material in the student's book. The key to all tasks from the student's book is included. There is also a section of photocopiable vocabulary and grammar tasks which can be used with students who finish early in class, as a way of revising prior to a test, or as extra practice of the vocabulary and grammar in the student's book. Recording scripts with justification for the answers to the listening tasks underlined and the key to *Close-Up B1 Workbook* are also included.

Close-Up B1 Teacher's Resource Pack

The teacher's resource pack contains a comprehensive testing package in printable PDF format. The multiple-choice quizzes, one for each unit of *Close-Up B1 Student's Book*, focus on the key vocabulary and grammar items presented in the unit. Progress Tests, one for use after every two units of *Close-Up B1 Student's Book*, include a reading comprehension task, a writing task as well as vocabulary and grammar tasks. There is also a Mid-Year Test (Units 1-6) and an End-of-Year Test (7-12) that provide a written test covering reading comprehension, Use of English and writing, as well as a listening test.

The *Close-Up B1 Teacher's Resource Pack* also includes the key to all tests and the recording script with justification of the answers to the listening tests underlined. In addition, there is a Student's Record document, which can be printed for each student, where test results can be recorded.

Close-Up B1 Interactive Whiteboard Software

Close-Up B1 Interactive Whiteboard Software contains the student's book and also the workbook. Most of the tasks found in these books are interactive and have been developed to be easy to use by both students and teachers alike. The DVD accompanying *Close-Up B1 Student's Book* and the audio accompanying *Close-Up B1 Workbook* is included in the software, as is the audio from the *Close-Up B1 Class Audio CDs*. The reading passages found in the student's book are also narrated on the interactive whiteboard software. The DVD can be played with or without subtitles. Justification for reading comprehension and listening tasks is available at the touch of a button, as is the key to all tasks. *Close-Up B1 Interactive Whiteboard Software* also contains the Content Creation Tool, which allows teachers to create their own interactive tasks to use in class, and is compatible with any interactive whiteboard hardware.

Close-Up B1 Audio CDs

Close-Up B1 Class Audio CDs contain the recordings for the listening tasks found in *Close-Up B1 Student's Book*. The audio CD that accompanies *Close-Up B1 Workbook* contains the recording for the listening tasks found in the reviews of the workbook.

Professional actors are used in all recordings to ensure clarity and accurate intonation and pronunciation.

1 Family Ties

Unit plan

Reading: article, multiple-choice questions

Vocabulary: family-related words, collocations & expressions, prepositions

Grammar: present simple, present continuous, countable & uncountable nouns, quantifiers

Listening: multiple-choice questions (pictures)

Speaking: talking about family, comparing photos, talking about people

Writing: email, linking words & phrases 1

Unit opener

- Ask students to look at the title of the unit and to explain what it means (*the relationships between people in the same family*).
- Ask them which other words they know that can mean *ties* in this context (*relationships, bonds, connections*).
- Ask students to tell the rest of the class about a relation that they have a strong bond with and another that they don't get on so well with.
- Ask students to look at the picture and the caption and ask them to say how appropriate the caption is for the picture. If they have trouble answering the question, ask them what the picture shows (*three different hands which belong to people of different ages – a child's hand, a young adult's hand and an elderly person's hand*).
- Ask them to describe how and why people's hands change as they get older and what a person's hand can reveal about him or her.

Reading

A

- Ask students to look at the photos on the right-hand side of the page and tell them to imagine that they are all from a family album. Ask students to say how the people might be related.
- Ask students to read the instructions in A and check that they understand what they have to do. Remind students that you will give them exactly one minute to write down as many words as they can think of that describe family members. Tell them when to start and stop writing.
- Ask students to compare their lists with a partner. Then ask a student to come up to the board to write down all the words the other students call out.
- Correct spelling and punctuation where necessary. Give students time to copy down the words from the board they didn't include in their own lists.

Suggested answers

mum, mummy, mother, dad, daddy, father, son, daughter, gran, granny, grandma, grandmother, grandad, grandpa, grandfather, great-grandmother, great-grandfather, cousin, uncle, aunt, nephew, niece, step-mother/father/brother/sister, mother/father/brother/sister-in-law

B

- Elicit from students that by looking at old family photos we can learn about our family's history. Ask students to read the title of the reading passage (*Meet the ancestors*) and ask them who our ancestors are. Allow them to read the definition in *Wordwise* if necessary.
- Ask students to read the instructions in B and check that they understand what they have to do. Give them time to write down their answers and to check them with a partner.
- Before students read the text, ask two or three students to name a way that they have listed.
- Ask students to skim read the text to find any relevant information. Explain that they don't have to read in detail this time round as they will have another opportunity to read the text later on.
- Once you have discussed the ways mentioned in the text, ask students if their answers were the same or not. Allow them to discuss the different ways they have mentioned.

Answers

DNA test, listening to family stories told by other family members, genealogy, asking your relatives about your ancestors and making a record of them and a family tree, looking in old newspapers and public records, looking on the Internet

Teaching Tip

Encourage students to draw on their own experience when completing B. Allow them time to discuss how they have learnt about their own ancestors. Give them the opportunity to tell the class funny stories or important information about their ancestors.

C

- Ask students to read the instructions and the options A-C. Explain that each of the options links to the three sections marked in the text.
- Ask students to read the text again and to match headings A, B or C to the correct sections numbered 1, 2 and 3.
- Ask students to do the task individually, but check answers as a class.

Answers

1B 2A 3C

Wordwise

- Ask students to look at the words in pink in the text and to read the sentences they are found in again. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to try to work out its meaning from the context it is in. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the *Wordwise* box to compare their answers with the definitions given.

Close-Up

- Draw students' attention to the *Close-Up* box and tell them that these boxes are used throughout the book to give them tips about how to do specific tasks.
- Tell students to read the box and then ask a student to explain what it says in his or her own words to the rest of the class. Explain that they have already read through the text twice, so they can now go on to the task.

D

- Ask students to read the instructions, questions 1-4 and their options a-c. Explain anything the students don't understand.
- Explain to students that they should try to underline the parts of the text that refer to each of the questions. Point out that the questions follow the same order as the text.
- Ask students to do the task individually, but check answers as a class.
- Ask students to fill in the family tree in the second part of the text about their own families. If they have any blanks, ask them to use one of the ways mentioned in the text to complete the blanks for the next lesson.

Answers

1a (...and if you're wondering ..., ... a DNA test, can show you.)

2b (Your family's history may be ..., ... the people you are related to.)

3c (After you've talked to your family members ..., ... Work down to your parents, grandparents and great-grandparents.)

4c (Public records are usually a very good thing ..., ... birth, marriage and death certificates can be found there.)

Get the meaning!

E

- Explain to students that the *Get the meaning!* feature introduces them to new vocabulary from the reading text.
- Ask students to look at the words in bold and to scan the text again to find and underline them. Ask them to say each of the words after you. Correct their pronunciation where necessary.

- Remind them that they should always try to work out the meaning of a word from the context it is in and ask them to read the sentences each word is in.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------------------|------------------------|
| 1 to look like somebody | 4 family members |
| 2 features of the face | 5 to become an adult |
| 3 different | 6 for husband and wife |

Teaching Tip

Encourage students to record new vocabulary in their vocabulary notebooks. Explain that at this level, it is best to record the meanings of words in English rather than translating them into their own language. If time allows, ask students to write a sentence of their own with each of the words in bold in E. Ask each student to read out one of their sentences and check that they have used the words properly.

What do you think?

- Explain to students that they are going to discuss some typical sayings in English about the family. Ask them to read the three sayings and explain that *nut* can have a literal meaning, ie the nut we eat, or it can be used metaphorically to talk about someone who is a bit crazy. Teach them the expressions *You're nuts!* and *You're crazy!* and explain that they mean the same thing.
- Ask students to work in pairs to discuss the statements and encourage them to use their own experience to help support their opinions, if they feel comfortable doing this.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes you hear at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinions on one of the sayings and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Vocabulary

A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the words in bold are phrasal verbs and that they should try to work out their meaning from the context of the sentence and not just focus on the verb part.
- Explain to students that they should read sentences 1-6 and their meanings a-f quickly before writing any answers.

Answers

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

B

- Say all of the words in the yellow wordbanks to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Explain that all three words in each set are the same part of speech and elicit which ones are adjectives (1, 2, 4, 7), verb forms (3, 5 & 6) and nouns (8).
- Ask students to read the instructions and check that they understand what they have to do. Explain to students that the words are similar in some way, but that only two of the three are needed to complete the sentences.
- Ask students to do the task individually, but check answers as a class.
- When answers have been checked, ask students to write sentences of their own with the words that weren't used in the task.

Answers

- | | |
|------------------------|-------------------------|
| 1 honest, reliable | 5 take, look |
| 2 engaged, married | 6 object, mind |
| 3 fond, keen | 7 easy-going, scruffy |
| 4 elderly, middle-aged | 8 grandparents, in-laws |

C

- Tell students to look at the picture and to say what they can see. Ask them what it might tell us about relationships between elephants.
- Say each of the words in the yellow wordbank to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to skim through the text to find out how the photo is related to the text (*It shows the strong bond that exists between elephants.*) Tell students that they should read the text from start to finish without filling in any of the words before they do the task.
- Ask students to do the task individually, but check answers as a class.
- When answers have been checked, ask students which piece of information about elephants they found most surprising.

D

- This task is designed to activate some of the vocabulary that has been taught in this lesson (*the words in bold*). Ask students to read the instructions and the three questions. Elicit the meanings of the phrasal verbs in bold.
- Ask students to work in pairs to discuss the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes you hear at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions out loud and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to work in pairs to discuss a relative he/she is fond of and to say why and also to discuss another relative that he/she is not very keen on and to say why.

Encourage students to use the vocabulary from this lesson as much as possible.

Answers

Students' own answer

Extra Task (for early finishers)

See photocopiable material on page 141.

Grammar

Present Simple & Present Continuous

- Write the following sentences on the board and ask students what the verbs are. Then ask them what tenses have been used and how they differ in meaning.
 - Grandpa always sits near the window. (*sits*; *Present Simple*; *This sentence talks about a habit.*)
 - Grandpa is sitting near the window. (*is sitting*; *Present Continuous*; *This sentence talks about something that is happening now.*)
- Revise the affirmative, negative, question forms and short answers of these two tenses with the class.

Answers

1c 2b 3d 4a

A

- Ask students to read sentences 1-4 and use a-d quickly. Make sure students understand that a-d refer to the reasons why we use the Present Simple.
- Ask students to read sentence 1 again and to find its use in a-d and to write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check answers as a class.

Be careful!

- Ask students to look back at sentence 4 in A. Write the word *always* on the board and ask them where it would go in this sentence (*The English always drink a lot of tea.*).
- Explain to students that *always* is an adverb of frequency and elicit the other adverbs of frequency (*usually, often, sometimes, never*).
- Read the information in *Be careful!* to the students. Then write the following sentences on the board. Ask them to write them in their notebooks using an adverb of frequency to make them true about themselves and/or their families.
 - I am late for school.
 - My dad is hungry.
 - I am tired.
 - My brother is naughty.
 - We drive to the supermarket on Saturdays.
 - I listen to CDs in my room.
 - My mum plays computer games.

Answers

Students' own answers

B

- Ask students to read sentences 1-5 and use a-e quickly. Make sure students understand that a-e refer to the reasons why we use the Present Continuous.
- Ask students to read sentence 1 again and to find its use in a-e. They should then write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check answers as a class.

Answers

1d 2c 3b 4a 5e

Stative verbs**C**

- Ask students to read the instructions and elicit that stative verbs are verbs we use only in the simple tenses.
- Ask students to read the two sentences (*a* and *b*) and ask them which time expression has been used (*now*). Elicit that this time expression is usually used with the Present Continuous tense.
- Ask students which sentence here is correct and elicit that Present Simple is used because *understand* is a stative verb.

Answer

b

Complete the rule

- Ask students to read through the whole rule from start to finish once before they circle any answers.

Answers

Answers in order of appearance: continuous, states

Teaching Tip

You could expand this task by writing the following verbs in a jumbled order on the board and asking students what kind of verb each one is (*eg emotion, state of mind or possession*).

Emotions: dislike, like, hate, love, prefer

States of the mind: appear, believe, forget, hope, realise, seem, think, understand

Possession: belong to, have, own, possess

D

- Ask students to read the instructions and then to discuss the two sentences in pairs.
- Check the answer as a class.

Now read the Grammar Reference on pages 161-162 with your students.

Answers

- a** The verb *think* here means believe or have an opinion about something.
b The verb *think* here means consider.

E

- Read the verbs in the yellow wordbank to the students and draw their attention to the ones that have the word *not* in front of them. Elicit that these verbs will be used in the negative form in the gaps. Elicit that all verbs are either stative verbs or verbs that can be both stative and action verbs.
- Ask students to read sentences 1-8 without filling in the gaps. Encourage them to think about the general meaning of each sentence so that they know which word from the list might fit, in terms of meaning. Also tell them to underline any adverbs of frequency and time expressions and to think about which tenses they are usually used with.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------|---------------------------------|
| 1 is being | 5 don't/do not look |
| 2 love | 6 know |
| 3 are seeing | 7 doesn't/does not weigh |
| 4 belongs | 8 hear |

F

- Ask students to look at the photo and say who the girls may be and how they might be related (*sisters, cousins*). Ask them to justify their answers.
- Ask students to read the text from start to finish without filling in any answers. Ask them the questions below about the text.
 - Who are Katy and Sandy? (*The writer's/narrator's twin sisters.*)
 - What tricks do they play? (*They change clothes to confuse the others in their family.*)
 - What does Katy like that Sandy doesn't? (*reading*)
- Remind students to pay attention to whether verbs are stative or action, as well as to any adverbs of frequency and time expressions used in the text. Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------------|-----------------------|
| 1 think | 6 wear |
| 2 have | 7 often change |
| 3 are | 8 spends |
| 4 don't know | 9 hates |
| 5 are always playing | 10 is reading |

Extra Task (for early finishers)

See photocopiable material on page 141.

Listening**A**

- As a class, remind students of words to describe hair, (especially *straight, curly, long* and *short*) by asking them to describe one of their classmate's hair. Then ask them to say if there are any students who have similar hair or different hair, if possible. Encourage students to use words and phrases such as *both, too, the same as* and *as well* when describing similarities and *different to, but, whereas, however* and *though* to describe differences.

- Ask students to work in pairs and to take it in turns to describe the similarities and differences between the two sets of pictures. One student in each pair should describe the pictures in 1, and the other student should describe the pictures in 2. Remind them to use appropriate words and phrases to describe the similarities and differences.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask two students to tell the rest of the class about the two sets of pictures and when they have finished ask the rest of the class if they have anything to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Suggested answers

- 1 In picture a, there is a man with long straight hair who is wearing a T-shirt. In picture b, you can see the same man that's in picture a. However, his hair is different as it is short and curly. In picture c, we see the same man again with short curly hair, but this time he's wearing a jacket over his a T-shirt.
- 2 In picture a, there are four children at a birthday party. They are standing behind a birthday cake and are wearing party hats. In picture b, we see the same children, but in this picture they are dancing. In picture c, we see the same children again. This time they are standing by the birthday cake, like in picture a, but this time they aren't wearing party hats.

Teaching Tip

Explain to students that often in multiple-choice listening tasks they are given pictures to look at and they must decide which one answers the question correctly. Tell them that often these pictures are similar in some ways, but there will be certain details that are different in each picture. Explain that when they do this kind of task they should always look very carefully at the pictures before they listen so that they are aware of which details are found in all or two of the pictures and how each one is different.

B

- Write *how?*, *where?* and *who?* on the board and ask students to glance at the sets of pictures in B to decide which question words might go with each set of pictures.
- Elicit from students what each picture shows, making sure they say *violin*, *television*, *bicycle*, *supermarket*, *car park*, *library*, *old woman*, *middle-aged woman* and *middle-aged man*.
- Ask students to do the task individually, but check answers as a class.

Answers

1B 2C 3A

C

- Ask students to read the instructions and check that they understand that they will be answering questions 1-3 in task B using the three sets of pictures A, B and C, they have just discussed. Point out that the conversations will follow the order of the questions, however, and not the order of the pictures.
- Go to track 2 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to write any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1b 2a 3a

Turn to page 156 for the tapescript.

Close-Up

- Ask students to read the information in the *Close-Up* box. Tell them to look at task D quickly and ask them what the task doesn't have (*questions*). Explain that in this task, they will only hear the question on the recording and that a question is heard after every conversation. Remind them that it is very important to study each picture in each set to compare them and to think of key words that are related to them before they listen. This means that they will be better prepared for the question when they hear it.

D

- Ask students to read the instructions and make sure they understand what they have to do. Ask students how they should mark their answers (*by circling the correct letter a, b or c, in the corresponding picture*).
- Give students time to study the six sets of pictures and answer any questions they may have about them.
- Go to track 3 on the Close-Up Class Audio CD and play the audio for the first question and then ask students to write their answer down before playing it again to check the answer with the class. Ask students to justify the correct answer before playing the rest of the recording.
- Play the recording once all the way through, pausing if necessary, and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Check the answers as a class and ask students to justify their answers. Play the recording again if necessary.

Answers

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

Speaking

A

- Tell students to read the three questions and answer any queries they may have about them.
- Ask students to work in pairs and to take it in turns to answer the questions about themselves.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one of the questions and repeat until they have all had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

B

- Ask students to read the instructions and make sure they realise they will only be looking at pictures 1 and 2 in C.
- Ask students to do the task on their own and then to check their answers with a partner.

Answers

a1 b2 cB dB eB f2 g2 h2 i1 jB

Useful Expressions

- Read the *Useful Expressions* to the students and explain that we use these structures in order to describe people or say what they are doing.
- If you have time, you could ask students to write full sentences using two or three of the structures here about the people in pictures 3 and 4 in C.

C

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task below pictures 1 and 2. You might like to point out that Student A's task is based on the photos, but Student B's task is personal.
- Ask students to work in pairs and explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about the pictures. Ask the other Student As if they agree, or if they have anything else to add. Then ask a few Student Bs to answer their question.
- Follow the same procedure for pictures 3 and 4. Make sure students realise that this time Student B will describe the pictures and Student A will answer the personal question.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Close-Up

- Tell students to read the information in the *Close-Up* box. Ask them why they should give full answers (*so that the person listening understands their ideas better*).
- Ask students how the kind of details they gave in their answers to the personal questions in C allowed them to expand their answers (*eg why they spend a certain amount of time with their grandparents and what they do together, why they would rather do certain activities with their family in their free time and what these activities involve*).

Speak Up!

- Tell students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Write the collocations *get married* and *be married* on the board and ask students what the difference between the two is (*get married* refers to the wedding ceremony, whereas *be married* is the state that the couple are in after the ceremony). Explain to students that these expressions are collocations and that in English there are many expressions like these and that they should always try to pay attention to which words can be used with other words naturally in English. Point out that *get* and *be* are verbs, whereas *married* is an adjective and explain that they are going to look at collocations with certain verbs that can go with nouns, adjectives and preposition + noun phrases.
- Ask students to read the instructions and make sure they understand that they have to cross out the word or phrase that is wrong so that the two correct answers are left for them to see and study on the page.
- Read all of the verbs to the students and ask them to repeat them after you. Then read the nouns, adjectives and preposition + noun phrases to them and ask them to repeat them too. Correct their pronunciation where necessary.

- Ask students to do the task individually, but check answers as a class.

Answers

- 1 lazy
- 2 a decision
- 3 fun of
- 4 an opinion
- 5 in the middle

Teaching Tip

You could expand this task further by writing the verbs *be*, *make* and *have* on the board and asking students which of the words they crossed out can collocate with them (***be* lazy/in the middle**, ***make* a decision/fun of**, ***have* an opinion**).

Encourage students to copy the collocations from A and their meanings into their notebooks before moving on to B.

B

- Ask students to read through all the sentences before filling in any answers so that they understand the meaning of each sentence. Tell them to look at the verb in bold that comes before each gap, so they know where to look for the answer in A. Point out that there are ten sentences, so they will use each collocation in A only once.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|--------------|
| 1 a family | 6 a diary |
| 2 a secret | 7 sympathy |
| 3 in love | 8 divorced |
| 4 compliment | 9 a visit |
| 5 married | 10 to pieces |

C

- Ask students what happens at traditional weddings in their country. Encourage them to discuss how long weddings last, what the couple wears, what they eat at the reception and any other interesting events that take place. If students are interested, you could encourage them to discuss any unusual weddings they have been to or if they have been at a wedding that followed different customs to the ones they are used to in their country.
- Ask students to describe the woman in the picture accompanying the fact sheet. Then ask them to read the caption to find out who she is. Ask students to read the caption once more to underline the preposition used (*in*).
- Read the prepositions in the yellow wordbank to the students and explain that they will use these to complete the fact sheet. Point out that they should use all of the prepositions at least once and that they will need to use some of them twice.

- Ask students to skim through the fact sheet without filling in any answers. Ask them if there are any traditions on the fact sheet similar to those in their country or if they have had personal experience of them. Ask them which ones they find most interesting.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------|-----------|
| 1 in | 8 in |
| 2 at | 9 with |
| 3 of | 10 from |
| 4 with | 11 for |
| 5 on | 12 over |
| 6 at | 13 at |
| 7 of | 14 around |

D

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three statements and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all three statements.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking the questions below at random round the class making sure each student answers at least one of them.
 - When was the last time someone paid you a compliment?
 - Have you ever fallen to pieces? Why?
 - When/Where would you like to get married?
 - Which relatives have paid you a visit recently?
 - Do you keep secrets? Why?
 - Why do people keep diaries?
 - Would you like to have a large or a small family? Why?

Answers

Students' own answer

Extra Task (for early finishers)

See photocopyable material on page 141.

Grammar

- Ask students to look at the picture and to say what relationship they think there is between the two people (*possibly grandfather and grandchild or great grandfather and great grandchild*) and how they probably feel about each other.

Ask them how the picture makes them feel and why. Write the nouns *relationship*, *love*, *grandfather* and *grandson* (or the family words the students used for the old man and baby) on the board. Ask them which word doesn't have a plural form (*love*). Elicit that this is an uncountable noun, whereas the others are countable.

Countable Nouns, Uncountable Nouns & Quantifiers

A

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

Answers

1C 2C 3U 4U 5C

Complete the rule

- Ask students to read through the whole rule from start to finish once before they circle any answers. Encourage them to look back at their answers from A to help them choose correctly.

Answers

Answers in order of appearance: Countable, Uncountable

B

- Ask students to read the instructions and then ask them to work in pairs. To help them understand the difference, tell them to imagine that one of them is the speaker's sister in 1 and the other is the speaker in 2. Ask them to act out what each person would do and pay attention to how each person 'treats' the hair mentioned.
- Check the answer as a class.

Answers

- all of the hair on her head
- many single hairs

C

- Ask students to read the instructions and elicit that quantifiers are words and phrases that tell us how much there is or how many there are of something. Explain that there are certain quantifiers that can only be used with countable nouns, others that can only be used with uncountable nouns and others which can be used with both countable and uncountable nouns.
- Ask students to do the task individually, but check answers as a class.

Answers

Only Countable	Only Uncountable	Both
a number of	a little	a lot of
a few	much	a kilo of
many	X	any
X	X	lots of
X	X	some

Teaching Tip

You could expand this task further by asking students to write sentences of their own using the quantifiers in C to talk about their relatives or events that have happened in their family recently.

Now read the Grammar Reference on page 162 with your students.

Close-Up

- Ask students to read the information in the *Close-Up* box and make sure they understand it.
- Ask them to note down any plural countable nouns they know that don't end in -s (eg *men*, *women*, *children*, *sheep*, *fish*, *mice*, *teeth*, *feet*) and any uncountable nouns they know that do end in -s (eg *maths*, *news*, *athletics*, *aerobics*, *genetics*). Then ask them to call them out and make a list on the board. Make sure that in the latter, the letter -s doesn't signify a plural.

D

- Explain that the words in the yellow wordbank are either countable or uncountable and that they should write each word in the correct column in the table. Encourage them to think about whether or not we can say *two* + the noun in the plural form (eg *two eggs*, but not *two cheese*) to help them decide.
- Ask students to do the task individually, but check answers as a class.

Answers

Countable	Uncountable
family	advice
generation	food
mirror	information
people	maths
tradition	research

E

- Ask students to read the instructions and explain that we can say both 'a chocolate' (*an individual chocolate sweet*) and 'some chocolate' (*the substance*) and 'a time' (*a particular era or event*) and 'any time' (*an abstract idea*).
- Ask students to write their sentences in their notebooks and then ask each student to read out one of their sentences. Ask the other students to say if the words *chocolate* and *time* are being used as countable or uncountable nouns each time.

Suggested answers

Would you like a chocolate, Sam? The coffee ones are lovely. (C)
 I've stopped eating chocolate because I'm watching my weight. (U)
 We had a great time at the party. (C)
 Have you got time to help me? (U)

F

- Explain to students that they should read each sentence and try to think of the word or phrase that is missing before looking at the three options. Then they should look at the options carefully and pay attention to the words either side of the gap, especially nouns (*countable or uncountable*), verb forms (*singular or plural*) and quantifiers (*used only with countable nouns, or uncountable nouns or both*).
- Ask students to do the task individually, but check answers as a class.

Answers

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

Extra Task (for early finishers)

See photocopiable material on page 141.

Writing

- Ask students to read the information on linking words and phrases. Remind them of the words and phrases they used to discuss the sets of pictures in the listening tasks on page 10. Point out that we use linking words and phrases to show how two or more ideas are linked together.
- Ask students to look at the picture in the top right hand corner of the page and to describe it in pairs. Encourage them to discuss who the people might be, what they are doing, why they are doing it and how they might be feeling. Encourage them to use linking words and phrases wherever possible.

A

- Ask students to read each sentence carefully and to pay attention to the overall meaning of the sentence to see how the ideas logically relate to each other.
- Encourage them to ask themselves if the second part of the sentence is similar in some way to the first part, if it shows why something happens, or if it provides examples. Tell them to pay attention to the words that come immediately before and to pay special attention to options that come at the start of a sentence.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|-----------|
| 1 as well as | 5 and |
| 2 because | 6 like |
| 3 For example | 7 as |
| 4 since | 8 as well |

B

- Ask students to read the instructions and the writing task in italics and make sure they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 I have to write an email. →

- 2 One of my relatives will read it.
- 3 I am writing to invite one of my relatives to a special family get-together.
- 4 I will write in an informal way because I am writing to a relative.

Teaching Tip

Explain to students that they should always spend time analysing a writing task before they actually begin writing. Encourage them to underline any key words as they read through writing tasks and explain that this will help them to make sure they have understood exactly what they have to do. Also, encourage them to keep looking back through the writing tasks as they write, and after they have finished a piece of writing to make sure they don't go off topic.

C

- Ask students to read the email quickly to answer the questions below.
 - Who has the writer written to? (*her uncle*)
 - What family get-together is described? (*a barbecue for her dad's birthday*)
 - What is special about the event? (*It's a surprise.*)
- Ask students to read the instructions and make sure they understand what they have to do. Point out that they have to do two things here: underline examples **and** explain why they have been used. Encourage them to look back at A as they do the task.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should underline the following:
Para 1: because (*to say why something happens*), as (*to say why something happens*)
Para 2: and (*to join ideas that are similar in some way or to add on information*), as well as (*to join ideas that are similar in some way or to add on information*), also (*to join ideas that are similar in some way or to add on information*)
Para 3: like (*to give examples*), since (*to say why something happens*)

Look again!

D

- Ask students to read through the points 1-8 and answer any questions they might have.
- Do the first one together as a class and ask them why Rashida has dealt with the task properly (*She has written to a relative, she has made an invitation and she has written in an informal style as the person is familiar to her.*)
- Ask students to do the task individually, but check answers as a class.

Answers

Students should tick the following: 1, 2, 4, 6, 7, 8

Teaching Tip

Explain to students that in order to deal with a task properly, it's important to consider what kind of language is appropriate. Elicit that we write in an informal and friendly way when we are writing to people we know about a non-serious matter, but that we use more formal language when we write to someone we don't know.

E

- Explain to students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the model email on page 14 and to say how many paragraphs it has (*four*). Then ask them to scan each paragraph and make a note at the side of its main idea. Explain that each paragraph deals with separate information. Elicit that this makes the writing clearer for the reader to follow.
- Make sure students understand that they should match 1-6 with a-f depending on the information in the email. Encourage them to look at the notes they made at the side of the paragraphs.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Close-Up

- Ask students how else Rashida could have begun and ended her email. Ask them why she didn't begin *Dear Mr Sam* or ended *Yours sincerely* (*They are too formal for a personal email*).
- Ask students to read the information in the *Close-Up* box and encourage them to choose expressions from here when they come to write their own email.

F

- Ask students to read the instructions and the *Useful Expressions* and check that they understand what they have to do.
- Tell them that they have to replace one of the words from each sentence with an appropriate one from the *Useful Expressions* box.
- Ask students to do the task individually, but check as a class.

Answers

- 1 CROSS OUT *invite* AND PUT *come*
- 2 CROSS OUT *celebration* AND PUT *surprise*
- 3 CROSS OUT *invitations* AND PUT *preparations*
- 4 CROSS OUT *make* AND PUT *throw*
- 5 CROSS OUT *celebrating* AND PUT *planning*

Over to you!

G

- Explain to students that the *Over to you!* section in Writing introduces a task for them to write.
- Ask them to read the instructions and to underline three things they are advised to do (*make a plan, use linking words and phrases and check their work when they have finished*).

- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer the questions in B about their task.
 - What do you have to write? (*an email*)
 - Who will read it? (*a friend*)
 - Why are you writing? (*to invite him/her to a party*)
 - Will you write in a formal or informal way? Why? (*informal because you're writing to a friend*)
- If time allows, ask students to make a plan for their email in class, but set the writing task for homework.

Plan

Greeting: Hi Steve,
Para 1: Ask Steve how he is and say why you are writing.
Para 2: Give details about when the party is and who will be there.
Para 3: Give more details about the party.
Para 4: Ask Steve to reply to your invitation.
Signing off: Love, Tanya

Suggested Answer

Email

Hi Steve,

How are you? I hope you are well. Everyone here is very excited because I have done very well at school. That's why I'm writing as Mum and Dad want to throw a party to celebrate. Will you be able to come?

They're planning a big party on Friday 10th June - it's the day we finish school for the summer. My parents want to invite all our relatives as well as all my friends. Dad is also organising one of his famous barbecues in the garden. I'm really looking forward to it.

My parents will make the necessary preparations like cooking and decorating the house on Friday afternoon since they have both taken the day off work. I'll get back around 4 o'clock, so please be here around half past six.

Let me know if you can come. I'd really like you to be here.

See you soon.

Love,

Tanya

Useful Expressions

- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to work in pairs and to practice inviting each other to a special event using the words and expressions here.



One Woman's Choice

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Flora Salonik is an educated woman who was born and bred in the north-eastern city of Arusha in Tanzania, Central-East Africa. Arusha is a developed and relatively modern city which borders with the regions of Kilimanjaro and Mara. The capital of Tanzania is currently Dodoma and the largest city is Dar Es Salaam. Tanzania is one of the oldest known inhabited areas on Earth with human fossils from this area dating back 2 million years.

Before you watch

A

- Explain to students that in this lesson they are going to watch a DVD about a woman called Flora Salonik. Ask them to look at the pictures on page 16 and ask them where she might be from and what kind of life she might lead.
- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions together.
- When they have finished, ask different students at random round the class to answer each of the questions.
- If students seem interested, give them more information using the Background Information box above.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to read statements 1-6 and to underline any key words and phrases they find. Ask students to predict what kind of choice Flora might be making.

- To check students understand where Tanzania is, draw their attention to its position on the globe in the top-right corner of the page.
- Play the DVD through without stopping and ask students to make a note of their answers as they are watching. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1T (00:14)	4F (00:59)
2T (00:21)	5T (01:15)
3F (00:51)	6F (03:12)

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 grew	6 city
2 languages	7 decision
3 married	8 happy
4 village	9 stayed
5 farm	10 belonged

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions together.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

2 Food, food, food!

Unit plan

Reading: article, missing sentences

Vocabulary: food-related words, phrasal verbs, word formation

Grammar: past simple, past continuous, *used to* & *would*, *be used to* & *get used to*

Listening: multiple-choice questions

Speaking: talking about food and restaurants, comparing photos, using linking words

Writing: review, order of adjectives

Unit opener

- Write *Food, food, food!* on the board and explain to students that this is the title of Unit 2. Give students a minute to write down as many food-related words in English as they can. Then write the headings *savoury*, *sweet* and *drinks* on the board and ask students to call out the words they have written down and to say which column they should go in. If students also mention words linked to meals, (*breakfast*, *lunch*, etc) then create another column with the heading *meal*. Elicit the words *hamburger*, *bun*, *lettuce*, *tomato*, *onion*, *pickle* and *cheese* if the students don't mention them.
- Ask students to look at the picture on page 17 and to discuss what they think is going on in it, in small groups. Then ask each group to tell the rest of the class what they decided was happening.
- Ask students to read the caption and ask them for their reactions to the event and the hamburger.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Background Information

This event featured in the photograph took place in Toronto, Canada on 6th May 2010. The organisers wanted to beat the world record for the biggest hamburger in the world, which was previously 186 pounds in weight. The Canadians created a special grill in order to cook the hamburger. They started cooking it at 4 am and it was ready by noon. When the hamburger was completely ready with its bun and fillings, it weighed 590 pounds. Money made from the event was given to Camp Bucko, which is a children's charity.

Reading

- Ask students to quickly look at the three pictures on pages 18 and 19 and ask them how they are related (*The first picture shows an olive branch with olives which is a raw material, the second picture shows a man pouring olive oil from a jug into a huge container as part of the process of making olive oil, and the third picture shows bottles of oil ready for sale and consumption, which are the finished product.*).
- Ask students if olives and olive oil are popular in their country.

Ask them to say why people like or don't like these products. If they do use them, ask them how they use them. Try to elicit uses in cooking as well as other uses (*medicine*, *cosmetic*, etc).

A

- Ask students to read the instructions and make sure they understand what they have to do. Encourage them to guess if they don't know an answer.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Background Information

Greeks are the largest consumers of olive oil in the world and consume about 26 litres of olive oil per person per year, the French consume about 1.34 litres of olive oil per person per year and in China it is not generally used at all. Spain produces around 40-45% of the world's olive oil. Italy is the next biggest producer followed by Greece. The oldest olive tree can be found in the village of Vouves, in the Chania region of Crete. Analysis of the trees rings has proved that it is at least 2,000 years old. Local scientists, however, believe it may even be up to 4,000 years old.

Answers

1c 2b 3a 4c

B

- Ask students to read the instructions and the three choices and then answer any questions they might have.
- Give them a minute to look at the title, photos and first paragraph and then ask them to discuss with a partner what they think the text is mainly about. Ask them to pay attention to the caption that accompanies the second picture on page 18 as this contains a clue.
- As a class, ask students which answer they feel is best and to justify their answer. Make sure they mention that the title suggests oil can be used in many ways, not just cooking, so the first choice wouldn't be appropriate.

Also, they should mention that the first paragraph gives historical information of a general nature rather than information about particular people so this means the third choice wouldn't be appropriate.

Answer

the history of olive oil and why it is good for you

C

- Explain to students that they are going to read the rest of the text to see if their answer was correct.
- Point out that there are missing sentences in the text and tell students not to worry about this for the moment. Explain that they should simply scan the text to get the gist of it.

Wordwise

- Ask students to look at the words in pink in the text and to read the sentences they are found in again. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to try to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the *Wordwise* box to compare their answers with the definitions given.
- Read each of the words to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Write the words *oranges*, *potatoes*, *seeds*, *mud*, *flavour*, *ice*, *dirt* and *taste* on the board, and ask students which of them can collocate with the words in *Wordwise*. Explain that some words in *Wordwise* can collocate with more than one of these words (*cultivation of oranges/potatoes*; *crush seeds/ice*; *harvest oranges/potatoes*; *scrape off mud/dirt* and *enhance flavour/taste*).

Close-Up

- Read the information in the *Close-Up* box to the students and elicit that personal pronouns are words like *He/She/It/Your/They*, etc. Explain that we use personal pronouns after we have introduced the person, people, thing or things they refer to. This means that if a missing sentence contains a pronoun then it will usually come after a part of a text where a name is mentioned. Also, if linking words which show sequence, contrast or agreement are used in the missing sentence, then they should work out what its main idea is and then find information in the text which relates to it in the way suggested by the linking word or phrase.

D

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to quickly read through sentences 1-4 and a-d and to underline any personal pronouns, demonstrative pronouns, expressions which add information, show contrast, agreement and sequence. Then ask them to read sentences 1-4 again and to think carefully about what the main ideas are and how it relates to an idea in sentences a-d.

- Ask students to do the task individually, but check answers as a class. Then as a class, ask students to say which words helped them to choose their answers.

Answers

1c 2d 3b 4a

Students' own answers

Teaching Tip

You could expand this task further by asking students to write follow-on sentences of their own for sentences 1-4. Ask them to write sentences that change the main idea completely by using linking expressions different to those in a-d (eg *I was working all day and I didn't eat lunch. So I was absolutely starving by dinner time.*)

E

- Ask students to read the instructions and elicit that there are 6 sentences, but only 5 gaps so there is one sentence that they will not need to use.
- Ask students to read sentences 1-6 and to underline any personal pronouns, demonstrative pronouns, expressions which add information, show contrast, agreement and sequence that they find.
- Ask students to underline the words and phrases from the main text and explain that they will be important in helping them choose their answers in E (*Para 1: evidence*, *Para 2: the basic process*; *Para 4: a variety of uses*; *Para 5: the lowest rate of heart disease*; *Para 6: enhances the lives*).
- Ask students to do the task individually, but check answers as a class.

Answers

1B 2E 3A 4D 5F

Get the meaning!

F

- Read words 1-6 to the students and ask them to say them after you. Correct their pronunciation where necessary. Then ask students to scan the text to find and underline these words.
- Explain to students that they should carefully read the sentence each word appears in, in the text to try to understand its meaning before matching them with definitions a-f.
- Ask students to do the task individually, but check answers as a class.
- If time allows, ask students to write sentences of their own using these words.

Answers

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

What do you think?

- Ask students to read the questions and explain that they are not expected to know the correct answer and that the object of the task is for them to take a guess.
- Ask them to work in pairs or small groups to discuss possible answers. Then as a class, ask each pair or group to answer one of the questions.

Answers

The largest sandwich weighed 5,440 lb (2,467.5 kg) and was made by Wild Woody's Chill and Grill, Roseville, Michigan, USA on March 17, 2005. Coca Cola

Sara Lee Corporation made the world's longest hot dog, at 608.4 m in commemoration of the 1996 Summer Olympics in Atlanta.

Teaching Tip

If you have Internet access in your classroom, you could ask students to look online to find the answers to the questions in *What do you think?* once they have made a guess and discussed their answers with a partner.

Vocabulary

A

- Ask students to read the instructions and explain that two out of three of the words in each item are connected in some way that the other word isn't. They should circle the word that is not connected.
- Do item 1 together as a class and encourage students to explain why the odd word out is different before they do the rest of the task.
- Ask students to do the task individually, but check answers as a class. Check students' pronunciation where necessary as you check the answers.

Answers

- 1 thirsty (*We use 'starving' and 'hungry' when we need food, but we use 'thirsty' when we need a drink.*)
- 2 tip (*'Dessert' and 'starter' are parts of a meal, but a 'tip' is money that we leave a waiter in a restaurant or café if they have provided you with good service.*)
- 3 peel (*We 'cut' and 'chop' food using a knife to cut it into pieces, cubes, strips or chunks, but we 'peel' the skin off of a piece of fruit or vegetable in order to eat it.*)
- 4 stir (*'Fry' and 'boil' are methods of cooking, but 'stir' refers to moving food around as it cooks. We can stir food both as it boils or fries.*)
- 5 grill (*'Bite' and 'chew' are ways of eating something, but 'grill' is a method of cooking.*)
- 6 savoury (*'Tasty' and 'delicious' are used to describe something which tastes good, but 'savoury' is used to say that a food contains salt.*)



- 7 cutlery (*'Jug' and 'bowl' are used to hold liquids and foods, but 'cutlery' is the collective name for the forks, spoons and knives which we use to eat food with.*)
- 8 cereal (*'Vitamins' and 'proteins' are substances that food contain which are essential for our bodies, but 'cereal' is a collective name for types of food such as wheat, barley and oats.*)

B

- Explain to students that the words missing from each sentence come from A. Also, point out that some sentences may have more than one possible answer.
- Encourage students to read through all sentences before filling in any answers and to pay attention to the words immediately before and after each gap.

Answers

- | | |
|------------------|------------|
| 1 fry | 5 peel |
| 2 jug | 6 chop/cut |
| 3 tip | 7 stir |
| 4 dessert/cereal | 8 chew |

C

- Ask students to look at the picture of the Shaolin monk and to read the accompanying caption. Ask them for their reaction to it and to say what it tells us about life today (*The picture shows a contrast of lifestyles and shows us that western eating habits have spread to traditional Asian communities.*).
- Ask students to read the title of the text in C and ask them what they expect it to be about. Ask them if they know the history of the hamburger. Accept any answer at this stage.
- Ask students to skim through the text without circling any answers and ask them how many stories about the origins of the hamburger it contains (*three*).
- Explain to students that they should look carefully at the context the two options are in, in each item and to think about the meaning of each word carefully before circling their answer.
- Encourage students to read the text again once they have circled their answers to make sure it reads well with the answers they have chosen.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------|------------|
| 1 tasty | 5 appetite |
| 2 course | 6 dish |
| 3 diet | 7 cook |
| 4 raw | 8 served |

D

- Ask students to look at the expressions in bold and to say what they all have in common (*they contain food words*). Explain that in English there are many idiomatic expressions which use words connected to foods in some way.

Encourage them to think about the characteristics of each of the foods mentioned in order to find the correct answer. You could ask the students if there are any idiomatic expressions which contain food words in their own language.

- Remind students to read both options carefully before deciding.
- Ask students to do the task individually, but check answers as a class.

Answers

1a 2b 3a 4a 5b

E

- Ask students to look at the words and phrases in bold and elicit that they have seen all of them in Vocabulary tasks A-D and that they can look back at them if necessary to remind them of their meanings.
- Ask students to work in pairs to discuss the statements.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some students to say which statements they agree with and to say why and ask another to say which ones they disagree with and to say why.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to tell a partner about their favourite dishes/meals and to say how it is prepared and why they like them.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 142.

Grammar

- Ask the questions below at random round the class. Make sure each student answers at least one question.
 - What did you eat for dinner last night?
 - Who made lunch in your house on Sunday?
 - When was the last time you had pizza for dinner?
 - What were you doing while your parents were shopping for food?
 - Who were you sitting next to the last time you went to a restaurant?
- Ask students which tenses were used in the questions they have just answered (*Past Simple and Past Continuous*). Revise the affirmative, negative, question forms and short answers of these tenses with the class.

Past Simple

A

- Ask students to look at the verbs in bold in the sentences in 1-3 and elicit that they are in the Past Simple. Ask students what the infinitive form of these verbs are (*go, buy, take, cook, go out*). Elicit that all of these verbs, apart from *cook*, are irregular verbs.
- Ask students to read the uses of the Past Simple in a-c and answer any questions they might have. Explain that they should pay attention to time expressions and time references in sentences 1-3 when matching up their answers.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the reading text on pages 18 and 19. Ask them to underline examples of the Past Simple and say why they have been used (*Para 1: fell – action which started and finished in the past, began – action which started and finished in the past; Para 4: used (olive oil) – past routines and habits, used (it) – past routines and habits; Para 5: showed – action which started and finished in the past; Sentence B: occurred – action which started and finished in the past, started – action which started and finished in the past; Sentence F – action which started and finished in the past*).

Answers

1b 2c 3a

B

- Ask students to look at the verbs in bold in sentences 1-4 and elicit that they are all in the Past Continuous, apart from *rang* in sentence 4, which is in the Past Simple.
- Ask students what the infinitive form of each main verb is (*watch, cook, rain, blow, shake, make, chop, ring*) and elicit that the last consonant in *chop* is doubled to form the present participle form. Ask them which other verbs they know that do this (eg *travel, shop, stop, drop, hop*).
- Ask students to read the uses of the Past Continuous in a-d and answer any questions they might have. Remind them to pay attention to any time expressions and time references in sentences 1-4 when matching up their answers.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the reading text on pages 18 and 19. Ask them to underline examples of the Past Continuous and say why they have been used (*Para 1 – were producing – an action that was in progress at a specific time in the past*).
- Ask students to read the information in *Be careful!* and revise verbs that are stative. Remind students that some stative verbs can also be used as action verbs, but that their meaning changes.

Answers

1b 2d 3a 4c

Now read the Grammar Reference on pages 162-163 with your students.

C

- Ask students to look at the picture at the bottom of page 21 and to tell you what it shows (*a pizza*). Ask students to quickly make a list of any words and phrases that they associate with pizza (eg *tomato, cheese, flour, Italy, Friday nights, football, delicious* etc) and then ask them to compare their lists with a partner. Make a list on the board and ask students to talk about when they usually have pizza, which toppings they prefer on it, whether they make it themselves, buy ready-made ones or get takeaway pizzas.
- Ask students which two foods they have read about in the unit so far (*olive oil and hamburgers*). Elicit that the texts dealing with them talked about the history of these foods and explain that the text in C will talk about the history of pizza as well.
- Ask students to read the instructions and make sure they understand that they will only use the Past Simple tense here. Remind them to read the text through once before filling in any of the gaps. Ask them to underline the regular verbs in brackets and to circle the irregular verbs in brackets before writing any answers. Encourage them to use the Irregular Verb list on pages 174-175 if they need help.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------------|----------|
| 1 Did you know | 5 was |
| 2 covered | 6 worked |
| 3 developed | 7 made |
| 4 originated | 8 grated |

D

- Ask students to read the instructions and make sure they realise they will use only the Past Continuous tense here. Ask them to look at items 3 and 6 and elicit that they will both be in the question form.
- Explain to students that the word order will remain the same in their sentences and that it is the verb they must change.
- Ask students to do the task individually, but check answers as a class.

Answers

- The students weren't/were not eating crisps in the classroom this morning.
- We weren't/were not having lunch at one o'clock today.
- Were you making cupcakes all morning?
- This time last week, we were sampling French cheese.
- My sister was peeling potatoes for hours this morning.
- Was Cathy preparing dinner on her own last night?

E

- Ask students to read the instructions and make sure they understand they will have to use both the Past Simple and Past Continuous tenses here.
- Explain to students that they should read each sentence through before writing any answers as they must think about which tense both verbs in each sentence will go in as one will affect the other.
- Remind students to look at the Irregular Verb list on pages 174 and 175 and to look back at A & B on this page and the Grammar Reference on pages 162-163 if they need any help.

Answers

- | | |
|--------------------------------|-----------------------------|
| 1 ate, finished | 6 was making, was setting |
| 2 Did Joey call, were watching | 7 Were they having, started |
| 3 cooked, was | 8 Did you order, had |
| 4 were ordering, walked | |
| 5 didn't/did not fry, grilled | |

Extra Task (for early finishers)

See photocopyable material on page 142.

Listening

A

- Explain to students that in this part of the lesson, they will be practising their listening skills. Explain that in order to do well in listening tasks, they have to be able to deal with synonyms, as often they hear an idea expressed in one way on a recording, but see it expressed in another way in the written or visual part of the task in the book.
- Ask students to look at the instructions and make sure they understand what they have to do.
- Ask students to look at the words in bold and to say what parts of speech they are (*supports – verb; took part – verb; Approximately – adverb; signed up for – verb*). Explain that the answer they match each sentence to will be the same part of speech and in the same tense and form as the words in sentences 1-4.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1c 2a 3d 4b

Teaching Tip

Explain to students that in some multiple-choice listening tasks, like the one they will do in this lesson, they won't read any questions. Instead, they will only hear them on the recording. This means that they must read the options very carefully before listening and to think how they are related as well as how they are different. This will help them to think of possible questions that might be asked on the recording, so they will be better prepared for the task.

B

- Ask students to read the instructions and make sure they understand what they have to do. Elicit that they will listen to a chef and that he no longer works at the restaurant he will be talking about. Ask them to bear this in mind when looking at the three sets of options as this will affect the possible questions and how they will be worded.
- Tell students to do the task and then to compare their questions with a partner. Ask them to justify any differences.
- Check the answers as a class and ask students to justify their answers.

Suggested Answers

- 1 How long did he work at the restaurant for? / How long ago did he stop working at the restaurant?
- 2 What did he think were the best dishes on the menu? / What kind of food was the restaurant famous for? / What was his speciality?
- 3 Why did he leave the restaurant?

Close-Up

- Read the information in the *Close-Up* box to the students and explain that in the task they will do in C, they will hear a recording in three parts and that each part has one or two questions with three multiple-choice options. Explain that they will hear the questions together at the end of each part. This means that they will hear all the information which refers to the two or three questions before they can answer any questions. For this reason, they should make notes next to each option as they listen. Elicit that their notes should include information such as who someone is, when something was done, what numbers, dates, prices, etc refer to.

C

- Ask students to read the instructions and to underline key words. Then ask them what they will listen to (*an interview*), what it will be about (*a restaurant festival*) and how many questions they will have to answer (7). Then ask them to glance at the seven sets of options and ask them how many parts the recording is divided into (3) and how many questions each part has (*Parts I & II – 2, Part III – 3*).
- Give students time to study the options for Part I and to think about what kind of questions may be asked. Explain that they will be given time later to look at the options for Parts II and III, so they should ignore them for the moment.
- Go to track 4 on the Close-Up Class Audio CD and play the recording for Part I once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.
- Do the same for Parts II & III.
- Once the answers have been checked, ask students how the picture in the top right-hand corner of the page relates to the listening task (*It shows the London Eye*).

- Ask students to read the accompanying caption and ask them for their reaction to it. Ask students if they have been on the London Eye. If any have, encourage them to tell the rest of the class about their experience. You could also ask them if there are any similar attractions in their country.

Answers

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

Turn to pages 156-157 for the tapescript.

Speaking

A

- Ask students to work in pairs to answer the three questions. Remind them to develop their answers as much as possible and to avoid giving one word answers.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until everyone has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Close-Up

- Read the information in the *Close-Up* box to the students and ask them which linking words in the box add information (*and*), which show contrast (*but, although, while*), which show the reason why something happens (*because, so*) and which show a condition (*if, when*).

B

- Ask students to read the instructions and make sure they understand they should use the linking words they have just discussed in the *Close Up* box.
- Encourage students to read the whole sentence before filling in any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------|------------------|
| 1 but | 4 because |
| 2 and | 5 Although/While |
| 3 and/so | 6 When/If |

Useful Expressions

- Read the *Useful Expressions* to the students and explain that we use these structures in order to describe, compare and contrast two or more photos.
- If you have time, you could ask students to write full sentences with two or three of the structures here about photos 1 & 3 or 2 & 4 in C.

You could pre-teach vocabulary related to the photos at this stage and remind students to look back at the lists of foods they wrote for the Unit opener. Some vocabulary that students may need to revise or learn are *courgette*, *cucumber*, *garlic*, *breaded chicken*, *a portion of*, *a pasta dish*, *fast-food restaurant*, *café* and *expensive/fancy/up-market restaurant*.

C

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task below pictures 1 and 2.
- You might like to point out that Student A's task is based on the photos, but Student B's task is personal.
- Ask students to work in pairs and explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about the pictures. Ask the other Student As if they agree, or if they have something else to add. Then ask a few Student Bs to answer their question.
- Follow the same procedure for pictures 3 and 4. Make sure that students realise that this time Student B will describe the picture and Student A will answer a personal question.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

When doing pair work, encourage students to work with different students from task to task. This gives them the opportunity to get to know all the students in the class better and provides them with more of an incentive to talk. Sometimes when students talk to the same partner in every task, they can get bored easily and do the task as quickly as possible rather than taking time to develop and explain their answers. Also, although changing partners can bring some disruption when setting up a task, it can help to avoid discipline problems during the task.

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have. You might like to point out the difference between a *vegetarian* (someone who doesn't eat meat or fish) and a *vegan* (someone who doesn't eat meat, fish and any other products that come from animals).
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly.

Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they should read through phrasal verbs 1-8 and their meanings a-h quickly before choosing any answers.
- Ask students to do the task individually and then to compare their answers with a partner. Then check answers as a class.

Answers

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

B

- Ask students to read the instructions and make sure they understand what they have to do. Point out that they will use each phrasal verb once only.
- Remind students to read each sentence through before writing any answers.
- Ask students to do the task individually and then to compare their answers with a partner. Then check answers as a class.

Answers

1 break, off	5 come across
2 chop up	6 take in
3 cut down	7 eat out
4 go off	8 come down

Teaching Tip

You could expand this task further by playing charades with the class using these phrasal verbs. Split the students into two teams and ask one team member to act out or draw an illustration on the board for one of the phrasal verbs without speaking at all (eg *The student could pretend to smell something that's 'gone off', look surprised as they 'come across' something unusual, or draw a product and a price tag and change the price on the tag for 'come down'*). The other team members must guess which phrasal verb is being acted out or drawn. The other team mustn't speak at this stage. Two points are awarded if the first team guess correctly. Accept only one guess from the team as a whole. If a wrong answer is given, offer the other team a chance to guess the phrasal verb and award one point for a correct answer.

C

- Ask students to look at the title of the text and ask them what a *bakery* is (*a place where bread and other baked goods are made and/or sold*). Elicit that it is a noun and ask students if they know another noun which is made from this word (*baker*) and elicit that this noun refers to the person. Ask students what the verb is (*bake*).
- Explain that when they come across new words, they should make a note of its various forms as well as its meaning. This will help to develop their knowledge of the language.
- Write the questions below on the board and ask students to read the text, without filling in any answers at this stage, to answer the questions with a partner.
 - Where is the Hummingbird Bakery? (*in London*)
 - How many branches are there at the moment? (*3*)
 - Who set up the first bakery? (*a group of Americans*)
 - Why did they set it up? (*Because they couldn't find American-style cupcakes, pies or cakes in London.*)
 - What do we call the dessert shown in the picture beside the text? (*a cupcake*)
- Ask students to read the text again and this time to work out what part of speech each of the missing words is. Explain that they should also pay attention to the general meaning of the sentence a word is in and whether it is being used in a positive or a negative way. They should also look at whether any nouns are singular or plural as these will determine the form of the words needed.
- Explain that they should use the word in bold on the same line as each gap in the appropriate part of speech. Explain that this means they will have to change the suffix of the words and in some cases make spelling changes. Do the first one or two together as a class if necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|--------------|
| 1 colourful | 6 customers |
| 2 tasty | 7 mixture |
| 3 traditional | 8 trendy |
| 4 decision | 9 brightly |
| 5 choice | 10 varieties |

D

- Ask students to read the instructions and the three questions. Elicit the meanings of the expression and phrasal verbs in bold.
- Ask students to work in pairs to discuss the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to write a short description like the one in C about a famous baker's, restaurant or café in their country. Encourage them to use the vocabulary from this lesson in their description.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 142.

Grammar

- Ask the questions below at random round the class. Make sure each student answers at least one question.
 - What did you use to have for breakfast when you were young?
 - What would your family eat on special occasions when you were young?
 - Are there any foods that you cannot get used to?
 - Are there any foods that you didn't use to like but you have now got used to?
- Explain to students that these questions use *used to*, *would*, *be used to* and *get used to* as these are the grammar points they will be looking at in this lesson.

Used to & Would

A

- Ask students to look at the heading and elicit that we can use *used to* and *would* to refer to past habits instead of the Past Simple. Elicit that we use *used to* in the affirmative, but *didn't use to* and *Did ... use to* in the negative and question forms. Also point out that *would* is followed by a bare infinitive.
- Ask students to read the instructions and sentences 1 and 2. Make sure they realise that they should only tick one sentence. Ask them to compare their answer with a partner and to justify it. Then correct it as a class.

Answer

Sentence 2 should be ticked.

Complete the rule

- Ask students to complete the rule below the sentences and to look back at the sentences in order to help them.
- Once the rule has been completed, ask students to look back again at the reading text on pages 18 & 19. Ask them to underline examples of *used to* and *would* in the text and ask them what other way they could be written (*Para 4: would heat – used to heat/heated; would 'wash' – used to wash/washed; used to rub – would rub/rubbed; Sentence C: would also use – used to use/used*).

Answers

Answers in order of appearance: used to, would

Be used to & Get used to

B

- Ask students to read the heading and elicit that *be used to* and *get used to* refer to how familiar we are with something.
- Ask students to read the instructions and sentences a and b. Then ask them to answer questions 1 and 2. Ask them to compare their answers with a partner and to justify them. Then check answers as a class.

Answers

1b 2a

Complete the rules

- Ask students to complete the rules below the sentences and to look back at the sentences in order to help them if they need it.

Answers

Answers in order of appearance: be used to, get used to

Now read the *Grammar Reference* on page 163 with your students.

C

- Ask students to read the instructions and make sure they understand what they have to do. Point out that the task here only deals with *used to* and *would*.
- Ask students to read sentence 1-8 to decide on whether each one refers to a past state or a repeated action. Remind them that we can use *used to* both for states and repeated actions in the past, but *would* can only be used for repeated actions.

Answers

Sentences 1, 4, 6 & 7 should be ticked.

D

- Remind students that they should read the whole sentence and try to guess how it could be completed. Then they should look at the three options to decide which one is the correct answer.
- Encourage students to look back at tasks A and B and the *Grammar Reference* to help them if they need it. Tell them to pay attention to the words immediately before and after the gaps and in each of the options, especially the forms and tenses of the verbs and the preposition *to*, as well as the general meaning of each sentence.
- Encourage students to read back through the sentences putting in their answers to check that they fit.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Extra Task (for early finishers)

See photocopiable material on page 142.

Writing

- Write the words *colourful*, *tasty*, *traditional*, *trendy* and *brightly-coloured* on the board and remind students that they came across these words in the *Word formation* task on page 24. Elicit that all these words are adjectives and that we use adjectives to describe or talk about someone or something's character. Then ask students to read the information on *Order of adjectives*. Ask students what kind of adjectives the words on the board are (*opinion: tasty/trendy/colourful/brightly-coloured; age: traditional*).
- Ask students to look at the pictures on pages 26 and 27 and to describe them in pairs. Encourage them to discuss who the people might be, what they are wearing and where they might be. Encourage them to use adjectives wherever possible.

A

- Ask students to read the instructions and make sure they understand that they have to do two things in this task – put a tick if a sentence is correct or rewrite the sentence correctly if it is wrong. Explain that any errors will be in the order of the adjectives only.
- Encourage students to read each sentence through without writing any answers. Then ask them to underline the adjectives in each sentence and to decide what kind of adjective each one is. Remind them that they can look back at the information on order of adjectives at the top of the page to help them with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 The waiters were wearing nice blue uniforms.
- 2 ✓
- 3 Have you been to the fantastic new Chinese restaurant?
- 4 ✓
- 5 The walls are decorated with interesting modern paintings.
- 6 ✓
- 7 ✓
- 8 It's worth a try if you're hungry and thirsty.

B

- Ask students to read the instructions and the writing task in italics and make sure they understand what they have to do. Encourage students to underline words and phrases in the writing task that show that the information in the true sentences are correct.
- Ask students to do the task individually, but check answers as a class.

Answers

1F 2T 3F 4T 5T

C

- Ask students to read the title of the review and ask them which words show that the review will be positive (*a wise choice*).
- Ask students to read the instructions and make sure they know what they have to do.
- Encourage students to read the review through once without filling in any answers. Then ask them the following questions.
 - What kind of restaurant is Gino's? (*Italian*)
 - What did the writer eat there? (*a salad and chicken lasagne*)
 - Would this review encourage you to eat at Gino's? (*Students' own answer*)
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------------|---------------------|
| 1 traditional old | 5 fresh, tasty |
| 2 new Italian | 6 fantastic small |
| 3 colourful modern | 7 lovely red cotton |
| 4 healthy green | 8 young friendly |

Look again!

D

- Ask students to read the questions 1-6 before they read the review again so that they know what information they need to pay attention to.
- Encourage students to underline relevant information in the text where appropriate.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Yes, it is. The title includes the name of the restaurant and the words *wise choice* mean that the restaurant is a good choice. This lets the reader know that the review will be a positive one.
- 2 by asking direct questions
- 3 salad: healthy, green, tasty, fresh, great; lasagne: best, delicious
- 4 the size of the restaurant and how it's decorated, the waiters, the service, the meals available and the prices
- 5 in the last paragraph
- 6 hungry shoppers; ie people who want something to eat while they are out shopping

E

- Remind students that they should always make a plan before they start writing.
- Ask them to skim through the review again and to write the main idea of each paragraph next to it. Then ask them to read descriptions a-d to decide which ones are closest to their notes before going on to do the matching task.
- Ask students to do the task individually, but check answers as a class.

Answers

Paragraph 1: d
Paragraph 2: a

Paragraph 3: c
Paragraph 4: b

F

- Ask students if the adjectives they noted down in item 3 in D are positive or negative (*positive*). Then ask them to scan Paragraph 1 of the review to find two negative adjectives (*tasteless, processed*).
- Explain that we can use positive and negative words and phrases in our writing depending on the task we have to do.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read the *Useful Expressions* before writing any answers and explain anything they don't understand.
- Ask students to do the task individually and then to compare their answers with a partner. Encourage them to justify any answers they have that are different.
- Check answers as a class.

Answers

Recommending

I highly recommend: P

I wouldn't/don't recommend: N

If you like/are a fan of ..., you'll love: P

... isn't appropriate for: N

... isn't the kind of place for: N

... won't be popular with: N

... is worth a try: P

Adjectives for food

bitter: N

bland: N

burnt: N

delicious: P

disgusting: N

overdone: N

processed: N

tasty: P

tasteless: N

Adjectives for restaurants and service

colourful: P

dirty: N

horrible: N

modern: P

old-fashioned: N

poor: N

slow: N

terrible: N

rude: N

Close-Up

- Read the information in the *Close-Up* box to the students and ask them why they should ask themselves these questions (*to make sure they answer the question properly and write in an appropriate manner*).
- Remind students that they should look back at their writing task when they have finished it to make sure they have carried it out properly.

Over to you!

G

- Tell students to read the instructions and the writing task in italics. Before they begin planning, ask students to underline key words and phrases and ask themselves questions like the ones in the *Close-Up* box about the task.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for a review of a restaurant, but this time it asks students to write a negative review*).
- Ask students to work in pairs to discuss any restaurants they have been to that they weren't happy with. Encourage them to discuss the food they had and why it wasn't good as well as any other information about the restaurant that they didn't like. Give students help with any food vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their review in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for reviews on page 181.

Plan

Para 1: Introduce the restaurant.

Para 2: Describe the meal you ate.

Para 3: Give other details about the restaurant.

Para 4: End the review and say why you wouldn't recommend it.

Suggested answer

Review

The Crab: a place to stay away from!

Have you heard of *The Crab*, a seafood restaurant? Well, I have. I heard about it from colleagues at work. Some said it was a quiet traditional restaurant, while others argued that it was noisy and old-fashioned. I decided to check it out for myself.

I went on a Friday night and was surprised to see that I was alone in the restaurant. I ordered a healthy green salad as a starter and seafood pasta for my main meal. The salad was disgusting and I couldn't eat it. The pasta was over-cooked and there was very little seafood in this bland dish.

The Crab is a small dirty restaurant. It's colourless with very little decoration on the walls. The waiters were slow and rude, and the service was poor. The menu was limited and the prices were totally unreasonable.

The quality and prices of the food, along with the terrible service, make *The Crab* one of the worst places I have ever eaten. I don't recommend this restaurant as a place for you and your friends to visit.

Elicit that in their review, they will mainly use the ones they marked as negative in F.

Teaching Tip

Remind students that they should read and edit their review carefully before handing it in. Tell them they should check for errors in spelling, grammar, syntax, vocabulary and punctuation. They should also make sure that the content is relevant to the task and that they have written within the word limit given of 120-180 words.

Useful Expressions

- Remind students that the words and phrases here can be used for reviews.

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Olives have played a significant role in agriculture and the diet in Greece for thousands of years. The main olive growing areas in Greece are Chalcedon, Lygourio, Crete and Kalamata. Olives are harvested in the autumn usually using traditional hand-picking methods without machinery. Olives which are to be used to produce olive oil are picked when they are at their optimum ripeness. Greece is the third largest producer of olive oil in the world, after Spain and Italy. Greece produces over 330,000 tons of oil per year, and the average Greek consumes almost 24 litres of oil per year.

Before you watch

A

- Ask students to read the statements and to underline any key words and phrases they find.
- Ask them to do the task on their own and then to compare their answers with a partner's and to discuss any answers they have that are different.
- Discuss the statements as a class without correcting the answers until students have done B.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to focus on what is said in the documentary regarding the statements in A and not on their own opinions.
- To check students understand where Greece is, draw their attention to its position on the globe in the top-right corner of the page.
- Play the DVD all the way through without stopping and ask students to make a note of their answers.
- Check the answers as a class.

Answers

1F 2T 3F

C

- Explain to students that they are going to watch the DVD again. Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they watch again. Explain that they will hear these exact sentences on the DVD and that they should listen out for the specific words highlighted in pink.
- Ask students to do the task individually, but check answers as a class.

Answers

1 recognise	(00:43)	4 kind	(02:25)
2 been alive	(01:40)	5 liquid	(02:33)
3 branch	(02:04)	6 valuable	(02:51)

After you watch

D

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 assume	6 carries
2 incorrect	7 associated
3 produce	8 health
4 account	9 evidence
5 ancient	10 live

E

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 1 and 2

Revision

- Explain to students that there will be a review after every two units in Close-Up B1. Tell them that Review 1 revises the material they saw in Units 1 and 2.
- Explain to students that they can ask you for help, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units or reference sections.
- Inform students beforehand that they will have a review in the next lesson so that they can revise for it at home. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Write the verbs *fall, get, have, keep* and *pay* on the board and elicit the collocations students learnt with these verbs in Unit 1. Remind students that there is a list of collocations & expressions that appear in the book on page 185 for their reference.
- Ask students to explain the difference between the following pairs of words: *look like/looks, unique/normal, middle-aged/elderly, patient/reliable, grill/fry, starter/main course, bowl/plate*.
- Ask students to spend one minute looking at the phrasal verbs in A on page 8 and in A on page 24. Write the verbs *bring, break (x2), come, cut, go, look, move, pass (x2), take* and *turn* in a column on the board. Then write the particles *away, down (x2), off (x2), in (x2), to (x2), up (x2)* and *up to* in another column next to the verbs. Ask students to match the verbs with the correct particle to form the phrasal verbs that they have just looked at. Then revise their meanings. Remind students that there is a list of phrasal verbs that appear in the book on page 187 for their reference.
- Ask students to tell you in their own words about some of the strange customs related to weddings and marriage that they read about in Unit 1. Try to make sure they revise *in + a country, decorate with, look at, at the end* and *relatives/friends of the bride/groom*.

Remind students that there is a list of prepositions that appear in the book on page 186 for their reference.

Grammar Revision

- Write the sentences below on the board and ask students to say which tense they are in and if they are in the affirmative, negative or question form. Then revise all forms and uses of these tenses as well as the time expressions used with them.
 - She's not visiting Granddad this afternoon. (*Present Continuous, negative*)
 - We saw the bride and groom. (*Past Simple, affirmative*)
 - Is Mum in the living room? (*Present Simple, question form*)
 - They weren't sitting in the garden at 5 o'clock. (*Past Continuous, negative*)
- Ask students what kind of verbs can't be used in the continuous tenses (*stative verbs*). Then ask them which stative verbs they know and make a list of them on the board. Make sure they revise *know, have* and *be*. Then ask them which verbs can be both stative and action verbs with a change of meaning. Make sure they revise *have, think* and *see*.
- Write the words below on the board and ask students to say which ones are countable and which are uncountable.
 - bread (*unc*), cheese (*unc*), chocolate (*unc*), restaurant (*c*), hamburger (*c*), olive (*c*), olive oil (*c*), coffee (*unc*), spaghetti (*unc*), chef (*c*).
- Then ask students to write sentences of their own with these words and quantifiers such as *a/an, the, some, any, a little, a few, much, many*, etc.
- Ask students what the difference is, if any, between the pairs of sentences below. Then revise the affirmative, negative and question forms of *would + bare infinitive, used to, be used to* and *get used to*.
 - I used to visit Aunt Helen every Saturday.
 - I would visit Aunt Helen every Saturday. (*They both mean the same as they talk about a past habit.*)
 - Are you used to living next door to Alice?
 - Did you use to live next door to Alice? (*The first sentence asks whether someone has become familiar with a current situation whereas the second sentence asks whether or not a situation happened in the past.*)

Vocabulary

A

- Ask students to read the sentences without filling in any answers at this stage and to underline any nouns, noun phrases and adjectives after the options in pink.
- Then ask students to choose the right option to complete the collocations. Encourage students to read their sentences again once they've finished to check their answers.

Answers

- | | |
|-----------|----------|
| 1 have | 5 fell |
| 2 keeps | 6 keep |
| 3 pay | 7 paid |
| 4 getting | 8 fallen |

B

- Read the words in the yellow wordbank to students and then ask them to repeat them. Correct their pronunciation where necessary.
- Ask students which words are verbs (*fry, look like*), which are nouns (*main course, plate*) and which are adjectives (*middle-aged, reliable, savoury, unique*).
- Ask students to read the word groups 1-8 and encourage them to think about which part of speech the words in each group are as well as how they are related before choosing an answer.

Answers

- | | |
|---------------|-------------|
| 1 middle-aged | 5 fry |
| 2 plate | 6 look like |
| 3 main course | 7 savoury |
| 4 reliable | 8 unique |

C

- Read the phrasal verbs in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary and make sure they stress the particle immediately after the verbs.
- Ask students to read the sentences through for gist before filling in any answers.

Answers

- | | |
|--------------|--------------|
| 1 | 4 |
| a break up | a come down |
| b bring up | b cut down |
| 2 | 5 |
| a pass away | a go off |
| b pass, down | b break, off |
| 3 | 6 |
| a take in | a look up to |
| b move in | b turn to |

D

- Ask students to read the text through once for gist without filling in any answers.
- Encourage students to look for clues on either side of the gaps to help them decide which prepositions are missing.
- Encourage students to read through their completed text once they have finished to check their answers.

Answers

- | | |
|--------|------|
| 1 in | 5 of |
| 2 at | 6 At |
| 3 in | 7 of |
| 4 with | |

Grammar

A

- Explain to students that they should read each sentence through before filling in any answers and pay attention to any time expressions as these will help them decide which tense is most appropriate. They should also look for negative adverbs and question marks and write negative sentences or questions accordingly.
- Encourage students to read through their sentences once they have finished to check their answers.
- Tell students to look back at pages 9 and 21 and Grammar References 1.1-1.4 on pages 161-162 and 2.1-2.4 on pages 162-163 for a reminder if they need to.

Answers

- 1 are, are/'re always eating
- 2 missed, did it start
- 3 does not/doesn't see, often visits
- 4 costs
- 5 know, are, do we eat
- 6 was making, realised, didn't have, had
- 7 am/'m thinking, do you think
- 8 is not/isn't, is/'s working
- 9 spent
- 10 Did the children enjoy
- 11 has, have
- 12 went, told

B

- Ask students to read the sentences carefully before circling their answers. Tell them to think about whether the nouns directly before or after the options in pink are countable, uncountable, singular or plural.
- Tell students to look back at A-C on page 13 and Grammar References 1.5-1.7 on page 162 for a reminder if they need to.

Answers

- | | |
|--------|----------|
| 1 the | 5 little |
| 2 is | 6 cup |
| 3 loaf | 7 much |
| 4 some | 8 enjoy |

C

- Ask students to read through the two sentences in each item carefully and to underline the information in the first sentence that is missing from the second. Then encourage them to think how this information could be rephrased using the word given in bold.
- Encourage students to read through the sentences once they have finished to check that the second sentence means the same as the first sentence and the word in bold has been used without being changed in any way.
- Tell students to look back at A & B on page 25 and Grammar References 2.3-2.4 on page 163 for a reminder if they need to.

3 The Wonders of Nature

Unit plan

Reading: article, multiple-choice questions

Vocabulary: environment-related words, prepositions, collocations & expressions

Grammar: present perfect simple, present perfect continuous, articles

Listening: note-taking

Speaking: talking about the environment, decision making, opening discussions

Writing: article, editing your work

Unit opener

- Write *The Wonders of Nature* on the board and explain to students that this is the title of Unit 3. Ask students to think of places or things that they consider to be wonders of nature.
- Ask students to turn to page 31 and to look at the picture without reading the accompanying caption. Ask students to guess what the picture shows and to give their reactions to it.
- Ask students to read the caption to find out what the picture shows. Ask students why they think the sculpture changes with every season (*The vegetation on her body and head is different during each season because of changes in temperature and dampness.*).
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Background Information

The Mud Maid was created by artists Sue and Pete Hill, who are from the Cornwall area. They built this sculpture as well as another sculpture called Giant's Head in the Lost Gardens of Heligan in order to enhance the woodland and the experience visitors have of it. The Lost Gardens of Heligan were lost for around 75 years during the twentieth century. Due to neglect, the gardens fell into disrepair and were forgotten about. A hurricane in 1990 revealed a tiny hidden room, which led to restoration work being carried out on the gardens. Today, it is a popular destination for visitors who want to get close to nature. Visitors can see the Northern Gardens, Horsemoor Hide & Wildlife Project, the Wider Estate and the Jungle. See www.heligan.com for further information.

Reading

- Ask students to look at the picture on page 32 and its accompanying caption. Then ask them to work in pairs to describe the picture and to discuss their reaction to it. To finish off, ask each pair how they feel about what the man is doing. You could also ask them what the effect of this action might be (*the destruction of coral reefs and underwater wildlife*).

A

- Ask students to read the instructions and explain that the short text is related to the longer text that they will read later on.
- Tell students to look at the words in bold and elicit that they are all nouns.
- Ask students to read the text and the four definitions. Encourage them to read all the definitions before filling in any answers.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students if they know the names of the tropics (*Capricorn and Cancer*). If you have a world map or a globe in your classroom, encourage students to find the tropics and the equator on it.

Answers

- | | |
|-----------|--------------|
| 1 Equator | 3 Tropics |
| 2 Coral | 4 Coral reef |

B

- Ask students to read the instructions and make sure they know what they have to do.
- Explain to students that they shouldn't worry about words that they don't know the meaning of at this stage as they should only focus on finding the two kinds of fishing mentioned.
- Tell students to look at the sub-headings in the text and ask them which section most likely deals with the idea of destruction (*Para 4: Threats to Coral Reefs*).
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them more information about coral reefs using the Background Information box over the page.

Answer

A fishing method that involves setting off bombs in the water to kill fish and fishing with liquid cyanide can destroy coral reefs.

Background Information

Coral reefs appear in shallow and well-circulated waters. Coral, which looks like a plant or stone, is actually an animal which takes on many forms and colours. Coral grows at the rate of about half an inch per year and it can often stretch for miles and be hundreds of feet wide. The Great Barrier Reef off of Australia covers an area of 133,000 square miles and is made up of more than 2,900 reefs. Some reefs date back 500 million years, but our modern lifestyles have greatly threatened this natural life form.

Wordwise

- Ask students to look at the words in pink in the text and to re-read the sentences they are found in again. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning from the context it is in. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the *Wordwise* box to compare their answers with the definitions given.
- Read each of the words to the students and ask them to repeat them after you. Correct their pronunciation where necessary.

Close-Up

- Read the information in the *Close-Up* box to the students and point out that the correct option is the one that answers the question correctly according to the text. Explain that usually the correct option will express the idea in the text in different words, as this is how the task tests if they have understood the main ideas in the text. Also, tell them that options which use the exact or similar wording as in the text might refer to another part of the text and not actually answer the specific question.

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask them to read the 5 questions and their options before reading the text again. Encourage them to underline the information in the text that refers to each question as they read. Explain that they should be able to justify each answer.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1c (Para 2: *These undersea ecosystems do well in the warm, shallow oceans near the Equator.*)
- 2b (Para 1: *For millions of years, trillions of coral polyps have been building structures called reefs.*)
- 3a (Para 3: *Strict regulations control ... with the result that 95% of sightseers visit just 5% of the reef.*)
- 4a (Para 5: *... have threatened coral reefs and the life that depends on them for their home.*) →

- 5b (Para 1: *Coral polyps are truly the animals that helped make the world.* / Para 2: *Living corals reefs are remarkable 'cities beneath the sea', filled with a rich variety of life.* / Para 5: *In recent years, various factors have threatened coral reefs and the life that depends on them for their home.*)

Teaching Tip

You could approach this task in a different way by first of all doing item 1 as a class and checking the answer so that students can see the logic of the task. Then ask students to read only the questions in the other items and ask them to answer them in their own words based on information in the text. Finally, students should read through each option to see which one is closest to their own answers before choosing the correct option. This encourages students to focus on the correct information and helps them not to be distracted by the wrong options.

Get the meaning!

D

- Explain to students that the words in the *a* and *b* options here are found in the text and that they should try to locate them to check their answers.
- Ask students to do the task individually, but check answers as a class.
- You might like to point out to students that *threaten* is a verb, whereas *threat* is a noun, and that *conservation* is a noun referring to the act of protecting habitats, *conservationist* is a noun referring to a person who works to protect them and that *conserve* is the verb.

Answers

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

What do you think?

- Ask students to read the instructions and statements 1-4 and explain any words they don't understand.
- Ask students to work in pairs to discuss the statements and then ask each pair to tell the rest of the class about what they think.
- After they have done that ask students to work in pairs again to discuss the two questions. Encourage them to make lists and allow them to look for and/or check information online if possible.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Answers

- 3 (The Great Barrier Reef is one of the seven wonders of the natural world, not the ancient world.)
- Students' own answers

Background Information

The Great Barrier Reef has been a UNESCO World Heritage Site since 1981. →

The seven wonders of the natural world are: *the Aurora Borealis, the Grand Canyon, Paricutin, Victoria Falls, the Great Barrier Reef, Mount Everest* and the *Harbour of Rio de Janeiro*.

The seven wonders of the ancient world are: *the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum of Halicarnassus, the Colossus of Rhodes* and the *Lighthouse of Alexandria*.

Students can find a complete list of World Heritage sites at <http://whc.unesco.org>.

Vocabulary

A

- Ask students to look at pictures 1-8 and to work with a partner to take it in turns to describe what they can see and where the pictures might have been taken.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 pond	5 cave
2 glacier	6 coast
3 valley	7 stream
4 cliff	8 rainforest

B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students which word in the wordbank is an adjective (*endangered*) and elicit that the others are all nouns.
- Ask students to read the text to find out what it's about (*the discovery of new species on earth*).
- Then, ask students to do the task individually, but check answers as a class.

Answers

1 endangered	5 threat
2 destruction	6 conservation
3 planet	7 extinction
4 species	

Teaching Tip

You could expand this task further by teaching students the various parts of speech of some of the words in B. Make a table on the board with the headings *Verb, Noun and Adjective* and ask students to copy it into their notebooks. Remind them that *threat* is a noun and elicit the verb *threaten* and the adjective *threatened*. Put these words into the appropriate column on the table on the board. Ask them to do the same for *conservation* (*conservationist* – other noun, *conserve* – verb; *destruction* (*destroy* – verb, *destroyed* – adjective); *endangered* – (*danger* – noun and verb); *extinction* – (*extinct* – adjective).

C

- Read the phrases in bold in sentences 1-8 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Then ask students to read sentences 1-8 and a-h. Encourage them to read all the sentences before they fill in any answers. Tell students they should pay attention to the personal pronouns in a-h and whether they are singular or plural as this will help them decide which sentence in 1-8 it logically follows on from.
- Ask students to read each pair of sentences once they have finished to make sure the sentences make sense together.
- Ask students to do the task individually, but check answers as a class.

Answers

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

D

- Ask students to look at the words in bold and elicit that they saw them in task A and that they can look back at them if necessary to remember their meanings.
- Ask students to work in pairs to read and discuss the statement.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask which students agree with the statement and which ones disagree. Ask them to justify their answer and make sure they understand that if they agree, they will agree with both parts of the statement, but if they disagree they may agree with the first part, but disagree with the second part.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to discuss an environmental issue that concerns them or that they are actively involved in. Ask them to discuss what the issue is, what causes the problem, what effects it has on the environment and what we can do to help it. Encourage students to use vocabulary from this lesson in their discussions.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopyable material on page 143.

Grammar

- Write the sentences below on the board and ask students what the main verb in each is and which tenses have been used.
 - The group has set up a new conservation scheme. (*set up, Present Perfect Simple*)
 - We have been working on the coral reefs since 1980. (*work, Present Perfect Continuous*)

- Revise the affirmative, negative, question forms and short answers of the two tenses with students.

Present Perfect Simple

A

- Ask students to look at the verbs in bold in sentences 1-4 and elicit that they are in the Present Perfect Simple. Ask students what the infinitive form of these verbs are (*win, complete, do and lose*). Elicit that all these verbs, apart from *complete*, have irregular past participles.
- Ask students to read the uses of the Present Perfect Simple in a-d and answer any questions they might have.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the reading text on page 32. Ask them to underline examples of the Present Perfect Simple and say why they have been used (*Para 1: have created - experiences and achievements; have used - action that happened at an indefinite time in the past; Para 5: have threatened - actions that happened in the past but have results that affect the present; Para 8: have survived - experiences and achievements*).

Answers

1b 2a 3c 4d

Be careful!

- Write the sentence *The scientist won many prizes* on the board and ask students how the meaning is different from sentence 1 in A (*It means the scientist won many prizes at one particular event not time in the past that has finished, whereas 'has won' suggests that the prizes were won on different occasions*).
- Ask students to read the information in *Be careful!* and make sure they understand it.

Present Perfect Continuous

B

- Ask students to look at the verbs in bold in the sentences in 1-3 and elicit that they are in the Present Perfect Continuous. Ask students what the infinitive form of these verbs are (*walk, recycle, travel*).
- Ask students to read the uses of the Present Perfect Continuous in a-c and answer any questions they might have. Explain that they should pay attention to any time expressions and time references in sentences 1-3 when matching up their answers.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the reading text on page 32. Ask them to underline examples of the Present Perfect Continuous and say why they have been used (*Para 1: have been building - to emphasis how long actions have been in progress for; Para 7: has been causing - for actions that began in the past and are still in progress or have happened repeatedly until now*).

Answers

1b 2c 3a

Now read the Grammar Reference on pages 163-164 with your students.

C

- Encourage students to read through the sentences and options before filling in any answers. Tell them to pay attention to the words immediately before and after the gaps as well as the tense used in each sentence, its form and time expressions and references used with this tense.
- Now ask students to fill in their answers and to read through the sentences once they have finished to make sure the sentences make sense.
- Ask students to do the task individually, but check answers as a class.

Answers

1b 2a 3b 4a 5c

D

- Encourage students to read through the sentences before circling their answers. Tell them to pay attention to any time expressions and references in the sentences.
- Now ask students to circle their answers and to read through the sentences again once they have finished to make sure they make sense.
- Ask students to do the task individually, but check answers as a class.

Answers

1 has become	4 has been drinking
2 has caused	5 has caught
3 has been	6 haven't finished

E

- Ask students to read the instructions and make sure they understand that they will be dealing with three tenses here.
- Ask them to look at the title and ask them what they know about icebergs and if they know any important stories from throughout history related to them.
- Ask students to skim through the text without filling in any answers at this stage to find out when and why the *International Ice Patrol* was formed (*in 1914 to give information about icebergs to ships following the sinking of the Titanic*).
- Ask students to complete the text and to pay attention to any time expressions and references used in the text and to which verbs are irregular. Encourage them to look back at A and B, the Grammar Reference and the Irregular verb list for help if necessary.

Answers

1 were	6 have been studying
2 sank	7 have shown
3 lost	8 have noticed
4 formed	9 broke
5 has been giving	

Teaching Tip

You could expand the grammar section further here by asking students to work with a partner to interview each other about what they have done to help nature. Give students time to write four or five questions to ask their partners and encourage them to use the Present Perfect Simple and the Present Perfect Continuous in their questions and answers (eg *Have you ever taken part in a conservation project? Have any natural areas in your country been destroyed in recent years? Are there any groups in your neighbourhood that have been trying to save the environment?*). Monitor students as they interview each other and give them any help they need. To finish off, ask each student to tell the rest of the class about the information they learnt from their partner.

Extra Task (for early finishers)

See photocopiable material on page 143.

Listening

- Ask students to read the caption accompanying the picture on page 36. Then ask them to work in pairs to discuss the picture and their reaction to it. Encourage them to talk about what they know about the Great White Shark. Finish off by discussing the picture as a class and explain that in this part of the lesson they will learn more about this animal.

A

- Explain to students that in this lesson they will be improving their technique in blank-filling listening tasks.
- Ask students to read the instructions and make sure they understand what they have to do
- Ask students to tick the sentences that contain missing words that aren't numbers. Elicit that they should work out what the words which aren't numbers refer to and that they aren't expected to guess the actual words
- Give students a minute to write their answers and then ask them to compare and justify them with a partner.
- Check answers as a class.
- Once the answers have been checked, you might like to discuss which colour may be missing in 3 (*grey*) with students. Then elicit what the five senses are (*smell, taste, touch, hearing and sight*) and ask them which one they think is most important to a shark and to say why.

Answers

Students should tick **3** and **6**.

- 3** a colour
6 a sense

B

- Explain to students that they are now going to listen to a talk about the Great White Shark. Ask them to read sentences 1-6 in A again and to underline any key words in the sentences that they should listen out for.
- Encourage students to think of other ways the information in each sentence could be phrased.

- Go to track 5 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

- 1** 4-5/four to five
2 3,200/three thousand two hundred
3 grey
4 3,000/three thousand
5 24
6 Smell

Turn to page 157 for the tapescript.

C

- Ask students to read the instructions and make sure they understand that the numbers in a-c in C refer to the sentences in D.
- Explain to students that they aren't expected to guess the specific words, but to say what kind of words or what part of speech they are.
- Ask them to compare their answers with a partner and to discuss how they decided on their answers.
- Check answers as a class.

Answers

- a** number
b noun
c verb

Students' own answers

Close-Up

- Ask students to read the information in the *Close-Up* box. Refer them back to A and elicit that their answers were the exact words heard on the recording. Explain that although the words round the gaps in the sentences may paraphrase what they hear on the recording, the ideas expressed will be the same.
- Encourage students to spend a minute thinking of other ways the information in the sentences may be expressed.
- Explain to students that once they have written their answers for D, they should check that no answer has more than 3 words. If it has, then it is wrong in some way so they should listen more carefully the second time round.

D

- Go to track 6 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.

- Check the answers as a class and ask students to justify their answers.

Answers

- | | |
|--------------------------------|----------------|
| 1 4/four | 4 survive |
| 2 species | 5 100 million |
| 3 finding out
(information) | 6 in danger of |

Turn to page 157 for the tapescript.

Speaking

- Ask students to look at the picture in the top right-hand corner of page 37. Ask them what subject they think this part of the lesson will deal with (*environmental issues*).
- Ask students to write down as many environmental problems and their consequences as possible. Then ask them to take it in turns to read out one of their problems to the class and ask the other students to think of a solution to the problem or a way of reducing its negative consequences.

A

- Ask students to read the three questions and answer any queries they may have about them.
- Ask students to work in pairs and to take turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until every pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read ideas 1-6 and explain anything they don't understand.
- Ask students to do the task individually, but check answers as a class.

Answers

- Students should tick 2, 3 & 6.
- Students should put a cross next to 1, 4 & 5.

Close-Up

- Before students read the information in the *Close-Up* box, ask them to read the instructions for C and to underline any key words. Elicit that they will be working in pairs to discuss ideas for projects to help the environment and that they should choose two projects to recommend.

Explain to students that the final decision made should be agreed on by both students.

- Ask students to read the information in the *Close-Up* box. Explain to students that in pair-work discussions, both students should try to participate equally. They both have the chance to put forward their views. Point out that not only should they encourage each other to speak, but they should also both make sure that neither one of them dominates the discussion.

Useful Expressions

- Ask students to read the *Useful Expressions* before they attempt to do the task in C.
- Point out that sometimes it can be difficult to start a conversation naturally and that these expressions are good ways of doing that.

C

- Ask students to look at the pictures and to spend a minute deciding what each one shows and what kind of project may be involved in each one.
- Elicit or pre-teach *recycling bins, aluminium, beach clean-up, pollution, campaign, cycling, planting trees* and *setting up a website*.
- Ask students to read the instructions again before starting so that they know exactly what they should do.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until every pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

Explain to students that there are no correct answers in this kind of speaking task, but that some answers are often more logical than others. Point out that they should base their answers on the task given and make sure that they have chosen the best option for the people and situation involved. Remind students that they should always justify their answers in a logical way.

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one question until every pair has had a turn.

- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to look at the picture in the top right corner of page 38 and the title of the text in A to discuss how they are related. Ask students how the picture makes them feel.
- Explain to students that in American English there is another word for *rubbish* and ask if they know what it is (*garbage*).
- Ask students to skim through the text without answering any questions at this stage in order to find out what the 'Great Pacific Garbage Patch' is, where it is and how something good may come out of it (*It's a massive island of plastic rubbish floating in the Pacific Ocean. It extends from California to Hawaii and almost reaches Japan. There's a possibility the waste may be turned into fuel one day.*).
- Ask students to read the text again to decide which option best completes each gap. Point out that all the items are prepositions.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Answers

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

Background Information

The 'Great Pacific Garbage Patch' was discovered in 1997 by sailor Charles Moore. His discovery led to scientific research being carried out on this phenomenon. It is estimated that there are 46,000 pieces of plastic per square kilometre of ocean. Around 100 million seabirds and 100,000 marine mammals are killed every year due to plastic in the sea. This plastic comes from naval and commercial ships which dump their waste into the sea as well as from rubbish blown into the sea from the land. As plastic is non-biodegradable, every piece that has ever been made is still present in some form in our environment. This means the Garbage Patch cannot be cleaned up as there is nowhere for the rubbish to go. The only solution to the problem is for manufacturers to find an alternative to plastic and for plastic rubbish to be recycled.

B

- Ask students to look at the words in bold in 1-6 and elicit that they are all verb and noun collocations.
- Ask students to read the sentences and both options carefully before choosing their answers.

- Ask students to do the task individually, but check answers as a class.

Answers

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

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Explain that they will use each collocation from B only once and that they should read all sentences for gist before choosing any answers. Explain that they will have to change the form of the verb *be* in the collocation *be on the verge of*.
- Ask students to do the task individually, but check answers as a class.

Answers

1 are on the verge of	4 fight pollution
2 bring attention to	5 save energy
3 do research	6 take action

D

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the four statements and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all four statements.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to write a sentence of their own using the collocations from B. Tell them to include two collocations in their sentence eg *We can save energy / do research by not using electrical appliances so often*. Then ask them to give their sentence to a partner to circle the correct answer.

Answers

Students' own answers

Teaching Tip

You could consolidate the vocabulary learnt in this lesson by asking students to create a poster giving advice about how we can help the environment. The poster could be a list of points with advice like *Save energy – turn off lights when not in use*. Students can decorate their poster with drawings or photos.

Extra Task (for early finishers)

See photocopiable material on page 143.

Grammar

- Write the sentence *The panda is an endangered species and environmental groups are trying their best to save it.* on the board. Ask students which articles have been used in the sentence and to say why they have been used (*The* – because 'panda' is a singular countable noun, *an* – a singular countable noun with a general meaning).
- Ask students what names we give to the articles *the* and *a/an* in English (*definite and indefinite*). Elicit that articles are found before nouns.

Articles

A

- Ask students to look at the words in bold in a-f and elicit that they are all nouns. Remind them that the articles will come immediately before the nouns. Point out that some nouns might not require an article.
- Ask students to read sentences a-f and then questions 1-6 before writing any answers. Encourage them to underline the articles in a-f and to note which nouns are singular and which are plural.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Complete the rules

- Ask students to read the two rules and elicit that they should fill in either *the* or *a/an* in each rule.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance:
a/an, the

Now read the Grammar Reference on pages 164-165 with your students.

B

- Before students do B, ask them to look back at the Reading text on page 32 to find examples of when an article is used or not used:
 - with a country (*Australia* – Para 3)
 - with a chain of islands (*the Philippines* – Para 6)
 - with a natural feature (*The Great Barrier Reef* – Para 3)
 - with a superlative adjective (*The biggest* – Para 3 heading)
- Encourage students to read each sentence through before writing any answers as some answers will be dependent on other answers.
- Encourage students to look back at A and the Grammar Reference for help if necessary while doing the task.
- Ask students to do the task individually, but check answers as a class.

Answers

1	an, The	8	The
2	a	9	The, the
3	-, the	10	an, the, the
4	the, a	11	-, -
5	The, -	12	-
6	the, -	13	-, the, -
7	-	14	-

C

- Ask students to look at the picture that accompanies C and ask them what it shows (*a waterfall*). Ask them to name any waterfalls that they have heard of and to say if they know what the highest waterfall in the world is.
- Ask students to read the text, without filling in any answers at this stage, to find out how Angel Falls got its name (*from pilot Jimmie Angel who came across the falls while flying in the area*).
- Encourage students to look back at A and the Grammar Reference for help if necessary while doing the task.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Answers

1	the	10	the
2	the	11	the
3	-	12	-
4	the	13	the
5	the	14	a
6	the	15	-/a
7	the	16	the/an
8	an	17	an
9	the	18	-

Background Information

Angel Falls is a popular tourist attraction in Venezuela. However, it is very difficult to reach as it is situated in isolated jungle land. Tourists must make most of the trip by plane to Canaima Camp. From there they travel to the Falls by boat. This can only be done from June to December though, when there is sufficient water in the river. President Chavez announced in 2009 that Angel Falls should only be referred to as Kerepakupai Meru and not be named after the person who discovered it, as it has always belonged to Venezuela.

Extra Task (for early finishers)

See photocopiable material on page 143.

Writing

- Write *endangered species, global warming and environmental pollution* on the board and ask students what they have in common (*They are all phenomena which negatively affect our planet.*).

Ask students to work in pairs or small groups to discuss how these phenomena relate to each of the three pictures on pages 40 and 41 (*The first picture shows a power station releasing toxic fumes which cause environmental pollution. The second picture shows a parent and baby gorilla, which is an endangered species. The third picture shows penguins on an ice floe which is melting due to global warming.*). Encourage them to discuss how the three pictures might relate to each other (*Environmental pollution causes the destruction of natural habitats and can lead to species becoming endangered or extinct. It also causes an increase in greenhouse gases which in turn leads to global warming.*).

- Ask students what they do to help the environment and whether their school has an environmental group.
- Tell students to read the information on editing and deal with any problems they may have. Ask students to give you some examples of words that sound the same but have different spellings (eg *where/wear, two/too, be/bee, stare/stair*, etc).

A

- Ask students to read the instructions and point out that there are six sentences so they have to find six mistakes.
- Encourage students to read the text all the way through without making any corrections first.
- Remind students to look back at the information on editing and to try to work out what kind of mistake each one is.

Answers

Sentence 1 – ‘witch’ becomes ‘which’ (*Spelling: words which sound the same but have different meanings*)

Sentence 2 – ‘grow up’ becomes ‘grow’ (*Vocabulary: Phrasal verbs*)

Sentence 3 – ‘have warning’ becomes ‘have been warning’ (*Grammar: tenses*)

Sentence 4 – ‘off’ becomes ‘of’ (*Spelling: double letters*)

Sentence 5 – ‘its’ becomes ‘it’s’ (*Punctuation: apostrophes*)

Sentence 6 – ‘you can’ becomes ‘can you’ (*Word order: question forms*)

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do. Encourage students to underline any key words and phrases in the writing task to help them answer the questions.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------------------------------|------------------------|
| 1 an article for a school magazine | 3 a specific theme |
| 2 a past event | 4 semi-formal register |

C

- Ask students to read the title of the article and ask them which specific event the article will be about (*World Environment Day*).
- Ask students to skim through the article without correcting any mistakes at this stage to find out when World Environment Day is, what Parkside High pupils did on this day and how they raised £1,600 (*the 5th of June/they gave talks, had a bring and buy sale and a concert/people paid to hear the talks, bought things from the sale and bought tickets to the concert*).
- Then ask students to read the article more carefully, paying attention to the mistakes. Tell them to check they have made ten corrections and compare their answers with a partner when they have finished.
- Ask students to do the task individually, but check answers as a class.

Answers

Paragraph 1 – ‘weather’ becomes ‘whether’, ‘effect!’ becomes ‘effect?’, ‘for help’ becomes ‘to help’

Paragraph 2 – ‘Hundred’ becomes ‘Hundreds’, ‘on us depends’ becomes ‘depends on us’

Paragraph 3 – ‘huge succeed’ becomes ‘huge success’, ‘there old’ becomes ‘their old’

Paragraph 4 – ‘has been’ becomes ‘was’, ‘environment’ becomes ‘environment’

Paragraph 5 – ‘next years’ becomes ‘next year’s’

Look again!

D

- Ask students to read sentences 1-6 before looking back at the article to decide which ones are true and which ones are false. Encourage them to find suitable information in the text to justify their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the article again and to write what the main idea of each paragraph is next to it. Then ask them to read descriptions a-e to decide which ones are closest to their notes before doing the matching task.
- Ask students to do the task individually, but check answers as a class.

Answers

a5 b4 c1 d2 e3

F

- Read the words and phrases in *Useful Expressions* to students and ask them to repeat them after you. Correct their pronunciation where necessary and explain anything they don’t understand.

- Ask students to read the instructions in F and explain that they will complete each gap with one word. Encourage them to read each sentence before filling in any answers and to pay attention to the words immediately before and after each gap.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|-----------|
| 1 Organic | 5 raise |
| 2 action | 6 fuels |
| 3 endangered | 7 pollute |
| 4 global | 8 run out |

Over to you!

Close-Up

- Read the information in the *Close-Up* box to the students and explain anything they don't understand. If you have time, you could ask students to look back at the model article to find examples of short, medium-length and long sentences as well as uses of *you* to speak to the reader directly.

G

- Ask students to read the instructions and the writing task. Before they begin planning, ask students to underline key words and phrases and ask themselves questions like the ones in B about the task.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for an article for a school magazine about an environmental issue, but it asks students to write about an event that took place in their town.*).
- Ask students to work in pairs to discuss any environmental events that have taken place in the area where they live. Encourage them to refer back to the kinds of projects they discussed in Speaking on page 37. Give students help with any environment-related vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their article in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for articles on page 180.

Plan

Para 1: Introduce the event and say when and why it took place.

Para 2: Say where the event took place, who attended it, and discuss one thing that happened.

Para 3: Discuss another aspect of the event.

Para 4: Describe the best part of the event.

Para 5: End by talking about a future event.

Suggested Answer

Article

Westville conservation group raises awareness and cash on *Save the Planet Day!* →

How many times have you wondered about whether conservation groups really can help our planet? Well, Tree Lovers have shown they really can. In fact, on Planet Day on 8th July, they raised over £1000 to help the environment.

It was a great day. Westville residents were out in full, ready to do what they could to help. Members of Tree Lovers gave talks about the importance of trees and their effect on the environment.

Guests reached deep into their pockets to offer generous donations. The buy-a-tree campaign was also a huge success. The conservation group auctioned off over a hundred trees which volunteers will plant next Sunday in the town park.

The highlight of the day, though, was when Westville's Mayor, Tom Doyle, dressed as a giant tree, gave the Tree Lovers a cheque for £500 on behalf of the local council. All the money goes towards preserving the trees along Westville's high street.

Plans are already being made for next year's event. Be a part of it! Mark it in your diary now!

Useful Expressions

- Remind students that the words and phrases here can be used to talk about environmental issues.



Swimming with Sharks

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

There are around 440 different species of sharks in the world's oceans. They range in size from the dwarf lantern shark which can be as small as 17 cms long to the whale shark which can be up to 12 m long. Most sharks live in seawater, but there are a few species which also live in freshwater. Sharks' teeth are continually replaced throughout their lives and it is estimated that some sharks go through 30,000 teeth in their lifetime.

In recent years, shark tourism has blossomed in Florida, the Bahamas and Australasia. Diving without a cage in shark-infested waters is an activity which has caused a lot of controversy as many people feel that it is too dangerous to get close to these animals without any protection. However, supporters feel that they are aware of and accept the possible risks involved. In 2008, an Austrian tourist in the Bahamas became the first person to die as a direct result of a shark bite during an organised dive.

Before you watch

A

- Ask students to look at the picture on page 42 and ask them what is happening in it and to tell you their reaction.
- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students to predict what opinion most of the people on the documentary will have of sharks.

- To check students understand where the Florida Keys and the Bahamas are, draw their attention to their position on the globe in the top-right corner of the page.
- Play the DVD all the way through without stopping and ask students to make a note of their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1F (00:27)	4T (01:48)
2T (00:51)	5F (02:12)
3F (01:03)	6T (03:39)

After you watch

C

- Explain to students that the text is a summary of the information on the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 creatures	6 think
2 horror	7 confuse
3 negative	8 realise
4 inaccurate	9 understand
5 bite	10 afraid

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

4 Special Relationships

Unit plan

Reading: article, multiple matching

Vocabulary: relationship-related words, word formation, phrasal verbs

Grammar: relative clauses, temporals

Listening: multiple matching

Speaking: talking about relationships with people, problem solving, giving your opinion

Writing: story, writing interesting stories

Unit opener

- Write *Special Relationships* on the board and explain that this is the theme of Unit 4. Ask students to work in groups to discuss any special relationships that they have and to think of as many different kinds of relationships as possible (eg *brother and sister, husband and wife, parent and child, teacher and student, pet and owner, neighbours, criminal and victim*, etc).
- Ask students to turn to page 43 and to look at the picture and read the accompanying caption. Ask students what is unusual about the picture and for their reaction to it.

Reading

A

- Ask students to keep their books closed and ask them what jobs animals can do. Make a list on the board of as many jobs as possible and write the animals that do them by the side.
- Ask students to turn to page 44 and to discuss pictures 1-3 with a partner to say which dogs are 'working'.
- Ask each pair to report what they said to the class and to justify their answers. Accept any differences of opinion as long as students can provide a logical explanation for their answers.

Suggested answers

All the dogs in pictures 1-3 are probably working. The dog in 1 is probably a hunting dog. The dog in 2 is a guide dog for a blind person and the dog in 3 is most likely a police sniffer dog.

B

- Ask students to read the instructions and encourage them to refer back to the list of jobs that animals can do that they made earlier to help them here. Make sure they realise they should concentrate only on dogs this time.
- Ask students to make a list on their own and then to compare their list with a partner's.

Suggested answers

guide dogs, watch/guard dogs, sniffer dogs, →

hunting dogs, sheep dogs, SAR (search-and-rescue) dogs.

C

- Ask students to read the instructions and ask them what information from the text they know already (*That the number of domestic dogs is increasing.*).
- Ask students to look at the pictures that accompany the text and the paragraph headings and ask them what other information they think they will read about.
- Ask students to skim through the text to find the answer to the question.
- Ask students to do the task individually, but check answer as a class.

Answers

The number of domestic dogs is increasing due to their special relationship with humans.

Close-Up

- Read the information in the *Close-Up* box to the students and explain anything they don't understand. Explain that the task here doesn't focus on all paragraphs in the text, only the ones labelled A-D, which also have a heading. Explain to students that underlining information in the texts relating to the questions helps them to make sure their answers are correct. Explain that when correcting the task, you will ask them where they found their answers. You might also like to tell them that often multiple matching questions can only be answered by eliminating wrong answers.

Wordwise

- Ask students to look at the words and phrases in pink in the text and to read the sentences they are found in. Remind students that when they don't know the meaning of a word or phrase, they should look carefully at the sentence it is in to work out its meaning from the context it is in. Ask students to work in pairs to decide what each of the words and phrases mean.
- Ask students to read the *Wordwise* box to compare their answers with the definitions given.
- Read each of the words to the students and ask them to repeat them after you. Correct their pronunciation where necessary.

D

- Ask students to read the instructions and questions 1-11 and answer any questions they might have. Make sure students realise that they should write the letter A-D that corresponds to the paragraph in the text where information relating to the question is found.
- Point out that one question has two answers (8 & 9).
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 C (*Jessie is a whippet that visits sick children who are fighting deadly diseases.*)
- 2 A (*Their job is to smell and find...which could be dangerous for crops or animals.*)
- 3 D (*Most of all, they must love to play.*)
- 4 B (*Some dogs are lucky enough to enjoy lives of luxury.*)
- 5 D (*Search-and-rescue (SAR) dogs use their amazing noses to find people.*)
- 6 C (*They can be trained to...and even pull wheelchairs.*)
- 7 B (*Her owner, NancyJane Loewy, treats her like a queen.*)
- 8 A (*...as they sniff through the crowds.*)
- 9 C (*...during their long stay in hospital.*)
- 10 A (*They're friendly and cute, so they don't scare people...*)
- 11 C (There is no reference to animal carers using their sense of smell in C.)

Get the meaning!

E

- Read words 1-6 and a-f to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to find and underline in the text the adjectives 1-6 (*dangerous* - Para A, line 4; *astonishing* - Para A, line 8; *lovely* - Para B, line 1; *strong* - Para D, line 5; *obedient* - Para D, line 5; *beneficial* - Para D, line 9) Remind them to look at their meaning in context to help them decide which word a-f has an opposite meaning.
- Ask students to do the task individually, but check answers as a class.

Answers

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

What do you think?

- Ask students to work in pairs to match the animals to the jobs. Remind them to look at the list they made at the start of the lesson to help them, or ask them to add these animals and jobs if they aren't already on their list.
- You might want to pre-teach *take advantage of*, *cruelty*, *mistreat*, *animal rights*, etc before students tackle the discussion question. Encourage students to talk freely in pairs about their opinion on working animals. Then ask each pair to tell the rest of the class their views.

Answers

1b 2a 3c 4d

Students' own answers

Teaching Tip

When students are discussing a sensitive matter, it's important not to be judgemental of their views even if you disagree with them. If you do, students may not feel free to speak up in class in future.

Vocabulary

A

- Read the words and phrases in bold to students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Explain that the *a* and *b* options in each item are possible definitions of the words and phrases in bold.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Teaching Tip

Encourage students to create a separate section in their vocabulary notebooks for idiomatic expressions like the ones in A. This will make it easier for students to study them. Encourage them to note down phrases in the infinitive form, to write the definition in English as well as a sentence illustrating the use of the idiom. Regularly ask students to revise these idioms and give them quick quizzes on them. You might like to point out that there is a list of collocations and expressions on page 185 for reference.

B

- Ask students to look at the picture and read the accompanying caption. Ask them what they know about Mount Everest and if they know who were the first people to reach the top.
- If students don't know who the first people to reach the summit were, ask them to skim through the text without circling any answers at this stage to find out. Also ask them to find out when they reached the summit.
- Ask students why the title of the text is appropriate (*The passage talks about how Edmund Hillary and Tenzing Norgay were the first to reach the top of Mount Everest. Their success led to a new relationship being established between mountaineers and Sherpas as not only did Sherpas help mountaineers, but Hillary also did all he could to help Sherpas. In this sense, it broke the ice between Sherpas and mountaineers. It is also appropriate in a literal sense as Mount Everest is covered in snow and ice.*).

- Ask students to circle the correct answers and once they have finished to then read back through the text to check the words they have chosen make sense.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|------------------------|
| 1 assist | 7 rely on |
| 2 courageous | 8 acquaintances |
| 3 support | 9 plain sailing |
| 4 personal | 10 on top of the world |
| 5 in common | 11 devoted |
| 6 depend | 12 thankful |

C

- Ask students to look at the words in bold and elicit that they saw them in A and B and that they can look back at them if necessary to remember their meanings.
- Ask students to work in pairs to discuss the statements.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask each student which statement he/she agrees most with and to say why.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary learnt in this lesson further by asking students to describe a situation they have been in which illustrates one or more of the words and phrases in A 1-8 (eg *They could describe a time when they were fed up with someone or something they or someone else did to break the ice.*).

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 144.

Grammar

- Ask the following questions at random round the class making sure all students answer at least one.
 - What is the neighbourhood where you live called?
 - Do you know any pets which help their owners?
 - How old were you when you met your best friend?
 - Is there any one in your family who has travelled to Asia?
- Explain to students that these questions use relative clauses and that this is the grammar point they will be learning about at in this lesson.

Relative Clauses: defining & non-defining

A

- Ask students to read the instructions and make sure they understand what they have to do.

- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------|--------------|
| 1 when | 4 whose |
| 2 where | 5 which/that |
| 3 who/that | |

B

- Encourage students to read the sentences in A again to help them find the answers in B. Explain that there is one correct answer for each question and that the words in 3 and 5 in A count as one answer.
- Ask students to do the task individually, but check answers as a class.
- Explain to students that relative pronouns are words which refer to another noun in a sentence containing a relative clause.

Answers

- | | |
|--------------|---------|
| a who/that | d when |
| b which/that | e where |
| c whose | |

C

- Ask students to read the instructions and sentences and then discuss the difference in meaning with a partner.
- Check answers as a class.

Answers

The first sentence gives only essential information and could answer the question *Which ball is yours?*.

The second sentence gives extra information and could answer the question *Whose is that ball?*.

Complete the rules.

- Ask students to read the rules and answer any questions they have.
- Ask students to do the task individually, but check answers as a class.

Answers in order of appearance:
Defining, Non-defining, commas

Be careful!

- Ask students to read the information in *Be Careful!* and ask them what this tells us about the relative clauses in items 3 and 5 in A (*They are defining.*).
- Before they move on to the tasks, ask students to look back at the reading text on pages 44 and 45 to find and underline any relative clauses. Inform students that some of the words they have seen in the Grammar box as pronouns are used as other kinds of pronouns, so they must be careful to only underline those which are used in relative clauses.
- Ask students which relative pronouns in these sentences could be replaced by another relative pronoun.

Answers

Paragraph A – These food items...which could be dangerous for crops or animals.

'which' could be replaced by 'that'.

Paragraph B – Loewy, whose husband has a high-paying job and whose two sons are away at university,...

Paragraph C – Jessie is a whippet that visits children who are fighting deadly diseases.

'that' could be replaced by 'who' and

'who' could be replaced by 'that'.

There are many different kinds of animals that help people. 'that' could be replaced by 'which'.

Paragraph D – Trainers look for dogs that go crazy over a favourite toy,... 'that' could be replaced by 'which'.

Now read the Grammar Reference on page 165 with your students.

D

- Remind students to refer to A-C on page 47 and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------|---------|
| 1 whose | 4 when |
| 2 which | 5 that |
| 3 where | 6 whose |

E

- Explain to students that they should read both sets of sentences carefully to decide how the relative pronouns in bold relate to them. Encourage them to underline the noun that the relative pronoun will relate to.
- Remind students that they should include commas if a relative clause is defining.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Our family home, which was built in 1982, is being repainted.
Our family home, which is being repainted, was built in 1982.
- 2 My grandmother, who lives in the same street as us, visits us every afternoon.
My grandmother, who visits us every afternoon, lives in the same street as us.
- 3 Sydney is the city where I was born.
- 4 My dog, whose name is Rex, always comes when I call him.
- 5 Jennifer, who is a very nice person, is my best friend.
Jennifer, who is my best friend, is a very nice person.
- 6 Your mother's novel, which I have read, is really interesting.

F

- Ask students to look at the title of the text and the accompanying picture to guess what the text is about.
- Ask them to read the text without filling in any answers at this stage to see if they were right.
- Ask students to write their answers and then read the text again once they have filled in their answers to make sure they make sense.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Answers

- | | |
|---------|---------|
| 1 whose | 4 where |
| 2 which | 5 which |
| 3 when | |

Background Information

The conservation centre at Myrtle Beach Safari was founded and is directed by Dr Bhagavan Antle. He says that Surya and Roscoe's friendship gives us hope as the two come from species that don't usually get on well. This shows us that it is possible for us to get on with those who we may feel we don't have much in common with. Surya was born at the conservation centre and lives with other primates there and also helps raise baby primates. Roscoe has managed to make a place for himself with Surya and the staff at the Myrtle Beach Centre.

Teaching Tip

Encourage students to underline relative clauses in sentences and texts that they will read in the rest of the unit and to ask themselves whether they are defining or non-defining, whether the relative pronoun can be replaced by another pronoun and what the pronoun refers to.

Extra Task (for early finishers)

See photocopiable material on page 144.

Listening

A

- Ask students to work in pairs to describe the pictures on page 48. One student should describe the one in the top right-hand corner and the other should describe the picture at the bottom of the page. Ask them to describe the people and the situation as well as to guess what might have happened before and after the pictures were taken.
- Ask students what kind of emotions the girl in the top-right picture might be feeling (*sad, hurt, disappointed*, etc) and explain that in this part of the lesson they are going to deal with emotions.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task on their own and then to compare their answers with a friend.
- Check answers as a class.

Answers

respect	P	feel let down	N
fall out	N	impressed	P
identify with	P	embarrassing	N
feel ashamed	N	proud	P
argue	N	disappointed	N
support	P	devoted	P

Teaching Tip

You could expand this task further by asking students to tell a partner about a person they respect, have fallen out with, identify with, have argued with, have supported, have let down or are proud of, or about a situation where they have felt ashamed, were impressed by something or someone, which was embarrassing or that showed that someone was devoted.

B

- Ask students to read the instructions and phrases a-d. Encourage students to think of how the speakers might express these emotions and remind them to look at the phrases in A to see which ones could paraphrase the phrases here.
- Elicit that students have to write a-d in the boxes beside each speaker.
- Go to track 7 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1d 2b 3a 4c

Turn to pages 157 and 158 for the tapescript.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Remind students of how the phrases a-d in B paraphrased what the speakers said. Point out that in listening tasks at this level, they are expected to be able to work out how the way in which someone speaks, as well as what they say, affects the answer. Explain that when we speak, our emotions are usually obvious to the listener. Encourage students to note down key phrases that the speakers in C use as they listen.

C

- Ask students to read the instructions and phrases a-d and answer any questions they might have. Encourage students to think of how the speakers might express these emotions and remind them to look at the words and phrases in A to see which ones could paraphrase the phrases here.

- Elicit that students should write a-d in the boxes beside each speaker.
- Go to track 8 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1d 2a 3b 4c

Turn to page 158 for the tapescript.

Speaking

A

- Ask students to read the four questions and answer any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until they have all had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to read the instructions and factors 1-4.
- Tell students to do the task on their own and then to compare their answers with a partner and to justify any differences they have.
- Check the answers as a class.

Answers

Students should tick 1, 2 & 4.

Teaching Tip

Discuss why they shouldn't have ticked 3 in B with students. Take this opportunity to tell them that in Speaking tasks when they are asked to give advice they must consider the situation and the person involved. Explain that they won't be completing the task properly if they only think about what they would personally like to do.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have.

- Point out to students that although there are no right or wrong answers for task C, they must be able to provide logical explanations for the answer(s) they give.

Useful Expressions

- Ask students to read the *Useful Expressions* before they do C.
- Point out that these expressions will help them to give advice and state their opinions in a helpful and supportive way. Explain that using the imperative to tell someone what to do wouldn't be appropriate for this task.

C

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask each student to look at the corresponding information for their role. Ask them not to look at their partner's information.
- Give students a minute to study their information and give any students who need help individually, without their partner over-hearing. Then ask students to begin the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until everyone has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Remind students that when they come across new vocabulary they should try to make a note not only of the meaning of the word, but also of its various parts of speech.

- Ask students to look at the table and read the words already filled in to them and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: marry, sympathy, communicate, bored/boring, embarrass, argument

B

- Ask students to read the sentences, without filling in any answers at this stage, to work out which part of speech is missing from each gap. Ask them to make a note of this before each item number and tell them to bear this in mind when choosing their answers from the table in A. Point out that they will use more than one form of some of the words in the table.
- Ask students to read the sentences again, this time for meaning and to write their answers. Once they have finished, encourage them to read each sentence one last time to make sure their answers make sense.
- Ask students to do the task individually, but check answers as a class.

Answers

1 married	6 boring
2 argument	7 argue
3 embarrass	8 sympathetic
4 communicate	9 embarrassment
5 sympathy	10 marry

C

- Read phrasal verbs 1-10 to students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the meanings a-j before writing any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

D

- Ask students who they confide in when they need help. Ask them to list various problems that people their age may have with their peers and the different ways that they can get help.
- Ask students if they have ever read or written blogs on the Internet asking for advice. Explain that they are going to read three such posts on a blog now.
- Ask students to read the three blog posts without filling in any answers at this stage to find out what problem each person has (*Lonelygirl56 is disappointed that her and her best friend have grown apart. Dreamyboy23 doesn't know who to turn to when he needs help. Shyguy100 likes a girl and wants to date her but doesn't know what to tell his ex-girlfriend to back off.*).

- Point out that they may have to change the form of the verb in some cases and that the phrasal verbs in C which have *someone* will have the object written in already.
- Ask students to do the task individually, but check answers as a class.

Teaching Tip

You might like to point out to students that these phrasal verbs, as well as all the phrasal verbs in the *Close-Up* box are listed with their meanings on page 187 for their reference.

Answers

- | | |
|-------------------|-----------------|
| 1 get on | 6 look up to |
| 2 grow apart | 7 letting, down |
| 3 hang out | 8 hold back |
| 4 put, down | 9 make up |
| 5 sticking up for | 10 ask, out |

E

- Ask students to look at the words in bold and elicit that they saw them in C and that they can look back at them if necessary to remind them of their meanings.
- Ask students to work in pairs to discuss the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary learnt in this lesson further by asking students to work in pairs and to imagine that one of them has a problem with a friend, relative, teacher, colleague or pet. The student should explain the problem to his/her partner and say how he/she feels about it. The other student should then try to give him/her suitable advice. Students should then swap roles.

Extra Task (for early finishers)

See photocopiable material on page 144.

Grammar

- Ask the following questions at random round the class, making sure each student answers at least one.
 - What will you do when you get home this evening?
 - Will you do your homework before you go to your next lesson?
 - Who will you talk to when you next have a problem?
 - What will you do the moment the door bell rings?
 - What will you do before you hand in your homework?
- Elicit that these questions all asked about something in the future.

Temporals

A

- Ask students to look at the words in bold in sentences 1-5 and ask them what they all have in common (*They all refer to time.*). Explain that we call these words *temporals*.
- Ask students to read the instructions and make sure they understand that they should only underline the verbs which come directly after these words.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should underline:

- 1 has
- 2 go
- 3 have finished
- 4 leave
- 5 arrives

present tenses

Complete the rule.

- Ask students to read the rule carefully and to complete it with one word.

Teaching Tip

Point out to students that although present tenses are used in the clauses with these temporals, future tenses can be used in the main clause in the sentence. You might also like to point out that *until* is used to talk about an action or state that will stop at a certain point in the future, but that *as soon as* is used to talk about an action or state that will begin at a certain point in the future.

Answers

Present

Now read the *Grammar Reference* on page 165 with your students.

B

- Encourage students to read each sentence through before circling any answers. Explain that they should pay attention to the words immediately before and after the options. If the options are temporals, they should look carefully at which present tense is used after them. If the options are verb tenses, they should look to see if a temporal is used directly before it or if it is part of the main clause of the sentence.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|--------------|
| 1 as soon as | 4 delivers |
| 2 finish | 5 until |
| 3 By the time | 6 have saved |

C

- Ask students to read the main clauses and temporals in sentences 1-6 and answer any questions they might have.
- Ask students to complete the sentences on their own and then to compare their answers with a partner.
- Walk round checking each student's sentences while they are working.
- Ask each student to read out at least one of his or her sentences to the class and make sure the correct tenses have been used and that the second part of the sentence follows on logically from the first.

Answers

Students' own answers

D

- Ask students to read the sets of sentences in 1-5 and to underline the information in the original sentences that is missing from the sentences they should complete.
- Encourage students to think about how the words in bold relate to this missing information and connect it to the words before and after each gap.
- Encourage students to look back at the Grammar box and the Grammar Reference if they need help while doing the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------------|----------------------------|
| 1 will be happy when | 4 clean up after the party |
| 2 for the test until | 5 will feed our cat before |
| 3 will soon have finished | |

Extra Task (for early finishers)

See photocopiable material on page 144.

Writing

- Ask students to work in pairs to compare and contrast the picture on page 52 with the one on page 53. Encourage them to discuss what the pictures show.
- Ask students to read the information on making stories more interesting and answer any questions they may have about what they have read.

A

- Explain to students that sentences a-h could come from stories. Ask them to read them through carefully before doing the task.
- Encourage students to underline the language features or any other clues in each sentence that show which technique is being used.
- Ask students to do the task on their own and then to compare their answers with a partner's.
- Check answers as a class.

Answers

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

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Sally was extremely nervous.
- 2 nervous
- 3 yes

C

- Ask students to skim read the model story before doing the task to find out which three people are mentioned in the story and what the main event is (*Sally, Maddy and their dance teacher, a dance competition*).
- Ask students to do the task individually, but check answers as a class.

Answers

Students should underline the following:

- descriptive adjectives – *nervous, relaxed, pleased, furious, disappointed, nasty*
- dramatic opening sentence – *Sally was extremely nervous.*
- descriptive adverbs – *extremely, completely, immediately, enthusiastically, rudely*
- direct speech – *'Come on!' said Mandy. 'We've got to win!', 'Let's rehearse every day after school!'*
- idiomatic expressions – *had a lot in common, identified with each other, hanging out, became best friends, had their big chance*
- short, dramatic sentence – *Sally was extremely nervous., Now they had their big chance.*
- a twist in the story - *However, when the music started Sally froze.*
- an interesting ending – *And worst of all, she no longer had a best friend.*

Teaching Tip

If you think your students will struggle to find examples of all these techniques or that you will run out of time, assign odd-numbered techniques to some students and even-numbered techniques to the others. Make sure that when you check the answers, however, that you give students plenty of time to underline the techniques they didn't have to look for.

Look again!

D

- Ask students to read questions 1-6 before looking back at the article to find relevant information to answer them. Encourage them to underline suitable information in the text to justify their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Sally feels nervous because in five minutes she would be competing in a dance competition.
- 2 Maddy and Sally met at their dance class.
- 3 The girls were very pleased.
- 4 They decided to rehearse every day after school.
- 5 Sally did something disappointing.
- 6 Maddy pushed past Sally rudely, and refused to speak to her.

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the article again and to write the main idea of each paragraph next to it. Then ask them to read descriptions a-e to decide which ones are closest to their notes before doing the matching task.
- Ask students to do the task individually, but check answers as a class.

Answers

1d 2c 3b 4e 5a

F

- Read the words and phrases in *Useful Expressions* to students and ask them to repeat them after you. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to read each sentence through before choosing any answers. Once they have chosen their answers, ask them to look at the words and phrases in *Useful Expressions* in order to check them.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Over to you!

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have. Ask them to spend a few minutes thinking of alternative ways the task in B could have been dealt with. Encourage them to think of various situations that could cause Sally to be nervous, how they could develop the situations and end them.
- Ask students to highlight the beginning (*Paragraph 1*), the middle (*Paragraphs 2, 3 and 4*) and the end (*Paragraph 5*) in the model story in C.

G

- Ask students to read the instructions and the writing task. Before they begin planning, ask students to underline any key words and phrases and ask themselves questions like *Who is Alex?*, *Why is he such a good friend?*, *Which incident showed how good a friend he is?*.

- Ask students how this task is similar and how it is different to the task in B (*It also asks for a story beginning with a sentence given, but it asks students to use a different opening sentence.*).
- Ask students to work in pairs to discuss their best friends. Encourage them to discuss what characteristics make them good friends and to discuss particular incidents which showed them to be good friends. Give students help with any environment-related vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for stories on page 179.

Plan

Para 1: Set the scene and introduce the main characters.

Para 2: Give background details about the characters' relationship.

Para 3: Describe the main event.

Para 4: Introduce a twist in the story.

Para 5: Bring the story to an end.

Suggested answer

Story

Alex was the best friend anyone could have. He was a friend who would stick up for you when necessary and was always sympathetic when you had a problem. 'There's that Joe Smith, the class bully,' Alex said. 'Come on Tom, let's go.'

Alex and Tom met at school a year ago. They immediately discovered they had a lot in common, not just that they didn't really fit in. They identified with each other because they were both quiet and shy. Soon, they started hanging out and became best friends.

When the class bully came up to them in the school yard and challenged Tom to a fight after school that day, Tom was terrified. 'You're in big trouble,' Alex whispered sadly.

Now Tom was facing the bully. Suddenly, Alex stepped between them. The bully looked confused when Alex shouted at him and pushed him back. When the bully turned and walked away, the boys stood staring at him in shock. Tom knew that Alex was courageous, but he had never expected him to act the way he had. And he also knew that he was very lucky to have the best mate in the world.

Useful Expressions

- Remind students that the words and phrases here can be used to talk about relationships and emotions.



Man's Best Friend

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

The phrase '*Man's best friend*' reflects the important impact that dogs have had on human societies worldwide. Although, it is uncertain when exactly dogs became domesticated, there is evidence of domestication as far back as 15,000 years ago. Dogs are important to humans for work, protection and companionship. It is claimed that they have played very important roles in migrations of populations as they allowed people as far back as 12,000 years ago to travel huge distances by pulling sledges. Today, dogs provide humans with huge benefits and it is estimated that there are around 400 million dogs in the world today.

Before you watch

A

- Ask students to look at the title of the section and the pictures on page 54 and elicit how they are related.
- Ask students to read the statements and to underline any key words and phrases they find. Then ask them to look at dogs a-d closely to decide which statement best goes with each one.
- Ask students to do the task on their own and then to compare their answers with a partner and to discuss any answers they have that are different.
- Discuss the statements as a class without correcting the answers until students have done B.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to focus on what is said on the documentary regarding the statements in A and not on their own opinions.
- Play the DVD all the way through without stopping and ask students to make a note of their answers.
- Check answers as a class.

Answers

1b 2d 3c 4a

C

- Explain to students that they are going to watch the DVD again. Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the DVD and that they should listen out for the specific words highlighted in pink.
- Ask students to do the task individually, but check answers as a class.

Answers

1	complex	(00:18)	4	talented	(01:44)
2	interact with	(00:26)	5	partnership	(01:59)
3	1,000	(00:45)	6	continue	(02:18)

After you watch

D

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas in the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about what part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1	partnership	6	illegal
2	variety	7	obedient
3	powerful	8	unknown
4	talent	9	domestic
5	lost	10	beneficial

E

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 3 and 4

Revision

- Explain to students that Review 2 revises the material they saw in Units 3 and 4.
- Explain to students that they can ask you for help, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units or reference sections.
- Inform students beforehand that they will have a review in the next lesson so that they can revise for it. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Write the words below on the board and ask students to collocate them with a noun to create a collocation related to environmental issues: organic (*food*), fossil (*fuel*), endangered (*species*), organic (*food*), renewable (*energy*), natural (*habitat*).
- Ask students which phrasal verbs they remember from Units 3 and 4. Make sure they revise *look up to*, *grow apart*, *fed up with*, *let down*, *make up*, *hang out* and *put down*. Tell them to think of a sentence for each one and to write them in their notebooks.
- Write the words below on the board and ask students to write them and their adjective forms in their notebooks: appreciate (*appreciative*), argument (*argumentative*), astonish (*astonished/ing*), benefit (*beneficial*), communicate (*communicative*), courage (*courageous*), irritate (*irritated/ing*), obey (*obedient*), suspect (*suspicious*).
- Write the following on the board and ask students to unscramble the words to make nouns.
QTANCIECUAAN (ACQUAINTANCE)
RAMSTE (STREAM)
TONILAGEUR (REGULATION)
STRENCALOVONI (CONSERVATION)
STOAC (COAST)

URSCEO (SOURCE)

REATHT (THREAT)

ESRACEHR (RESEARCH)

- Ask students the meaning of the words and then get them to make sentences with the words in.

Grammar Revision

- Write the sentences below on the board and ask students which tenses have been used and why.
 - Ed has walked the length of the Amazon. (*Present Perfect Simple – experiences and achievements*)
 - I've been listening to the teacher all morning so I've got a headache. (*Past Perfect Continuous – action that happened for a period of time and has finished, but has results that affect the present*)
 - She has joined a conservation group. (*Present Perfect Simple – action that happened at an indefinite time in the past*)
 - They have been warning us about global warming for decades. (*Past Perfect Continuous – to emphasise how long actions have been in progress for*)
 - They have just returned from an expedition. (*Present Perfect Simple – action that has just finished*)
 - We can sit on this beach because they have cleaned it up. (*Present Perfect Simple – action that happened in the past but have results that affect the present*)
 - We've been going on eco holidays since 1991. (*Past Perfect Continuous – action that began in the past and has happened repeatedly up to now*)
- Revise the affirmative, negative and question forms of these tenses just practised as a class.
- Write the sentences below on the board and ask students which articles, if any, have been used and to say why they have been used.
 - Speak Japanese! (*no article, language*)
 - The hills here are green. (*definite article, specific hills*)
 - Researchers love this place. (*no article, researchers in general*)
 - The Seine is in Paris. (*definite article, name of geographical feature*)
 - Have you had lunch? (*no article, name of a meal*)
 - There's a dog outside. (*indefinite article, unspecific dog in singular*).
- Ask students to write sentences of their own with the relative pronouns *who/that*, *which/that*, *whose*, *when* and *where*. Then ask each student to read out one sentence to the class. Make sure all the pronouns are heard at least once.
- Write the temporals *as soon as*, *when*, *until*, *the moment* and *before* on the board and ask students what they all have in common (*They are followed by future tenses.*) Then ask students to ask a partner questions using these words.

Vocabulary

A

- Ask students to read the sentences without filling in any answers at this stage and to pay attention to the words immediately before and after the options in pink.
- Then ask students to circle the correct option to complete the collocations. Encourage students to read back through their sentences to check their answers.

Answers

1 organic	7 conservation
2 source	8 acquaintances
3 verge	9 stream
4 renewable	10 regulations
5 fossil	11 species
6 eye	12 impaired

B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to read through the sentences for gist before filling in any answers.
- Encourage students to read back through the sentences again once they have finished to check their answers.

Answers

1 obedient	6 communicative
2 irritated	7 courageous
3 astonishing	8 argumentative
4 appreciative	9 suspicious
5 shallow	10 beneficial

C

- Ask students to read through the sentences for gist before filling in any answers.
- Encourage students to look for clues on either side of the gaps to help them decide which prepositions are missing.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

1 up	6 up
2 at	7 out
3 apart	8 on
4 up	9 on
5 down	10 down

Grammar

A

- Ask students to read the instructions and then read the verbs in the yellow wordbank to them and make sure they understand their meanings.

- Encourage students to read the sentences without filling in any answers at this stage to underline the subjects of the missing verbs and any time expressions. Explain that these will help them to get the correct tense in the correct form.
- Tell students to look back at page 35 and Grammar References 3.1-3.6 on pages 163-164 for a reminder if they need to.

Answers

1 have been studying	5 has increased
2 took	6 has been doing
3 has caused	7 have risen
4 began	8 finished

B

- Ask students to read the sentences without filling in any answers at this stage and to underline the nouns after the options. Encourage them to think about whether it is a specific, a general, a singular or a plural noun as well as whether it is being used for the first time in the sentence or if it's a geographical feature or a language.
- Encourage students to read back through the sentences again once they have finished to check their answers.
- Tell students to look back at page 39 and Grammar References 3.7-3.8 on pages 164-165 for a reminder if they need to.

Answers

1 The	6 the
2 -	7 the
3 -	8 -
4 -	9 the
5 The	10 -

C

- Encourage students to read through the sentences and the three options before choosing any answers to work out if the sentence is focusing on relative clauses or temporals.
- Remind them to pay attention to the words immediately before and after the gaps.
- Encourage students to read back through the sentences once they have finished to check their answers.
- Tell students to look back at pages 47 and 51 and Grammar References 4.1-4.3 on page 165 and 4.4 on page 165 for a reminder if they need to.

Answers

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

5 A Place to Call Home

Unit plan

Reading: article, missing sentences

Vocabulary: home-related words, prepositions, collocations & expressions

Grammar: future simple, *be going to*, future continuous, future perfect simple

Listening: multiple-choice questions

Speaking: talking about homes, comparing photos, talking about similarities & differences

Writing: email, dealing with notes

Unit opener

- Ask students to make a note of as many words as possible that they associate with the word 'home'. Give them a minute to write down their words, then ask them to call out their words and make a note of them on the board. Try to elicit *house*, (*block of*) *flats*, *apartment*, *skyscraper*, *bungalow*, *cottage*, *tent* and *castle*.
- Ask students to turn to page 57 and to work in pairs to describe the picture and accompanying caption.
- Encourage students who have been to this area or who know about it to tell the others about it. Ask students what impression this place makes on them.
- If students seem interested, you might like to give them further information using the Background Information box below.

Background Information

Uchisar Castle cave in Cappadocia is located in the Nevsehir Province of central Turkey. This magnificent area, which was designated a world heritage site in 1985, was formed by deposits from erupted volcanoes 3-9 million years ago. These deposits became eroded by wind over time to form spectacular chimneys. The rock was soft enough for people to dig into and to make homes for themselves. Among the first people to live in the rock houses were early Christians who used Cappadocia's underground cities as hiding places from the Roman army. Today, the area is a popular tourist site and consists of Aksaray-Ihlara Valley, Goreme National Park and Open Air Museum, Underground Cities and Soganli Valley. For more information visit: <http://travel.nationalgeographic.com/travel/world-heritage/cappadocia>.

Reading

- Ask students to look at the picture of the Petronas Twin Towers in the top right corner of page 58 and ask them what they know about this building. Ask them if they would like to visit this building and why/why not? Encourage students to compare and contrast what they think it would be like to be inside such a building and what it would be like to look at it from outside.

A

- Ask students to do the quiz about famous buildings in various parts of the world.

Explain that they should guess the answers as they aren't expected to know them.

- Ask students to compare their answers with a partner when they have finished. If there is Internet access in the classroom or school, you could allow students to go online to check their answers.
- Check answers as a class.
- Once answers have been checked, ask students which of these facts they find the most impressive.

Answers

1c 2a 3b 4b

B

- Ask students to look at the title of the text in B and the accompanying pictures. Ask them why the skyscraper in the pictures might be called 'the coolest in the world'. Then ask them to read the introductory paragraph to find out why. Finally, ask students what the benefit of living in such a structure might be (*Your view would keep changing so you would never get bored of looking at the same thing out of the window all the time.*).
- Ask students to read the instructions and the summary sentences a-e and answer any questions they might have.
- Ask students to skim through the text to work out what the main idea of each paragraph is. Explain that there are sentences missing from the text but they shouldn't worry about them at this stage as they don't need these sentences in order to do this task.
- Ask students to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

Answers

a3 b5 c2 d1 e4

Wordwise

- Ask students to look at the pink words and phrases in the text and to read the sentences where they are found again. Remind students that when they don't know the meaning of a word or phrase, they should look carefully at the sentence it is found in to help work out its meaning from the context it's in. Ask students to work in pairs to decide what each of the words and phrases mean.

- Ask students to read the *Wordwise* box to compare their answers with the definitions given.
- Read each of the words to the students and ask them to repeat them after you. Correct their pronunciation where necessary.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have. Explain that they should always read the text again after they have put the sentences they have chosen in, to check that they follow on logically from the previous sentence and lead into the following sentence. Remind them to look for clues such as personal pronouns which refer to a noun mentioned previously as these can often be important in finding the correct answer.

C

- Ask students to read the instructions and elicit that one of sentences A-F won't need to be used.
- Encourage students to read sentences A-F before they read the text again and write their answers.
- Encourage students to put a line through each sentence they use as they are doing the task.
- Ask students to do the task individually, but check answers as a class.

Answers

1F 2C 3D 4E 5B

Get the meaning!

D

- Ask students to skim through sentences 1-8 and elicit that they are all definitions of words found in the text. Point out that some definitions may have more than one answer.
- Explain that there are no words found in the introductory paragraph and that Paragraph 1 is the one directly after the introductory paragraph.
- Encourage students to underline the words in the text before writing their answers.

Answers

- | | |
|---------------------|-------------------|
| 1 storey/floor | 5 apartment/house |
| 2 architect | 6 roof |
| 3 lift | 7 indoor |
| 4 construction site | 8 ground floor |

What do you think?

- Ask students to read the instructions and make sure they understand what they have to do. Give them a few minutes to note down any ideas related to the three factors mentioned.
- Encourage students to look at the cross section of Dynamic Tower and to look back at the text for ideas if necessary.
- Ask students to work in pairs to discuss what their skyscraper would be like in pairs before they discuss it as a class.

Answers

Students' own answers

Vocabulary

- Ask students to work in pairs to say what their ideal home would be like. Remind them of the words associated with *home* that they came up with for the Unit opener and encourage them to look back at them if necessary.
- Encourage them to talk about what their home would look like outside and inside, how big it would be, where it would be and any other features it would have (eg *garden, balcony, swimming pool*).
- Ask each student to tell the rest of the class about their ideal home.

A

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Elicit that all the words are various places where people can live.
- Ask students to do the task individually, but check as a class.
- Once answers have been checked, you might like to ask students which house 1-8 is most like the ideal house they described to their partner and which one is most like the house they live in now.

Answers

- | | |
|------------------|-----------------------|
| 1 castle | 5 detached house |
| 2 tent | 6 terraced house |
| 3 block of flats | 7 cottage |
| 4 bungalow | 8 semi-detached house |

B

- Read the words to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that two of the three words in each set are related in some way and that they should work out how they are related in order to decide which one is the odd one out.
- Ask students to do the task individually, but check answers as a class.

Answers

- vacuum (You 'paint' and 'decorate' your home to change the way it looks, but you 'vacuum' the floor/carpets in order to keep it clean.)
- balcony (A 'basement' and an 'attic' are internal parts of a house, but a 'balcony' is an external part.)
- extension (A 'landlord' is someone you rent a house from and 'rent' is the money you pay him or her for it, but an 'extension' is an extra room that is built on to an existing house.)
- floor (A 'carpet' and a 'rug' are movable objects that you put on a 'floor' to keep a house warm.)
- dust ('Sweep' and 'mop' are both ways of cleaning floors, but 'dust' is when you remove dust from surfaces such as furniture and electronic equipment.)
- ceiling (A 'radiator' is a piece of equipment which keeps a house warm and 'central heating' is the system which provides heat to radiators, but a 'ceiling' is the top inside surface of a room.)

Teaching Tip

Encourage students to make a note of which part of speech each of these words are as well as of any other forms of the words they know. Ask them to also note down how they are connected to homes (eg *things you can do to your home, objects/appliances found in the home, etc*).

C

- Ask students to look at the picture of a lighthouse on page 60 and ask them what they imagine it would be like to live in such a house. Encourage them to discuss the advantages and disadvantages with a partner.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the text all the way through without filling in any answers to find out how living in a lighthouse today is different to in the past (*In the past, there was no electricity and lighthouse keepers had to keep the lamp lit. Nowadays, it is not only lighthouse keepers and their families who live in lighthouses, but also people who want to live in an unusual home.*).
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------|--------------|
| 1 stairs | 4 properties |
| 2 market | 5 fence |
| 3 estate | 6 neighbour |

D

- Ask students to look at the words and phrases in bold and elicit that they come from A. Encourage students to look back at the task as they discuss their answers.
- Ask students to work in pairs and to take it in turns to answer the questions. Encourage them to justify their answers.
- As a class, ask each pair one of the questions and repeat until each student has answered a question.
- You could also activate the vocabulary in this lesson further by writing the words below on the board and asking students to use them to ask their partners questions about their own homes.
 - how often / your parents / decorate
 - who / usually / vacuum
 - have got / a basement
 - have got / rugs or carpets
 - you / dust / your room
 - what colour / like to paint / the living room
 - have got / a big balcony

Extra Task (for early finishers)

See photocopiable material on page 145.

Grammar

- Ask students to look at the house in the top right-hand corner of page 61 and to imagine that they are going to visit it.

Ask them to work in pairs to say what it will be like there and what they might be able to see and do there.

- Explain to students that in this part of the lesson, they will be dealing with the Future Simple and *be going to*. Revise the affirmative, negative, question form and short answers of the Future Simple and *be going to* with the class.

Future Simple

A

- Ask students to read sentences 1-7 and answer any questions they might have. Then ask them to read uses a-g before doing the task.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the text on pages 58 & 59 and to underline examples of the Future Simple tense (*Para 1 – will be in Dubai, will never look; Para 2 – will be built, will be, will weigh, will contain, will be made, will arrive, will be, will lift; Para 3 – will consist, will have, will be, will control, will be able to, will have; Para 4 – will get, will provide, will have, will be, will have, will generate; Para 5 – what will life ... be like; Sentence C – will be built; Sentence D – will be massive; Sentence E – will make; Sentence F won't be, will be*).

Answers

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

Be careful!

- Read the information in *Be careful!* to the students and elicit the difference between *until* and *as soon as*. Remind students that the present tenses are used in the clause containing the temporal.

Be going to

B

- Ask students to read sentences 1 & 2 and answer any questions they might have. Then ask them to read uses a & b before doing the task.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the text on pages 58 & 59 to underline examples of *be going to* (*Introductory Para – is soon going to change; Sentence A – is going to be*).

Answers

1a 2b

Now read the Grammar Reference on pages 165-166 with your students.

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Remind students that they can refer back to A in the Grammar box and to 5.1 in the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

Students' own answers

Teaching Tip

You could give students extra practice at recognising the uses of the Future Simple by asking them to read their sentences from C in a mixed order to a partner and for the partner to say which use each sentence demonstrates. Do this before you check the sentences as a class.

D

- Ask students to read the instructions and make sure they realise they have to work out which tense is appropriate in each case. Encourage them to think about which use is demonstrated in each sentence so that they can choose the correct tense or form.
- Remind students that they should pay attention to what the subject of each sentence is so that they get the verb form correct as well as to whether they should use the affirmative, negative or question form.
- Remind students that they can refer back to Grammar tasks A & B and to 5.1 & 5.2 in the Grammar Reference if they need help.

Answers

- | | |
|-----------------------|-----------------------|
| 1 'll/will be able to | 6 're/are going to go |
| 2 are going to move | 7 won't/will not buy |
| 3 'll/will tidy | 8 Will you close |
| 4 won't/will not draw | 9 is going to dig |
| 5 's/is going to win | 10 will take |

E

- Ask students to read the instructions and make sure they understand that they are free to complete the sentences with their own ideas in an appropriate tense.
- Ask students to read the beginnings of the sentences to decide whether they need to use the Future Simple or *be going to* in each one. They should use Future Simple for sentences 1, 3, 5 & 6 and *be going to* for 2 & 4.
- Ask students to do the task individually, but check answers as a class.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 145.

Listening

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to look at pictures 1-6 before labelling the pictures.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------|-----------|
| 1 brick | 4 straw |
| 2 metal | 5 netting |
| 3 concrete | 6 bamboo |

B

- Ask students to read the instructions and the words and phrases 1-5.
- Ask students to discuss any other ways they know of expressing the ideas in 1-5 with a partner. Remind them that often in listening tasks they will hear ideas they see written in the questions expressed in a different way.
- Go to track 9 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class.

Answers

- | | |
|----------------|-------------|
| 1 can't afford | 4 effective |
| 2 cracked | 5 catch on |
| 3 occur | |

Turn to page 158 for the tapescript.

C

- Ask students to read sentences 1-5 to decide which ones are true and which ones are false.
- Go to track 10 on the Close-Up Class Audio CD and play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1F 2F 3T 4T 5T

Turn to page 158 for the tapescript.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have.
- Explain that they don't have to know every word in the questions or on the recording and that they should focus on understanding the general meaning. Remind them that they should take time before they listen to the interview in D to read the questions and choices and to think of other ways of expressing the main ideas so that they are well-prepared for the interview.

D

- Ask students to read the instructions and elicit what they already know about the person being interviewed (*his name, occupation and what he talks about during the interview*).
- Ask students to read questions 1-5 and their options and answer any questions they might have.

- Go to track 11 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1c 2c 3b 4b 5c

Turn to pages 158 and 159 for the tapescript.

Speaking

A

- Ask students to read the three questions and answer any queries they may have about them.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to look at the list of features and explain anything they don't understand.
- Ask students which, if any, of these features they mentioned when telling their partner about their current home and their ideal home in A.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Useful Expressions

- Ask students to read the *Useful Expressions* before they do C.
- Point out that these expressions will help them to talk about the similarities and differences between pictures in an effective and natural way.

Close-Up

- Read the information in the *Close-Up* box to students and ask them to make brief notes on the similarities and differences between the two sets of pictures in C. Remind students of the words they learnt for types of houses on page 60 and encourage them to use them in their notes where appropriate.

- If time allows at the end of the lesson, you could ask them to write full sentences using their notes here and the expressions in *Useful Expressions*.

C

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task below pictures 1 and 2.
- You might like to point out that Student A's task is based on the two photos, but Student B's task is personal.
- Ask students to work in pairs and explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about the pictures. Ask the other Student As if they agree or if they have something else to add. Then ask a few Student Bs to answer their question.
- Follow the same procedure for pictures 3 and 4. Make sure that students realise that this time Student B will describe the picture and Student A will answer a personal question.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to work in pairs to describe the picture in the top right-hand corner of page 64. Encourage them to discuss what might have happened to the house.
- Ask students to read the text without filling in any answers at this stage to see if they were right about what the picture shows.

- Ask students to read the instructions and make sure that they understand that they will use two of the prepositions in the yellow wordbank twice.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information about the house using the Background Information box below.
- Explain to students that there is a list of some of the prepositional phrases used in Close-Up on page 186.

Answers

- | | |
|---------|---------|
| 1 at | 5 of |
| 2 at | 6 For |
| 3 about | 7 after |
| 4 to | 8 for |

Background Information

Daniel Czapiewski is the businessman behind the construction of Szymbark's 'upside down house'. It was built by his own construction company in 2006. Nobody actually lives in the house as it was designed for artistic reasons only and it quickly became a very popular tourist spot. Another unusual building in Poland is the Crooked House, in Sopot, which was built in 2003. Unlike the 'upside down house', the Crooked House is functional and houses several restaurants and shops.

B

- Remind students that collocations are pairs of words that naturally go together. Point out that *make*, *move*, *do* and *take* are verbs, whereas the words they have to collocate them with are either nouns or noun phrases.
- Ask students to read the instructions and make sure they understand that they have to put a line through the word or phrase that is wrong so that the two correct answers are left for them to see and study on the page.
- Read all of the verbs to the students and ask them to repeat them after you. Then read the nouns, adjectives and preposition + noun phrases to them and ask them to repeat them too. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should cross out the following:

- | | |
|----------|------------------|
| 1 a rest | 3 a lot of noise |
| 2 dinner | 4 a coffee |

Teaching Tip

You could point out to students that the words they crossed out can be collocated with other verbs in 1-4. Ask them to decide which verbs they can use with each one (*take a rest*, *make dinner*, *make a lot of noise*, *make a coffee*). Encourage students to make a list in their notebooks of common collocations. Tell them to record each verb separately with all the nouns, adjectives, etc they can be collocated with listed under the verb. →

Remind them that there is a list of all collocations and expressions found in Close-Up on page 185.

C

- Point out to students that there are eight sentences here so they will use each of the collocations from B once.
- Encourage students to read through all the sentences for gist before filling in any answers. Remind them to pay attention to the verb in bold before each gap and to choose from the two collocations with each verb from B.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|------------------|
| 1 the dishes | 5 a break |
| 2 a bath | 6 the housework |
| 3 house | 7 your bed |
| 4 a mess | 8 with the times |

D

- Read the expressions in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to read through sentences 1-5 and their meanings a-e before writing any answers.
- Ask students to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

Answers

1c 2e 3d 4a 5b

E

- Ask students to look at the phrases in bold and elicit that they come from B and D. Encourage students to look back at the task as they discuss their answers.
- Ask students to work in pairs to take it in turn to discuss their views with their partner. Encourage them to justify their answers.
- As a class, ask each pair one of the questions and repeat until each student answers a question.
- You could also activate the vocabulary in this lesson further by asking students at random round the class one of the questions below making sure each student answers at least one question.
 - Who do you get on like a house on fire with?
 - What can you do until the cows come home?
 - Who does the housework in your house?
 - Do your parents move with the times?
 - Have you ever moved house?
 - When do you make your bed?
 - Have you ever eaten somebody out of house and home?
 - Do you prefer to do the dishes or make dinner?

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 145.

Grammar

- Write the questions below on the board and ask students to work in pairs to take it in turns to ask and answer them.
 - What will you be doing this time tomorrow?
 - Where will you be living in ten years' time?
 - What housework will you have done by this time tomorrow?
 - How long will you have lived in your current house by next summer?
- Elicit that these questions used the Future Continuous and Future Perfect Tenses and revise their affirmative, negative, question forms and short answers with students.

Future Continuous

A

- Ask students to read each sentences 1-2 and uses a-b before writing any answers.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at Paragraph 1 of the text on pages 58 & 59 to underline examples of the Future Continuous (*will be living, will be constantly moving*).

Answers

1b 2a

Future Perfect Simple

B

- Ask students to read sentences 1 and 2 and uses a and b before writing any answers.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at Paragraph 2 of the text on pages 58 & 59 to underline an example of the Future Perfect Simple (*will have become a reality*).

Answers

1b 2a

Now read the Grammar Reference on page 166 with your students.

C

- Read the verbs in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to read through all the sentences for gist before filling in any answers. Ask them to pay attention to whether the verbs are in the affirmative, negative or question form.
- Point out that they will only use the Future Continuous tense in this task. Encourage students to look back at A and the Grammar Reference for help while doing the task.

Answers

- | | |
|---------------------|---------------------|
| 1 won't be cleaning | 5 Will, be making |
| 2 won't be having | 6 will be waking up |
| 3 Will, be going | 7 Will, be working |
| 4 will be painting | 8 will be replacing |

D

- As a class, ask students what they think the world will be like in the year 2080. Encourage them to talk about everyday life, jobs, houses, lifestyles, food, etc.
- Ask students to read the predictions in 1-6 without filling in any answers at this stage to see if any of the predictions they made are mentioned.
- Elicit that the Future Perfect Simple will be used in this task. Remind students to pay attention to whether verbs are in the affirmative, negative or question forms. Point out that they don't need capital letters here are 1-6 follow on from *By the year 2080...*
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------------------|----------------------|
| 1 won't have built | 4 will have invented |
| 2 will have changed | 5 will, have stayed |
| 3 will, have succeeded | 6 will have stopped |

E

- Ask students what the picture in the bottom right-hand corner of page 65 might be (*a futuristic city, maybe on another planet*) and ask them if they would like to live in this place and to say why/why not.
- Ask students to read the text without filling in any answers at this stage to find out how the picture is related to it. Ask students which predictions made by scientists in 1961 haven't come true (*People aren't living in space colonies, houses don't contain everything we need, and home computers and robots don't help us do the things scientists predicted.*).
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------|----------------------|
| 1 will we be living | 5 will have replaced |
| 2 will be living | 6 will be helping |
| 3 will have changed | 7 will be cooking |
| 4 will have become | 8 won't be doing |

Teaching Tip

Give students the opportunity to use grammar points in speaking tasks as often as possible. This will help them to consolidate the grammar they have learnt and help them to use it without having to stop and think about the grammar rules. In this lesson, for example you could encourage students to tell a partner about the plans and arrangements they have made for their next holiday and what they will have achieved by the end of this term.

Extra Task (for early finishers)

See photocopiable material on page 145.

Writing

- Ask students how often they use the Internet and what they use it for. Ask them if they ever send emails to friends and relatives and ask them what kind of things they write about if they do. Explain that in this lesson, they are going to prepare to write an email to a friend in English.
- Read the information on dealing with notes to students and answer any questions they might have.
- Ask students to underline the different purposes notes can have (*to apologise, to give an explanation, to express enthusiasm, to ask for or give information, to thank the sender, to suggest or express a preference, to accept/decline a request or accept/decline an invitation*).

A

- Ask students to read questions 1-6 and the accompanying notes to decide which purpose each note has (*1 to apologise and give an explanation, 2 to express enthusiasm, 3 to give information, 4 to express a preference, 5 to give an explanation, 6 to suggest something*).
- Explain to students that they should use the ideas in the notes to write replies to each question but they don't necessarily have to begin their sentences with these particular words. Elicit that the notes aren't really appropriate for written work.
- Ask students to do the task individually, but check answers as a class. Accept any logical answer as long as it expresses the idea in the notes and its main purpose.

Suggested answers

- 1 I'm really sorry, but I'm going to be staying at my grandma's next week./I'm really sorry, but I've hurt my back and I'm not allowed to lift anything.
- 2 You must be so excited! Imagine living on a houseboat!
- 3 It would be great if you could help me clean the new house before we move in.
- 4 Saturday is best for me because my uncle and aunt are coming for lunch on Sunday.
- 5 I don't think you should sell your house now as house prices have fallen recently.
- 6 Why not try arranging a time that suits both of you, so you can tidy up together?

B

- Ask students to read the writing task and elicit what they already know about Robbie (*He is moving house and he has written an email to a friend.*).
- Ask students to read the email and ask them why Robbie has written it (*to tell Kirk he's moving and to invite him to a housewarming party*).
- Ask students to do the task individually, but check answers as a class.

Answers

1T 2T 3F 4T 5T

Teaching Tip

Before you look at the model email, you could ask students to decide what the purpose of each of the notes Kirk made on Robbie's email is (*Why don't you ...? – to suggest, Tell him Uncle Pete made it – give information, Yes! Ask when – accept an invitation, Yes – fantastic idea – accept a request*). This will help them to answer the questions in C and in *Look Again!* D.

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask them to read the email and not to worry about any words and phrases they don't know at this stage. Encourage them to write the purpose of each reply at the side of the underlined replies.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should underline the following:

Para 2: Why don't you go to the local library and look for ads for summer clubs in the area? (*giving advice/suggesting*)

Para 3: My Uncle Pete made it for me. (*giving information*)

Para 4: I'd love to come to your party. (*accepting an invitation*)

Have you decided on a date yet? (*asking for information*)

And of course I'd love to be the DJ! (*accepting a request*)

Look again!

D

- Ask students to read questions 1-5 before they look at the email again.
- Ask students to do the task on their own and then compare their answers with a partner.
- Check answers as a class.

Answers

- 1 Yes, he does.
- 2 No, he rephrases the ideas in Robbie's email.
- 3 Yes, he does. It's informal and chatty.
- 4 No, he hasn't.
- 5 It's positive and enthusiastic.

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the article again and to write what the main idea of each paragraph is next to it. Then ask them to read the descriptions a-f to decide which ones are closest to their notes before doing the matching task.
- Ask students to do the task individually, but check answers as a class.

Answers

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

F

- Ask students to read the four headings and ask what they all have in common (*They are all 'purposes' in writing.*).
- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------------------|-------------------------|
| 1 Making suggestions | 3 Expressing enthusiasm |
| 2 Accepting/Rejecting invitations | 4 Apologising |

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have. Explain that they should cross out each of the notes in the task as they are writing to make sure they include them all.

Over to you!

G

- Ask students to read the instructions and the writing task. Before they begin planning, ask students to underline key words and phrases and to write down the purpose of each note.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for a reply to an informal email, but it asks students to give different kinds of information and advice.*).
- Ask students to work in pairs to discuss ways in which they could develop the notes here. Give students help with any house-related vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for stories on page 179.

Plan

Greeting: Hi Fiona,

Para 1: Comment on new flat.

Para 2: Supply information about your dad's painter and decorator.

Para 3: Answer question about where to get nice bedroom furniture.

Para 4: Accept the request; make suggestions about where they could go on their tour.

Signing off: See you soon, Seth

Suggested Answer

Email

Hi Fiona,

What exciting news! I've always wanted to live closer to you and now we're neighbours!

The painter and decorator we used last year were very good at their jobs. The painter's name is Claire Smith and her phone number is 314-7564. The decorator's name is Pete Sanford and you can contact him at doitright@hotmail.com.

About your new bedroom furniture, unfortunately, I don't think there are any quality furniture shops in our area. Maybe your parents could take you into the city? We'll look on the Internet for more information the next time we're together.

I'd love to take you on a tour! There are so many things we can do, including going to the zoo, the cinema and the new community centre that has just opened on Maple Avenue. It's a great place to hang out.

Of course I'd love to come to your house for dinner one night. When is a good time for you and your family? Is there anything I can get you as a flat-warming gift?

See you soon,
Seth

Useful Expressions

- Remind students that the words and phrases here can be used to develop the ideas expressed in the handwritten notes in the email for the writing task.



Living in Venice

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Venice is a city in northern Italy with a permanent population of around 272,000 people. Venice is built on 117 islands which are joined together by 177 canals. As a result, the main forms of transportation are gondolas and vaporetti (*waterbuses*). There are also hundreds of footbridges crossing the canals so that people can get around on foot. In the middle ages, Venice was a centre of trade and commerce due to its access to the sea. As a result of this trade, Venice became an extremely rich city with exquisite buildings and works of art. Today Venice is one of the most popular tourist destinations in the world. Its main cultural events are the Venice Biennale, the Carnival of Venice and the Venice Film Festival.

Before you watch

A

- Ask students to look at the picture on page 68 and ask them if they know where it is and what they imagine this place to be like for tourists and local residents.
- To check students understand where Venice is, draw their attention to its position on the globe in the top-right corner of the page.
- Ask students to read the sentence and then to label the picture.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 gondola
- 2 gondolier
- 3 canal

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to read the statements and to any underline key words and phrases they find.

Ask students who they think Fabrizio Copano and Gino Penzo might be.

- Play the DVD the whole way through without stopping and ask students to make a note of their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

- | | |
|------------|------------|
| 1F (00:34) | 4T (01:23) |
| 2T (00:55) | 5F (02:43) |
| 3T (01:13) | 6T (03:10) |

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------------|--------------|
| 1 particularly | 5 annually |
| 2 property | 6 residents |
| 3 children | 7 tourists |
| 4 welcomes | 8 challenges |

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Suggested answer

The Venetian locals leave their city because they can't afford the property prices in Venice, it's difficult living in a city which attracts so many tourists, and it can be hard to find a job that isn't related to tourism.

Students' own answers

6 Ready, Steady, Go!

Unit plan

Reading: advertisements, multiple-choice questions

Vocabulary: sport-related words, phrasal verbs, word formation

Grammar: conditionals, *wish & if only*

Listening: multiple-choice questions

Speaking: talking about sport, decision making, agreeing & disagreeing

Writing: article, linking words & phrases 2

Unit opener

- Write the words *Ready, Steady, Go!* on the board and ask students when they would usually hear these words (*at the beginning of a race*). Explain to students that this is the title of Unit 6 and ask them what they expect the unit to be about (*sport*).
- Ask students to turn to page 69 and to look at the picture and the accompanying caption. Ask them to describe what's happening in the picture with a partner and to discuss their reaction to it. Then as a class ask students to say how they feel about the picture. Elicit that tortoises move extremely slowly and that the skateboard allows it to go faster.

Reading

- Ask students if they like the sea. Encourage them to discuss what they like or don't like about being in or near the sea as a class.
- Write the word *seaside* on the board and ask students to write as many words of three letters or more using the letters from this word. Give them a minute to write down their words and then make a list of them on the board.

Suggested answers

aid, die, sad, sea, see, ease, side, disease

A

- Ask students to look at the picture of the girl in the top right-hand corner of page 70 and ask them what she's doing (*canoeing/rafting*).
- Ask students to read the instructions and explain that they don't have to come up with competitive sports only.
- Ask students to do the task on their own and then compare the sports they have written down with a partner.
- Check answers as a class.

Suggested answers

swimming, water polo, diving, synchronised swimming, sailing, windsurfing, water-skiing, scuba diving, snorkelling, canoeing, rafting

B

- Ask students to read the instructions and to decide which two water sports they will compare.

Encourage students to use the phrases for talking about similarities and differences in the Speaking Reference on page 184 to help them.

- Give students about five minutes to write about the sports they have chosen.
- Ask students to work with a partner and to take it in turns to discuss the similarities and differences of their chosen water sports.
- Check answers as a class.

Answers

Students' own answers

C

- Ask students to look at the titles of the four advertisements to see which sports they will read about. Ask them which, if any, they mentioned while doing A.
- Ask students to skim through each advertisement to answer the question.
- Ask students to do the task individually, but check answer as a class.

Answer

Scuba diving, which is mentioned in 3, is done in a swimming pool (*according to the advert*).

Wordwise

- Ask students to look at the words in pink in the text and to try to work out from the context they're in what they mean.
- Ask them to compare their own meanings with the definitions in the *Wordwise* box.
- Explain anything students don't understand.

Close-Up

- Ask students to read the instructions to the task in C before they read the information in the *Close-Up* box.
- Elicit that this is a multiple-choice task and ask them how it is different from previous multiple-choice tasks they have done (*It has a specific scenario and the options are all numbers which refer to the advertisements they have just read.*).
- Read the information in the *Close-Up* box to students and explain anything they don't understand.
- Point out that in order to do this task well, they must scan the texts to find relevant information and that they shouldn't re-read each one in depth.

If, for example, there is a question about a price or a time, they should look only at the parts containing information about prices and times in the advertisements and decide whether they correspond to the question or not. Encourage them to use process of elimination in order to get the answers correct.

Teaching Tip

Explain to students that there are two questions in D whose answers refer to two advertisements (3 & 7). Explain that they must be careful to make sure that the two advertisements mentioned in the option they choose answers the questions. Encourage them to find one advertisement that answers the question and then to look at the options which include this particular advertisement. They should then check the other advertisements it has been paired with in the options to see which one also answers the question. Also, point out that some advertisements have stickers on them to attract attention to specific information. Explain that the information on these stickers might be important in them finding the right answer.

D

- Do the first question as a class to make sure students understand the task. Point out that the question doesn't mention specific prices, but the word 'cheaper' tells them they should look at the prices in the advertisements and to look for information related to 'elderly people' and a price which is less than what others pay.
- Once students have found the answer, ask them how 'elderly people' is expressed in the text (*senior citizens*).
- Ask students to do the rest of the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

- 1c (... adults €120 ... senior citizens €90)
 2d (We offer special lessons in this thrilling sport for 12 to 16 year-olds...)
 3a (Board provided for free!/Board and life jacket provided.)
 4c (All our instructors are professionals with several years' of experience.)
 5c (Lessons are offered all year round.)
 6b (As seen on TV!)
 7d (Prices for five one-hour lessons .../Special offer: 5 lessons for €150)
 8b (First lesson half price!)

Background Information

Paddleboarding is a sport that takes place on the surface of the sea, close to the shore. It is thought to have been founded by Thomas Edward Blake in the 1930s. It involves kneeling on a surfboard and using your arms to move through the water. The boards used in paddleboarding are between 12 and 19 feet long. →

Skurfing also takes place on the surface of the water, but far from the shore as it involves participants being dragged by a boat like in water-skiing. However, participants stand on a surfboard and not skis. As a result of being a combination of water-skiing and surfing, the sport was given the name *skurfing*. The sport is very popular in Australia, but there is some controversy as to who founded the sport.

Get the meaning!

E

- Explain to students that all the words in pink are found in the advertisements. Encourage them to look back at the words to help them choose their answers.
- Remind students to read through all the sentences for gist before circling any answers and to pay attention to the words directly before and after the options.

Answers

- | | |
|--------------|-------------|
| 1 hold | 4 beginners |
| 2 reasonable | 5 challenge |
| 3 hire | |

What do you think?

- Ask students to read the information and ask them if they know of any other young people who've sailed round the world (*Zac Sunderland was aged 17 when he completed his voyage on July 16th 2009, Mike Perkham was 17 when he completed his voyage on August 27th 2009.*).
- Ask students to work in pairs and to take it in turns asking and answering the questions. Then as a class ask individual students to answer the questions.
- If students seem interested, you might like to give them more information about the picture using the Background Information box below.

Answers

Students' own answers

Background Information

Zac Sunderland was the youngest person to sail round the world for only a few weeks. Unfortunately for him when Mike Perkham finished his voyage, he took over from Sunderland as the world's youngest person to complete the voyage less than a couple of months later. Jessica Watson's voyage was more impressive than those of Sunderland and Perkham not only was she younger, but she completed her voyage solo and without making any stops. Both Sunderland and Perkham had to stop on several occasions during their voyages for repairs and to stock up on supplies. When Watson completed her voyage Mike Perkham went on board her boat to congratulate her.

Vocabulary

A

- Read the words in the yellow wordbank to students and ask them to repeat them.

Correct their pronunciation where necessary.

- Ask students to read word groups 1-8 and encourage them to think about what connects the words in each group. Encourage them to think about which ones refer to people, places, objects, sports, equipment, etc.
- Ask students to the task individually, but check answers as a class.

Answers

- | | |
|-----------|--------------|
| 1 referee | 5 canoeing |
| 2 track | 6 final |
| 3 stick | 7 team |
| 4 cap | 8 tournament |

Teaching Tip

You could expand this task further by asking students to make a list of individual sports and another list of team-sports in their notebooks. Then ask them to say which ones are indoor, which are outdoor and which could be either.

B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students which words they wouldn't associate with sports (*neck & worms*). Explain that all these words can be used in idiomatic expressions which are related to sports.
- Ask students to read sentences 1-7 through for gist before filling in any answers. Point out that the idioms are the words in bold and that they should pay attention to these words in order to get the correct answer.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, read the idioms to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.

Answers

- | | |
|---------|----------|
| 1 sails | 5 worms |
| 2 race | 6 course |
| 3 neck | 7 court |
| 4 ball | |

C

- Read sports 1-7 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Write the words *track*, *water*, *court*, *course* and *lawn* on the board and ask students where these sports are played (*athletics – track*, *croquet – lawn*, *fishing – water*, *golf – course*, *sailing – water*, *tennis – court*, *horse racing – track*). Explain that identifying the place will help them to guess the correct answers in the task.
- Make sure students realise that they should match the idioms and not the sport mentioned in the sentences in B with the sports here.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------------|---------------------------------|
| 1 a race against time | 5 take the wind out of my sails |
| 2 get the ball rolling | 6 the ball is in his court |
| 3 opening up a can of worms | 7 were neck and neck |
| 4 it's par for the course | |

D

- Ask students to look at the picture in the bottom right-hand corner of page 72. Ask them what kind of place it is (*an athletics stadium*) and elicit the words *track* and *stand*.
- Ask students if they have ever been in a stadium like this and encourage them to talk about their experiences either as an athlete or a spectator. Elicit the various sports that could be played here and make sure they mention *sprinting*, *pole vault*, *triple jump* and *discus throwing*.
- Ask students to read the text through without circling any answers at this stage to find an expression which means the same as Ready, steady, go! (*On your marks, get set, go!*).
- Remind students to read the text again once they have finished, putting in their answers to make sure they are correct.
- Ask students to the task individually, but check answers as a class.

Answers

- | | | |
|------------|----------|----------|
| 1 holding | 5 sprint | 9 hop |
| 2 compete | 6 line | 10 set |
| 3 succeed | 7 pace | 11 marks |
| 4 strength | 8 beat | 12 win |

E

- Ask students to look at the words in bold and elicit that they come from A and D. Encourage students to look back at the tasks as they discuss their answers.
- Ask students to work in pairs and to take it in turns to give their views on the statements. Encourage them to justify their answers.
- As a class, ask each student about one of the statements and repeat until each student has had a turn.
- You could also activate the vocabulary in this lesson further by asking students to pick two or three of the idioms in B. Then they should think of situations where they could use these idioms. Ask them to start a discussion with a partner about these situations and to try to introduce these idioms at some point in a natural way.

Extra Task (for early finishers)

See photocopyable material on page 146.

Grammar

- Ask the questions below at random round the class making sure that all students answer at least one question.
 - If you could take up any sport, which would you choose?

- If it snows, what do you do?
- If you play basketball, what do you wear?
- If you were on the slopes, what sport would you probably be doing?
- If your favourite team play well this season, how will you feel?
- If it's sunny and warm this weekend, where will you go swimming?
- Elicit that all these questions used conditionals and explain that you will revise the zero, first and second conditionals in this lesson.

Conditionals: Zero, First & Second

A

- Ask students to read the sentences for the zero, first and second conditionals and to decide which tenses the verbs in bold are in.
- Ask students to read through the three questions before writing any answers and then to look back at the sentences and to bear in mind the tenses used in each one.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the adverts on pages 70 and 71 to find examples of the zero, first and second conditionals (*Advert 1: If you like surfing and rowing, you'll love this. – First conditional; If you're fit and you love a challenge, come along! – First conditional; Advert 2: Would you become a skurfer if you could? – Second conditional; Advert 3: If you want an underwater challenge, scuba diving may be the thing for you! – First conditional, ... so you'll be in safe hands if you learn with us! – First conditional; Advert 4: If the answer is 'yes', then give your kids the experience you never had! – First conditional).*

Answers

- 1 First conditional
- 2 Zero conditional
- 3 Second conditional

Be careful!

- Ask students to read the information in *Be careful!* and ask them if the sentences in A have commas (yes). Ask them to rewrite the sentences so that they don't have to use a comma (*You stay in shape if you exercise regularly./Josh won't be able to help with the shopping if he is playing football later today./I would be very fit if I ran five kilometres every day.*).

Now read the Grammar Reference on pages 166-167 with your students.

B

- Ask students to read the first part of each sentence 1-6 and to decide which conditional appears in each one (1 First, 2 Zero, 3 First, 4 Second, 5 Zero, 6 Second).
- Then ask students to read endings a-f to decide which ones follow on logically from 1-6 both in terms of general meaning and sequence of tenses.
- Ask students to the task individually, but check answers as a class.

Answers

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

C

- Ask students to skim through each sentence to underline the verbs that are already in the sentences and to work out which tense they are in. Remind them that this will help them to decide which conditional the sentences use.
- Remind students that they can look back at A and the Grammar Reference if they need help with the task.
- Ask students to the task individually, but check answers as a class.

Answers

- | | |
|-----------------|--------------------|
| 1 beat | 5 will/'ll compete |
| 2 gets | 6 see |
| 3 would/'d take | 7 will be |
| 4 believed | 8 cross |

D

- Ask students to discuss how the title of the text might be related to the accompanying picture (*It shows a woman who is using virtual reality and she may be using it to do a sport.*).
- Ask students to skim through the text without filling in any answers at this stage to find out what advantages virtual sports may offer (*You don't waste time going to sports clubs, you can do outdoor sports in all weathers, it costs less than club memberships and equipment*) and what disadvantage is mentioned (*You don't have an experienced instructor to give you advice.*).
- Explain to students that they should pay attention to the subjects of the sentences with gaps and to whether they need the affirmative, negative or question forms.
- Ask students to the task individually, but check answers as a class.

Answers

- | | |
|--------------|--------------------|
| 1 asked | 5 do |
| 2 comes | 6 would you set up |
| 3 don't have | 7 will love |
| 4 is raining | |

Teaching Tip

You could give students more practice on conditionals by asking them to write five or six questions of their own using conditionals. Then ask students to walk around the room and ask other students one of their questions and to answer questions asked by their classmates. They should only ask each classmate one question before moving on to someone else.

Extra Task (for early finishers)

See photocopyable material on page 146.

Listening

A

- Ask students to look at the pictures 1-6 and to discuss what they show with a partner.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------|------------------|
| 1 goal/net | 4 team |
| 2 field | 5 crowd |
| 3 net | 6 finishing line |

B

- Ask students to read the feelings in the yellow wordbank and ask them to discuss situations when they felt this way with a partner. Encourage them to discuss why they felt this way and what they might have said as a result.
- Ask students to read sentences 1-5 and answer any questions they might have.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------------|-----------|
| 1 disappointed | 4 afraid |
| 2 relieved | 5 excited |
| 3 angry | |

Teaching Tip

Explain to students that one of the hardest things to do in a foreign language is to express your emotions properly. Ask them to practise expressing the emotions mentioned in B by saying the sentences 1-5 to a partner in a way that portrays the appropriate emotion.

Close-Up

- Read the information in the *Close-Up* box to students and ask them to find questions in C which might depend on the emotion the person expresses on the recording (2, 3 & 5). Encourage them to pay special attention to the speakers' tone of voice when listening to these items.

C

- Explain to students that they will hear six separate conversations and that they will hear the situations, questions and options before each conversation.
- Ask students to read questions 1-6 and their options. Answer any questions they might have.
- Go to track 12 on the Close-Up Class Audio CD and play the recording once the whole way through and ask students to choose their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class.

Answers

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

Turn to pages 159 and 160 for the tapescript.

Speaking

A

- Ask students to read the questions and answer any queries they may have about them.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to read the instructions and factors 1-6 and answer any questions they might have.
- Point out that they have to bear in mind the needs and expectations of a student in deciding which factors are the most helpful.
- Ask students to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

Answers

Students' own answers

Useful Expressions

- Ask students to read the *Useful Expressions* before they do C.
- Point out that these expressions help them to have an effective discussion by agreeing and disagreeing in a polite manner so that they can reach an agreement in order to complete the task.
- Write the statements below on the board and ask students to discuss them. Encourage them to use the useful expressions during the discussion.
 - Football is the most boring sport in the world.
 - Going to the gym is a complete waste of time.
 - Tennis is extremely exciting.

Close-Up

- Before students read the information in the *Close-Up* box, ask them to read the instructions for C and to underline any key words they find. Elicit that they will be working in pairs to discuss sporting activities and that they should choose two activities to recommend. Remind students that the final decision should be agreed on by both students.

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Remind them that the expressions in *Useful Expressions* can help them to communicate effectively.

C

- Ask students to look at the pictures and to spend a minute deciding what each one shows and what kind of activity may be featured in each one.
- Elicit or pre-teach: *go to the gym, exercise bike, treadmill, lift weights, go mountaineering, play football, go jogging, go canoeing*.
- Ask students to read the instructions again before starting so that they know exactly what they should do here.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

While doing C encourage students to bear in mind that it's important for their friend to meet new people and that he/she hasn't got much time. They should consider these factors during their discussion and their final decision should reflect this.

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until everyone has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Read the phrasal verbs in bold to students and ask them to repeat them. Correct their pronunciation where necessary.

- Ask students to read sentences 1-6 and to discuss with a partner what they think the phrasal verbs may mean.
- Ask students to read through meanings a-f before they write any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students to read each sentence and to highlight the part that can be replaced by one of the phrasal verbs in A. Encourage them to look back at their answers from A to help them here. Explain that they may have to make slight changes to personal pronouns.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 They are going to call off the volleyball tournament.
- 2 England will never go down as the best football team.
- 3 If I use my tennis racket all the time, it'll wear out.
- 4 We always warm up first before we play tennis.
- 5 Don't worry. I'll be there to cheer you on.
- 6 Does the football match kick off at 7 o'clock?

Teaching Tip

You might like to remind students that these, and all phrasal verbs featured in *Close-Up*, are listed on page 187.

C

- Ask students to look at the picture accompanying C. Ask them how it makes them feel and what is unusual about the person in the water (*He/She has no air tank/ breathing apparatus.*).
- Ask students to read the text without filling in any answers at this stage to find out why the diver hasn't got an air tank (*because the diver is free-diving which involves diving to great depths while holding your breath.*).
- Elicit that students have to complete the text using another part of speech of the words in bold capitals at the end of some lines.
- Ask students to work out what part of speech is missing from each gap before they do the task. Encourage them to think about whether any missing nouns will be singular or plural.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|-----------------|
| 1 definition | 6 concentration |
| 2 competitors | 7 depths |
| 3 assistance | 8 supervision |
| 4 freedom | 9 dangerous |
| 5 followers | 10 properly |

D

- Ask students to look at the phrases in bold and elicit that they come from A and C. Encourage students to look back at the tasks as they discuss their answers.
- Ask students to work in pairs and to take it in turns to answer the questions. Encourage them to justify their answers.
- As a class, ask each pair one of the questions and repeat until each student answers a question.
- You could also activate the vocabulary in this lesson further by asking students to describe what they would do if:
 - they went to a match to cheer a friend on.
 - they couldn't concentrate during an important match.
 - their team was playing in the cup final and it was called off.
 - a new sporting activity turned out to be more dangerous than they had thought.
 - they didn't have time to warm up before doing a sporting activity.

Extra Task (for early finishers)

See photocopiable material on page 146.

Grammar

- Write the questions below on the board and then ask them at random round the class making sure each student answers at least one question.
 - If you wanted to compete in the Olympic Games, what would you do?
 - If you wanted to go free-diving, what would you need to buy?
 - Do you wish you were in a café with your friends?
- Elicit that these questions used the Third conditional, *wish* and *if only* and this is what they will learn in this part of the lesson.

Third Conditional

A

- Ask students to look at the words in bold in the sentence and to say which tense and verb form they are in (*Past Perfect & would + perfect infinitive*).
- Ask students to the task individually, but check answers as a class.

Answers

1 yes 2 no

Complete the rule.

- Ask students to read and complete the rule. Explain that we use the Past Perfect and *would + perfect infinitive* when we talk about an unreal situation in the past or a situation that we would like to have been different in the past.
- Ask students to do the task individually, but check answers as a class.
- Once the answer has been checked, ask students to look back at advertisement 4 on page 71 to find a use of the Third conditional (*If you had had the opportunity to go windsurfing in the sea when you were a kid, would you have taken it?*).

Answers

past

Wish & If only

B

- Ask students to read sentences a-c and questions 1-3 carefully before writing any answers.
- Ask them to underline the verb forms in the sentences and to bear in mind the forms used when choosing their answers.
- Ask students to the task individually, but check answers as a class.

Answers

1a,c 2b 3c

Complete the rules.

- Ask students to read and complete the rules. Point out to students that *I wish/If only I had a new tennis racket* means that I want something that I don't have now. Also, explain that *I wish/if only I had bought tickets for the World Cup* means that I regret not having done something in the past. Finally, explain to students that we don't use *wish + noun/pronoun + would + bare infinitive* to talk about our own annoying habits.

Answers

Answers in order of appearance: present, past, would

Now read the Grammar Reference on page 167 with your students.

C

- Ask students to read the instructions and elicit that they will only use the third conditional here.
- Remind students that they should use the Past Perfect in the *if* clause and *would + perfect infinitive* in the main clause and that they should pay attention to whether they need the affirmative, negative or question forms.
- Remind students that they can look back at A and the Grammar Reference if they need help with the task.
- Ask students to the task individually, but check answers as a class.

Answers

- 1 had lost, would have been
- 2 would have won, hadn't/had not slipped
- 3 Would Paul have taken, hadn't/had not hurt
- 4 hadn't gone, wouldn't/would not have missed
- 5 Would you have played, had asked
- 6 would have taken up, hadn't/had not stopped

D

- Ask students to skim through each sentence to work out if it refers to a present, a past or a general situation. Remind them that if it's a present situation they should use the form in Ba, if it's a past situation to use the form in Bb and if it's a general, annoying situation they should use the form in Bc.

- Remind students that they should pay attention to whether they need the affirmative, negative or question forms.
- Remind students that they can look back at A in the Grammar box and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 was/were
- 2 had played
- 3 wouldn't/would not complain
- 4 had got
- 5 had
- 6 wouldn't/would not make

E

- Ask students to read the pairs of sentences and to underline the information in the original sentences that is missing from the second sentences.
- Encourage them to think how the words in bold relate to the missing information and whether the sentences talk about a present, past or general, annoying situation.
- Remind students that they can look back at A in the Grammar box and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 had not hurt my ankle
- 2 liked playing/to play
- 3 wish I hadn't/had not bought
- 4 only I hadn't/had not dropped
- 5 he could take part

Teaching Tip

Give students extra practice on these forms by asking them to work with a partner to discuss their wishes and regrets about present and past situations they have found themselves in. Then ask each student to report what their partner said to the class.

Extra Task (for early finishers)

See photocopiable material on page 146.

Writing

- Read the information on Linking words & Phrases to students and explain anything they don't understand. Remind them that we use these words and phrases to organise our ideas better and to show how they connect to each other, both when writing and speaking.
- Ask students to look at the pictures on pages 78 & 79 and elicit what activities they show (*mountain biking or off-road cycling and rock climbing*).
- Ask students to work in pairs to discuss what skills participants in these activities need and whether or not they feel these are suitable activities for people their age. Encourage students to use the Linking words and Phrases listed here during their discussion.

A

- Ask students to read the instructions and make sure they understand that sometimes they will write one sentence and some times they will write two sentences with the information given. Explain that not all the words and phrases in each category will be suitable each time so they have to think carefully about the overall meaning.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 I love doing adventurous sports. Therefore,/ Consequently, I recently took up windsurfing.
- 2 Firstly, individual sports require patience. Secondly, they can help build up concentration.
- 3 Competitive sports can be good fun although/,however, participants often take things too seriously. / Competitive sports can be good fun despite the fact that participants often take things too seriously. / Competitive sports can be good fun. On the other hand, participants often take things too seriously.
- 4 She set a world record last year although she wasn't in good health. / She set a world record last year despite the fact that she wasn't in good health.
- 5 You'll learn to do the butterfly on this course. In addition/Moreover/Furthermore/What is more, we'll take you sailing.
- 6 Javelin throwing isn't an appropriate sport for a ten year old. Therefore,/Consequently,/That means he shouldn't be in the club.

B

- Ask students if they know what an Agony Aunt is (*A person whose job it is in a newspaper or magazine to advise people about their problems.*).
- Ask them to read the extract to find out what problem the writer has (*His/Her parents are forcing him/her to do too many after-school activities.*).
- Ask students to read the rest of the task and to underline any key words and phrases before answering the questions.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Because his parents insist that he do various leisure activities after school every day.
- 2 Students' own answer
- 3 An essay
- 4 Is this a good thing? and How might this negatively affect young people?
- 5 My opinions and specific examples
- 6 formal

Teaching Tip

Explain to students that the extract is given in the task to get them thinking and to give them ideas. They are not asked to reply to the person and offer solutions, but to write a general essay answering the questions in the main part of the task.

C

- Ask students to skim through the essay to find out what the writer's opinion is on after-school activities (*They can be beneficial when children choose which ones to do and how often they do them and aren't put under pressure by their parents.*).
- Read the linking words and phrases to students and ask them what category discussed above each one falls into (*As a result – to show a result, Finally/Firstly – to order information, In conclusion – to summarise ideas, Moreover – to add information and On the other hand – to show contrast.*) Remind them to bear these uses in mind as they complete the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------|-----------------|
| 1 Firstly | 4 As a result |
| 2 Moreover | 5 Finally |
| 3 On the other hand | 6 In conclusion |

Look again!

D

- Ask students to read points 1-6 before they look at the email again.
- Ask students to do the task on their own and then compare their answers with a partner.
- Check answers as a class.

Answers

Students should tick: 2, 3, 4, 6

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the article again and to write what the main idea is at the side of each paragraph. Then ask them to read descriptions a-d to decide which ones are closest to their notes before doing the matching task.
- Ask students to do the task individually, but check answers as a class.

Answers

a3 b1 c4 d2

F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Over to you!

G

- Ask students to read the instructions, the extract and the task and to underline any key words and phrases.

- Encourage students to ask themselves questions about the task like the ones in B.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for a formal essay on a serious subject affecting young people, but the topic to discuss is different.*).
- Ask students to work in pairs to discuss why some people don't like competitive sports and what alternative free time activities there are for young people to do without becoming cut off from their friends. Give students help with any sports-related vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for essays on page 183.

Plan

Para 1: Introduce the topic and make a general comment on it.

Para 2: Discuss the benefits of team sports.

Para 3: Discuss the issue from the writer's point of view.

Para 4: Summarise the main ideas and state your opinion.

Suggested answer

Essay

It is not uncommon for some people to dislike team sports. This sometimes creates problems between friends who don't always see eye to eye on this matter.

Firstly, people can benefit from team sports. They can develop their skills and improve general fitness. Moreover, they can make them more disciplined than they normally would be. For example, team sports like hockey require dedication and hard work.

On the other hand, some people complain that team sports cause rivalry and as a result make people too competitive. For this reason individual sports might be a better choice. For example, arts and crafts or fishing are all therapeutic and allow a person to build up concentration.

In conclusion, if people participate in team sports that they don't enjoy they will not benefit from them. People must have alternatives so as to spend their free time wisely and enjoyably.

Close-Up

- Read the information in the *Close-Up* box to students. Encourage students to make notes using the ideas they discussed with their partners about the task in G. Remind them that they should think about how their ideas link to one another and use appropriate linking words and phrases.

Useful Expressions

- Remind students that the words and phrases here can be used to talk about free time activities and to develop ideas related to the task.



Water Sports Adventure

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Wakeboarding and *kiteboarding* are sports that take place on the surface of the water. In *kiteboarding* a kite, which is powered by the wind, moves the board and the rider across the water, whereas in *wakeboarding* a boat is used to drag the board and rider behind it. In the 1990s Cory Roeseler developed a single board for these sports, which had previously used skis. Speeds of up to nearly 100 km per hour can be achieved by experienced participants. In the summer of 2010, Louis Trapper set a world *kiteboarding* record by travelling 2000 km over 23 days.

Before you watch

A

- Ask students to look at the picture and its accompanying caption on page 80 and ask them if they have ever done this, or any similar watersport before.
- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen. Explain that they will hear these exact sentences on the DVD and that they should listen out for the specific words highlighted in pink. To check students understand where Washington and Oregon are, draw their attention to their position on the globe in the top-right corner of the page.

- Play the DVD all the way through without stopping and ask students to circle their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1	uncomfortable	(00:29)
2	wind	(01:20)
3	divides	(01:33)
4	wakeboarding	(02:39)
5	17	(02:54)
6	big	(03:23)

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1	invent	6	invented
2	kite	7	than
3	fly	8	higher
4	behind	9	worried
5	power	10	launched

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 5 and 6

Revision

- Explain to students that Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the exercises or look back at the units or the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, or ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units or reference sections.
- Inform students during the previous lesson that they will be doing a review next time so that they can revise for it. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Ask students to explain the difference between the following pairs of words: *basement/attic, storey/balcony, dust/sweep, landlord/cottage*.
- Ask students to work in pairs or small groups to make a list of as many sports-related word as possible and to revise their meanings. Make sure they revise *referee, court, course, pitch, track, racket, bat, helmet, championship, tournament* and *race*.
- Write the verbs *make, move, do* and *take* on the board and ask students which expressions related to homes they have learnt with these verbs (*make a mess/your bed, move house/with the times, do the housework/the dishes, take a bath/a break*). Then ask them which other expressions they have learnt with the words *house* or *home* in them. Make sure they revise *get on like a house on fire*.
- Ask students to tell you another way of saying *Ready, Steady, Go!* (*On your marks, get set, go!*). Then write the following words on the board and ask them to write down sports-related expressions using them: *ball* (*get the ball rolling/the ball is in his/her court*), *course* (*be par for the course*), *worms* (*open up a can of worms*), *neck* (*be neck and neck*), *race* (*be a race against time*), *wind* (*take the wind out of somebody's sails*).

Grammar Revision

- Ask the questions below at random round the class making sure each student answers at least one question.
 - Which sporting events are going to take place this year?
 - Will you have tidied your room by the weekend?
 - Do you think your family will move house soon?
 - How long will you have been living in your house by the end of the year?
- Elicit that the questions above used the Future Simple, Future Continuous, Future Perfect Simple and *be going to*. Then revise the affirmative, negative and question forms of these tenses and their uses.
- Write the sentences below on the board and ask students to copy them into their notebooks, underline the verbs and say which tenses have been used. Then ask them to say which conditional is used in each sentence.
 - If the game is called off, we'll go to the park instead. (*First conditional – If + Present Simple, Future Simple*)
 - If you heat water, it boils. (*Zero conditional – If + present simple, present simple*.)
 - If you had asked me yesterday, I would have come with you. (*Third conditional – If + Past Perfect, would + have + past participle*)
 - If I were Jane, I'd take up tennis. (*Second conditional – If + Past Simple, would + bare infinitive*)
- Revise all the possible forms and tenses used with these conditionals and their uses.
- Ask students to write six sentences of their own using *I wish* or *If only* about situations or events related to homes or sport.

Vocabulary

A

- Ask students to read the instructions and explain that two out of three of the words in each item are connected in some way that the one other word isn't. They should circle the word that is not connected.

Suggested answers

- referee (A 'landlord' is someone who rents a house out, a 'resident' is someone who lives somewhere, but a referee is someone who judges sports matches.)
- cottage (An 'attic' and a 'balcony' are parts of a house, but a 'cottage' is a kind of house.)
- hire ('Dust' and 'sweep' are ways of cleaning, but 'hire' means to pay money to use something for a specific length of time.)
- storey (A 'pitch' and a 'track' are places where sports events take place, but a 'storey' is a floor of a building.) →

- 5 helmet (A 'racket' and a 'bat' are instruments used in sports for hitting balls with, but a 'helmet' is a type of protective headgear.)
- 6 basement (A 'course' and a 'court' are places where sports events take place, but a 'basement' is the underground part of a building.)
- 7 race ('Championship' and 'tournament' are sporting events that take place over a period of time and have various sessions, but a 'race' is a specific event.)
- 8 win ('Achieve' and 'succeed' are used when talking about aims or goals, but 'win' is used to talk about something specific such as a match or a competition)

B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences through for gist before filling in any answers.

Answers

- | | |
|--------|--------|
| 1 get | 5 have |
| 2 set | 6 hold |
| 3 move | 7 go |
| 4 do | 8 make |

C

- Ask students to read the through the sentences for gist before choosing their answers.
- Encourage students to look for clues on either side of the gaps to help them decide which words are missing. Also tell them to think about which part of speech is missing.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

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

Grammar

A

- Encourage students to read the sentences without filling in any answers at this stage to underline any time expressions. Explain that these will help them to choose the correct tense.
- Tell students to look back at pages 61 and 65 and Grammar References 5.1-5.4 on pages 165-166 for a reminder if they need to.

Answers

- | | |
|----------------------------------|--------------------------|
| 1 will/'ll be living/
staying | 5 will/'ll clean |
| 2 will/'ll be | 6 will/'ll have finished |
| 3 Will, have installed/
fixed | 7 Will, stay/be staying |
| 4 will/'ll try | 8 will arrive |
| | 9 will/'ll be fixing |
| | 10 will not/won't let |

B

- Encourage students to read through the first and second parts of the sentences before attempting to match any answers.
- Ask them to underline the verbs and consider which tenses they are in and which conditional might be used in each sentence.
- Tell students to look back at pages 73 and 77 and Grammar References 6.1-6.5 on pages 166-167 for a reminder if they need to.

Answers

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

C

- Encourage students to read through the sentences before filling in any answers.
- Ask them to underline the verbs and consider which tenses they are in and which conditional might be used in each sentence. Remind them to pay attention to any negative adverbs and question marks that appear and to write negative and question forms of the verbs accordingly.
- Tell students to look back at pages 73 and 77 and Grammar References 6.1-6.6 on pages 166-167 for a reminder if they need to.

Answers

- | | |
|-----------------------------|--------------------------------|
| 1 were you | 7 get |
| 2 would you buy | 8 arrive |
| 3 would you choose | 9 did not/didn't
have to do |
| 4 had listened | 10 would not/
wouldn't fall |
| 5 had not/hadn't
injured | |
| 6 had trained | |

7 Extreme Situations

Unit plan

Reading: article, multiple-choice questions

Vocabulary: words related to extreme situations, prepositions, collocations & expressions

Grammar: past perfect simple, past perfect continuous, question tags, subject & object questions, negative questions

Listening: note-taking

Speaking: talking about extreme situations, comparing photos, giving extra information, giving yourself time to think

Writing: story, narrative tenses

Unit opener

- Write *Extreme Situations* on the board and ask students to come up with situations that they think are extreme.
- Ask students to make a note of any words they associate with extreme situations. Give them a minute to note down as many words as they can and then to compare them with a partner's. Finally, as a class make a list of appropriate words on the board. Try to elicit or pre-teach *survival (skills/techniques), adrenalin, exhilarating, be in danger, rescue, cope, summit, exhausted/exhaustion, stay alive, overcome, achieve/achievement, struggle, give up and challenging*.
- Ask students to look at the picture and the accompanying caption on page 83. Ask them to work in pairs to describe what is happening in the picture and to discuss why this is an extreme situation and how the person might be feeling. Then ask them to report what they said to the class. Ask students if they would like to have a go at kayaking and to say why, or why not.
- If students seem interested, you might like to give them further information using the Background Information box below.

Background Information

Kayaking is a water sport in which participants sit in a boat called a kayak facing forwards with their legs in front of them. Kayakers use a double-sided paddle to move through the water. Whitewater kayaking is an extremely fast sport which takes place in rapids, whereas kayaking generally takes place in the sea or on lakes. Kayaks can also be used as a means of transport during other outdoor activities such as diving, fishing and generally exploring nature.

Reading

- Ask students if they have ever been in any extreme or dangerous situations. If they are willing, ask them to describe the situation, why it happened, who was involved and how the situation was resolved.
- If students haven't personally been involved in an extreme situation or are reluctant to talk about it, ask them to describe a film they have seen or a book they have read which deals with an extreme situation.

A

- Ask students to read the instructions and to underline the questions they must answer. Explain that they should only read the *Breaking News* section at this stage.
- Ask students to work in small groups to discuss their answers. Then ask each group one of the questions, but ask each group to say what they think happened next.

Answers

- The people in the story are the crew, the Uruguayan players, and their friends and relatives.
- They were on a plane.
- They were flying from Uruguay to Chile.
- Students' own answers.

B

- Ask students to look at the title of the text and ask them what this might tell us about the crash.
- Ask students to skim through the text to find out if their predictions were correct.
- Ask students for their reactions to the story and what the men achieved. Encourage them to say what they think is the most surprising part of the story.

Answers

Students' own answers

Wordwise

- Ask students to look at the words in pink in the text and to try to work out what they mean from the context they are in.
- Ask them to compare their own meanings with the definitions in the *Wordwise* box.

Close-Up

- Ask students to read the instructions to C and to look at the items 1-5 to see which ones are questions (2, 4 & 5) and which ones are incomplete sentences (1 & 3) before they read the information in the *Close-Up* box.
- Read the information in the *Close-Up* box to students and explain anything they don't understand. Explain that some options may be true according to the story, but they might not complete the sentence properly.

C

- Encourage students to underline the parts of the text which deal with the information in the questions and incomplete sentences as well as the information that answers or completes them.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

1c (*Three of the passengers, ... volunteered to walk across the mountains to search for help.*)

2b

3d (*But Parrado had a solution: Vizintin could return to the plane and he and Canessa would take his food.*)

4a (*Soon, the first signs of human activity started to appear...*)

5c

Background Information

Following the crash of flight 571, a search party was sent out by three countries. However, it was unsuccessful as the plane was painted white so was therefore camouflaged against the snow. As a result, the search party was called off after eight days. Immediately after the crash five people were dead and seven people were missing. By the 24th of October, 11 days after the crash, there were 17 dead and 27 survivors. It was on this day, the survivors heard that the search party had been called off as they listened to a transistor radio and they knew that the only way to get out was to send a group of survivors for help. On the 29th October, an avalanche fell on part of the remaining plane, causing the deaths of another 8 people. The survivors, who by now had no food left, took the tough decision of cutting flesh from the dead passengers to eat in order to keep themselves alive until help came. The group of survivors decided to wait until the arrival of spring and warmer weather, which was nearly seven weeks away, before beginning the expedition to get help.

Get the meaning!

D

- Ask students to read the instructions and make sure they understand that the correct word for each sentence is found in one of the other sentences.
- Read the words in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|-------------|
| 1 stream | 5 blanket |
| 2 remains | 6 field |
| 3 landscape | 7 equipment |
| 4 summit | 8 solution |

What do you think?

- Ask students to read the two situations and answer any questions they might have.
- Ask students to work in pairs or small groups to discuss how they would try to survive if they were in those situations. Encourage them to think about issues such as keeping warm, finding food, staying safe and getting help.
- Ask each pair or group to tell the rest of the class how they think they would survive in one of these situations. You could also ask them which situation would worry them less and to say why.

Answers

Students' own answers

Vocabulary

A

- Ask students to read the instructions and explain that two of the words out of the three in each item are connected in some way that the other word isn't. This is the word they should circle.
- Do item 1 together as a class and encourage students to explain why the odd word out is different before they do the rest of the task on their own.
- Ask students to do the task individually, but check answers as a class. Check students' pronunciation where necessary as you check the answers to the task.

Answers

- 1 die ('Survive' and 'live' mean the opposite to 'die'.)
- 2 give up ('Continue' and 'persist' mean the opposite to 'give up'.)
- 3 tolerate ('Overcome' means to get over difficulties and 'succeed' means to achieve something, but 'tolerate' means that you put up with something in spite of difficulties.)
- 4 achieve (You 'recover' and 'get well' after an illness, but 'achieve' means that you succeed in doing something.)
- 5 excel at ('Deal with' and 'cope with' mean that you get by in spite of difficulties, but 'excel at' means you are extremely good at something.)
- 6 avoid ('Face' and 'confront' mean the opposite of 'avoid'.)
- 7 prevent ('Battle against' and 'struggle with' mean that you put up a fight in a difficult situation, but 'prevent' means you stop the situation from occurring.)
- 8 suffer ('Vanish' and 'disappear' mean that something or someone goes missing, but 'suffer' means that someone experiences pain.)

B

- Ask students to look at the picture and the title of the text and ask them if they know who this person is. If they don't, ask them what he seems to be doing in the picture and why he might be described as extraordinary.
- Then ask students to skim through the text to find out what this man has achieved.

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

- | | |
|---------------|----------------|
| 1 odds | 5 exhaustion |
| 2 destination | 6 limits |
| 3 conditions | 7 co-operation |
| 4 endurance | 8 journey |

Background Information

Following his father's death from cancer, Ed Stafford decided to walk from the source of the Amazon River to its outlet at the sea in order to raise money for cancer research. His journey started on 2nd April 2008 and ended 860 days later on 9th August 2010. On the final day of his journey, he and Cho Sanchez Rivera, who joined Ed four months into his expedition, walked 85 kilometres and dived into the sea to mark the end of their experience.

C

- Read the words in pink in the sentences to students and ask them to repeat them. Correct their pronunciation where necessary.
- Elicit that all the words are linked in some way to *survival* and/or *extreme situations*.
- Remind students to read the sentences through before circling their answers and to read them again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|-------------|
| 1 crawl | 5 adapt |
| 2 signalled | 6 struck |
| 3 limp | 7 protect |
| 4 collapsed | 8 motivated |

D

- Ask students to read the four questions and answer any questions they might have.
- Ask students to work in pairs and to take it in turns to ask and answer these questions. Then ask the questions at random round the class making sure each student answers at least one question.
- You could also activate the vocabulary in this lesson further by asking students to talk in pairs about Ed Stafford and his journey. Encourage them to use vocabulary from A, B and C in order to do this. If you have Internet access in the classroom or school, you could ask them to visit www.edstafford.org in order to find out more information about him. Alternatively, you could ask them to discuss another explorer that they admire.

Teaching Tip

Give your students quick vocabulary quizzes from time to time to encourage them to revise words and phrases from previous lessons. These quizzes should be short and only take a few minutes. For example, you could write jumbled up words on the board and ask students to write them correctly in their notebooks. You could also ask them to write sentences using certain words or create their own circle the odd one out style tasks.

Extra Task (for early finishers)

See photocopiable material on page 147.

Grammar

- Ask the questions below at random round the class making sure each student answers at least one question.
 - What had you done by 10 o'clock this morning?
 - What had you been doing before the lesson?
 - What sports had you tried before your last birthday?
 - What had you learnt by the end of the text about the plane crash in the Andes?
 - Where had the plane been travelling to when it crashed?
- Explain to students that these questions used the Past Perfect Simple and Past Perfect Continuous tenses and that you will learn about these tenses in this lesson. Revise the affirmative, negative and question forms of these tenses with students.

Past Perfect Simple

A

- Ask students to look at the words in bold in sentences a and b and elicit that the Past Perfect Simple tense has been used.
- Ask students to read the sentences carefully and to answer questions 1 and 2.
- Ask students to do the task individually, but check answers as a class.

Answers

1b 2a

Past Simple & Past Perfect Simple

B

- Ask students to look at the words in bold in sentences a and b and elicit that the Past Perfect Simple and the Past Simple tenses have been used.
- Ask students to read the sentences carefully and to answer questions 1 and 2.
- Ask students to do the task individually, but check answers as a class.

Answers

- yes
- to emphasise which action happened first

Complete the rules.

- Encourage students to read the notes through once before filling in any answers.

Then ask them to read them again once they have finished to check their answers.

- Ask students to do the task individually, but check as a class.
- Once answers have been checked, ask students to look back at the text on pages 84 & 85 to find examples of the Past Perfect Simple (*Para 2 – had died, had made; Para 5 – had disappeared; Para 7 – had happened, had all managed, had made it out*).

Answers

Answers in order of appearance:

Past Simple, Past Perfect Simple

Now read the Grammar Reference on page 167 with your students.

C

- Ask students to read the instructions and elicit that they have to do two things here.
- Ask them to read the sentences and write which tense or tenses should be used on the line given after each sentence. Then ask them to compare their answers with a partner.
- Check their answers to this part of the task before they complete the sentences with the verbs in brackets.
- Remind students that they can look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 used/had used, B
- 2 had never appeared, PPS
- 3 watched, PS
- 4 heard, PS
- 5 hadn't/had not eaten, PPS
- 6 had/had had, B

Past Perfect Continuous

D

- Ask students to look at the words in bold in sentences 1 and 2 and elicit that the Past Perfect Continuous tense has been used.
- Ask them to read the sentences and match them up with uses a and b.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the text on pages 84 & 85 to find examples of the Past Perfect Continuous (*Introduction – had been flying; Para 6 – had been walking*).

Answers

1b 2a

Now read the Grammar Reference on pages 167-168 with your students.

E

- Ask students to scan through the questions and to underline the time references in them. Explain that they should bear these in mind when they do the task.
- Remind students that they can look back at D and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 had finally reached
- 2 had been preparing
- 3 had been hoping
- 4 had managed
- 5 hadn't/had not imagined
- 6 had been surfing

Teaching Tip

You could expand on this grammar section further by asking students to work in pairs to stage an interview with the surfer in the picture in the bottom left-hand corner of page 87. One student in each pair should be the interviewer and the other should be the surfer. Give the 'interviewers' a few minutes to prepare some questions to ask their partner. Encourage them to use the *Past Simple*, *Past Perfect Simple* and *Past Perfect Continuous* Tenses as much as possible. When they have finished, ask the 'interviewers' to report to the class what their partner said or ask a couple of pairs to act out their 'interview'.

Extra Task (for early finishers)

See photocopiable material on page 147.

Listening

- Ask students to look at the picture at the bottom of page 88 and ask them what extreme situation it shows. Encourage them to come up with as many ideas as possible about why the man might be walking across the desert.

A

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and elicit that they should cross out the word in each set of three that doesn't complete the sentence so that the two correct words are left for them to study.
- Remind students to read through the sentences carefully and to pay attention to the words immediately before and after the gaps as well as to the form of the words in the boxes.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should cross out the following:

- | | |
|--------------|------------|
| 1 limits | 4 windiest |
| 2 incredible | 5 success |
| 3 run | |

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand.
- Ask individual students at random round the class to spell one of the following words and ask the other students to write them down (*excellent, luggage, doorway, challenge, swimmer, skiing*).

B

- Give students a minute to practise saying the alphabet to their partner. Then practise as a class. Correct their pronunciation where necessary.
- Go to track 13 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class by asking a student to write the words on the board as the other students spell them out.

Answers

- | | |
|-----------|-----------|
| 1 Bennett | 3 Jigsaw |
| 2 Chile | 4 Cezanne |

Turn to page 160 for the tapescript.

Teaching Tip

Allow students to write on the board whenever possible. This helps to break down barriers between the teacher and student, and gives them a sense of being completely involved in the lesson. As a result, it makes the classroom a friendlier place to be and they will take part more actively in the lesson.

C

- Remind students that in note-taking listening tasks they must write down the exact words they hear on the recording, but that the ideas in the incomplete sentences might be worded slightly differently to what they hear on the recording.
- Ask students to read sentences 1-8 and to underline any key information that they think they should listen out for. Ask them to make a note of which part of speech they need at the side of each sentence
- Go to track 14 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to mark their answers. Then ask students to compare and justify their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class.
- Once answers have been checked, you could ask students to look at the picture at the bottom of the page again to discuss how it is related to the recording. You could also ask them for their reactions to this race.

Answers

- | | |
|--------------------|---------------------|
| 1 Atacama | 5 300/three hundred |
| 2 clothes and food | 6 completed |
| 3 freezing | 7 penguins |
| 4 breathe | 8 to the limits |

Turn to page 160 for the tapescript.

Speaking

- Ask students to read the questions and answer any queries they may have about them.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to read through sentences 1-5 and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify their answers to their partner.
- Check answers as a class.

Suggested answers

Students should tick the following: 1, 2, 4, 5

Useful Expressions

- Read the expressions and sentences in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students which, if any, of the sentences in *Giving extra information* they agree with and to say why/why not.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Remind them of the expressions in *Giving yourself time to think* in *Useful Expressions* and encourage them to use them in the task in C.
- You could revise the list of words associated with extreme situations that students made in the Unit opener before they do C and explain that they can use them where appropriate to help them expand their ideas.

C

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task below pictures 1 and 2.
- You might like to point out that Student A's task is based on the photos, but Student B's task is general.

- Ask students to work in pairs and explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about the pictures. Ask the other Student As if they agree or if they have something else to add. Then ask a few Student Bs to answer their question.
- Follow the same procedure for pictures 3 and 4. Make sure that students realise that this time Student B will describe the picture and Student A will answer a personal question.
- You might like to remind students that in order to compare these pictures, they should discuss their similarities and differences. Remind them that there is a list of useful expressions for describing photos in the Speaking reference on page 184. Encourage them to refer to this list if necessary.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

Explain to students that in order to deal correctly with Student A's part in pictures 1 & 2, and Student B's part in pictures 3 & 4, they must try to see things from someone else's perspective. Encourage them to think about what the people in 1 & 2 might enjoy about the extreme sports shown, and what the people in 3 & 4 might and might not like about their jobs. This means that they should use hypothetical language like *I imagine...*, *He/She/They probably feels...*, *It must be...*, etc.

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to call out any qualities and skills they think are necessary to do extreme sports and make a list of them on the board (eg *determination, courage, fearlessness, tough, strong, be good... with your hands/at climbing/at swimming, be able not to panic*, etc.).
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one question until they have all had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to look at the two pictures on page 90 and to say how they might feel if they were in these places and what they imagine the conditions there to be like.
- Ask students to read the text without filling in any answers at this stage to find out which extreme places are mentioned (*Mount Everest, the Sahara Desert and the Amazon*).
- Remind students that they should read all three options for each item carefully and pay attention to the words immediately before and after the gaps.
- Also, remind them that they should read the text again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Teaching Tip

You could expand this task further by asking students to get into pairs to discuss which of these extreme places they would most and least like to visit. Encourage them to justify their opinions.

B

- Elicit that words 1-6 are all verbs. Read the words and phrases a-f to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all Collocations & Expressions in Close-Up on page 185 for their reference.

Answers

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

C

- Ask students to read the sentences and to underline key words and phrases that give them clues to what the missing collocation is.
- Ask students to do the task individually, but check answers as a class.

Answers

1 do, best	4 get lost
2 save, life	5 go missing/get lost
3 keep calm	6 make, journey

D

- Ask students to work in pairs and to take it in turns to discuss the statements.

Encourage them to justify their answers.

- As a class, ask each pair to comment on one of the statements and repeat until they have all answered a question.
- You could also activate the vocabulary in this lesson further by assigning one of the collocations in B to every student and asking them to write a sentence describing an extreme situation related in some way to the collocation. Ask them to include the collocation in the sentence in as natural a way as possible. When students have finished ask them to read their sentence out to the rest of the class.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 147.

Grammar

- Ask the following questions at random round the class making sure each student answers at least one.
 - Who holds the record for being the youngest person to sail round the world? (*Jessica Watson - at time of going to print*)
 - Which mountain range did Flight 571 crash into in 1972? (*The Andes*)
 - Flight 571 was going to Spain, wasn't it? (*No, it was going to Santiago, Chile.*)
 - There were basketball players on the plane, weren't there? (*No, there were rugby players on board.*)
 - Didn't Ed Stafford walk the length of the Amazon? (*Yes, he did.*)
 - Wasn't his expedition a great achievement? (*Yes.*)
- Explain to students that the questions you asked all used question tags and subject, object and negative questions. Explain that this is what they will learn in this part of the lesson.

Question Tags

A

- Ask students to read the instructions and questions and to discuss what they notice with a partner once they have underlined the verbs.
- Check answers as a class.

Answers

Students should underline the following:

were rescued, weren't
haven't reached, have they

We use a negative question tag with an affirmative sentence and we use an affirmative question tag with a negative sentence. Also, we use the same auxiliary verb in the same tense in the question tag as we use in the main verb.

Complete the rules.

- Ask students to read the rules and bear in mind their answers above.
- Check answers as a class.

Answers

Answers in order of appearance: end, negative, affirmative

Subject & Object Questions

B

- Ask students to read the instructions and elicit that they have to do two things in this task (*underline verbs and answer T or F.*).
- Check students have underlined the correct verbs before they move on to the second part of the task.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should underline the following verbs: climbed, will, try to find

1F 2T 3F 4F

Negative Questions

C

- Ask students to read questions 1 & 2 and to underline the negative questions (*Didn't you hear, Isn't that*).
- Then ask them to read uses a & b and to match them to the sentences.
- Ask students to do the task individually, but check answers as a class.

Answers

1a 2b

Now read the Grammar Reference on page 168 with your students.

D

- Ask students to read sentences 1-8 without filling in any answers and to underline the verbs in them. Remind them that the tense and form of the verbs will determine the question tag used and that the pronouns should refer to the subjects of the main verbs.
- Encourage students to look back at A and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

1	didn't they	5	will you
2	wasn't it	6	haven't they
3	doesn't it	7	didn't we
4	aren't I	8	shall we

E

- Explain to students that they should use the information in the sentences given to write their questions and that sometimes they won't use all of the words in their questions as this will be the information the question will ask about.
- Do the first item together as a class and check students understand the task before they do the rest.

- Remind students that subject questions follow the word order used in statements, whereas object questions follow the word order used in questions.
- Remind students to look at B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 began the descent into a London airport, did the pilots begin
- 2 needs special equipment, does a mountaineer need
- 3 is taking his waterproof backpack on his trip, backpack is Ted taking on his trip
- 4 is interviewing the survivor of the accident, is the famous reporter interviewing
- 5 is looking for the missing hiker, is the rescuer looking for

F

- Ask students to read the instructions and make sure they understand that they have to write questions using the words in brackets which would be appropriate responses to the sentences on the previous lines.
- Remind students to look back at C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Isn't she coming with us?
- 2 Weren't you scared?
- 3 Aren't you tired?
- 4 Didn't anyone tell you about the trip today?
- 5 Haven't we met somewhere?

Teaching Tip

You could expand this task further by asking students which use of negative questions each item in C is. (1, 2, 3 & 4 are used to express surprise and 5 is used when we expect the listener to agree with us.)

Extra Task (for early finishers)

See photocopiable material on page 147.

Writing

- Ask students to read the information on Narrative tenses and explain anything they don't understand. Remind students that these tenses are analysed in the Grammar Reference 2.1 on pages 162 & 163, 2.2 on page 163, 7.1, 7.2 and 7.3 on pages 167 & 168. Encourage them to revise these sections before they do the writing task for this lesson.
- Ask students to look at the pictures on pages 92 and 93 and ask them what extreme situations they are related to (*an earthquake and a fire*).
- Ask students if they have ever been in either of these kinds of situations before and to say what they had been doing before the event, what happened and how they felt, and how the situation ended.

Encourage them to use narrative tenses as they describe their experience.

A

- Ask students to read through sentences 1-8 carefully and to underline any other verb forms that are in them. Ask them to think about when the action in these verbs happened in relation to the action described by the missing verbs.
- Remind students to pay attention to the subject of the verbs before each gap.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 threw
- 2 had been sitting/were sitting
- 3 had made
- 4 had run/had been running
- 5 chased
- 6 were swaying, was shining
- 7 heard
- 8 kept/had kept

B

- Ask students to read the writing task and to underline any key words before they start.
- Ask students to do the task on their own and then to check their answers with a partner.
- Check answers as a class.

Answers

1T 2T 3F 4F 5T

C

- Ask students to skim through the story without circling any answers at this stage to find out who 'Everyone' was in the story and why they were scared to death (*They are school children and they are scared because they have just experienced an earthquake.*).
- Remind students to pay attention to the words either side of the options in pink. Encourage them to look back at the information on Narrative tenses and the Grammar Reference if they need help with the task.
- Remind students to read the story again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------------------|--------------------|
| 1 had ever experienced | 6 thought |
| 2 were screaming | 7 had taken |
| 3 was | 8 had been playing |
| 4 kept | 9 ran |
| 5 had passed | 10 explained |

Look again!

D

- Ask students to read sentences 1-5 before they look at the email again.

- Ask students to do the task on their own and then compare their answers with a partner.
- Check answers as a class.

Answers

1F 2T 3T 4T 5F

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the article once again and to write what the main idea of each paragraph is next to it. Then ask them to read descriptions a-e to decide which ones are closest to their notes before doing the matching task.
- Ask students to do the task individually, but check answers as a class.

Answers

1e 2d 3b 4c 5a

F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which tenses they could complete each of the expressions with. If you have time, ask them to write sentences of their own beginning with these expressions.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Over to you!

G

- Ask students to read the instructions and the task and to underline any key words and phrases.
- Encourage students to do the true/false task in B again in relation to this writing task.
- Ask students how this task is similar and how it is different to the one in B (*It also asks for a story beginning with a given sentence, but the sentence is different this time.*).
- Ask students to work in pairs to discuss the kinds of situations that they could write about. Give students help with any extreme situation-related vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for stories on page 179.

Plan

Para 1: Use the sentence given and set the scene for the story.

Para 2: Introduce the main character and an event that creates suspense. →

Para 3: Describe reactions to the event and give more background details.

Para 4: Introduce a plan of action.

Para 5: Describe how the plan is carried out and what happens next.

Suggested answer

Story

At last help was on the way. Ten people were trapped on a mountain top after the worst snowstorm they had ever experienced. To make matters worse, the ski instructor had a broken leg.

Some of the skiers were crying softly as snow continued to fall. Luckily, they had some food and water with them. 'Everyone stay calm!' yelled Sheila. Sheila had never been in such an extreme situation before, but she didn't panic. The other skiers looked frightened though. More than eight hours had passed since the snowstorm and there was no sign of anyone coming to rescue them.

All of a sudden, Sheila thought of something. During the storm, Sheila had fallen and she remembered seeing her mobile phone lying in the snow. She had left there it so she wouldn't lose the others.

As quick as lightning, Sheila ran down the mountain to the spot where she had fallen, dug in the snow, found the phone and saw that it was still working. She called her dad and explained the situation. 'Don't worry,' he said comfortingly. 'A rescue team is already on its way.' Sheila breathed a sigh of relief. Their ordeal was almost over.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have. Encourage students to make notes by answering the questions about the writing task here.

Useful Expressions

- Remind students that the words and phrases here can be used to create suspense and that they should try to include one or two of them in their stories.

Teaching Tip

Explain to students that they should try to read short stories in English as often as possible and that this will help them to improve their own story-writing.

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

The US Coast Guard's national motor lifeboat school is the only one of its kind in the US. It is situated at the mouth of the River Columbia at Cape Disappointment, outside Washington. The school has 60 staff and its main function is to train and re-train coast guards on the use of the 47 foot motor lifeboats they use. At the moment, there are 42,000 people on active duty in the US coast guard. Their missions include safety at sea, search and rescue and drug intervention as well as other law enforcement duties. For further information, visit www.uscg.mil.

Before you watch

A

- Ask students to look at the title of the section and the picture on page 94 and ask them how they are related.
- Read words 1-4 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to read through all the meanings in a-d before they match up any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

1d 2a 3c 4b

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students to predict what they are going to learn about.
- Play the DVD all the way through without stopping and ask students to write down their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD again and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1T (00:50)	4F (02:07)
2F (01:18)	5F (02:52)
3F (01:23)	6T (03:06)

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 mercy	6 convinced
2 violent	7 prove
3 cope	8 rescue
4 training	9 satisfaction
5 missions	10 tragedy

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

8 Time to Spare

Unit plan

- Reading:** article, missing sentences
Vocabulary: words related to free time, word formation, phrasal verbs
Grammar: modals & semi-modals, modals perfect
Listening: multiple-choice questions
Speaking: talking about free-time activities, problem solving, giving advice
Writing: article, making articles interesting

Unit opener

- Write *Time to Spare* on the board and ask students what they think it means (*free/extra time*). Say the phrase and ask them to repeat it. Correct their pronunciation if necessary.
- Ask students to turn to page 95 and ask them what they think the unit will be about (*free time activities*).
- Ask students what they like to do when they have time to spare. Make a list on the board of all the activities they mention and then ask them if they can think of any other free time activities that they don't do personally. Try to elicit *listening to music, reading, watching DVDs/TV, dancing, doing martial arts, photography, arts and crafts, exercising, shopping and going out for the day*.
- Ask students to work in pairs or small groups to discuss the picture and accompanying caption on page 95. Encourage them to say why the person looks like this and what their reaction is to him.
- Explain to students that they will learn more about this event later on in the unit.

Reading

A

- Ask students to read the instructions and make sure they understand that they have to put the free time activities in order of popularity among young people in the UK and not according to their own habits. Encourage students to guess as it is unlikely they will know the correct answers.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify their answers.
- Check answers as a class.

Answers

- | | |
|-------------------------------------|-------------------------|
| 1 Spending time with family/friends | 6 Going to clubs |
| 2 Listening to music | 7 Exercising |
| 3 Watching TV | 8 Eating out |
| 4 Shopping | 9 Going out for the day |
| 5 Going to the cinema | 10 Reading |

B

- Ask students to read the instructions and elicit that the underlined words referred to are *They*, *This* and *It's* in sentences a-c.

- Encourage students to read the short text without filling in any answers and then to read sentences a-c before completing the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- a *They* refers to *People* who enjoy this *activity* or *storm chasers*.
 b *This* refers to *severe weather*.
 c *It* refers to *Storm chasing*.

- 1 c
 2 a
 3 b

Teaching Tip

Remind students that in reading tasks with missing sentences, personal pronouns are often the key to some answers. If there is a personal pronoun in the sentence before or after a gap, they should try to find a word that it refers to in the missing sentences. Similarly, if there is a personal pronoun in a missing sentence, they should try to find what it refers to in a sentence before a gap in the text.

C

- Ask students to look at the pictures that accompany the text as well as the title to help them decide where the activity takes place.
- Then ask them to skim through the text to find out if they were correct. Encourage them to read the whole text and not to be distracted by words that they don't know.

Answer

inside a cave

Wordwise

- Ask students to look at the words in pink in the text and to try to work out from the context they are in what they mean.
- Ask them to compare their own meanings with the definitions in the *Wordwise* box.
- Explain anything students don't understand.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Remind them to make sure that personal pronouns, linking words and phrases and ideas follow on logically with the sentence before and after the gap. Explain that they should also read the extra sentence to make sure it doesn't fit in anywhere.

D

- Ask students to read the instructions and elicit that they won't need to use one of the sentences A-F.
- Encourage students to read sentences A-F before they read the text to write their answers.
- Encourage students to cross out each sentence they use as they are doing the task.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

1B 2E 3A 4D 5F

Background Information

Stephen Alvarez is an expedition explorer for the *National Geographic* magazine. He has photographed caves in Borneo, Mexico, Belize, Papua New Guinea, Canada and the US, as well as high-altitude archaeological sites in Peru, jungles in Suriname and rain forests in Costa Rica. The pictures which accompany the text were taken by him. The Ora Cave is on an island called New Britain, just off Papua New Guinea. A team of 12 adventurers, of which Alvarez was one, explored these caves and discovered extremely fast-flowing rapids in river caves which are probably the biggest in the world known to date. The team's goal was to descend into the cave in order to follow the river to its end. The explorers found 8 miles of river caves. This expedition was especially risky as it was on a small island and there was no rescue team nearby. For further information, visit <http://ngm.nationalgeographic.com/2006/09/raging-danger/sheatext>

Get the meaning!

E

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that they are all verbs which describe how something or someone moves.
- Encourage students to read all the sentences through before filling in any answers and to read back through their answers to check them when they have finished.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------|-----------|
| 1 flow | 4 snake |
| 2 climb | 5 explore |
| 3 crawl | |

What do you think?

- Ask students to read the two bullet points and answer any questions they might have.
- Tell students to work in pairs or small groups to discuss their ideas.
- As a class, make a list on the board of the possible dangers of caving and storm chasing.
- Ask students at random if they would like to do either of these activities and why/why not, and also at random the two questions in the second bullet point.

Suggested answers

Caving – falling from a rope while climbing at a great height, slipping on the damp rocks, drowning in the water, getting trapped inside the cave, being hit by falling rocks, getting lost, being attacked by animals

Storm chasing – being caught up in the storm and being at its mercy, being hit by objects thrown by the wind

Students' own answers

Vocabulary

A

- Read the activities 1-7 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students which, if any, of these activities they do or have done in the past.
- Encourage students to read definitions a-g before writing any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Read the words in the yellow wordbanks to students and explain that some of these pairs of words contain words which are often easily confused.
- Encourage students to read the whole sentence in each item before writing their answers.
- Remind them to read the sentences again to check their answers once they have finished.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------------|--------------------|
| 1 fascinated, keen | 4 surf, download |
| 2 spend, take | 5 waste, pass |
| 3 educational, entertaining | 6 leisure, pastime |

C

- Ask students to look at the title of the text and the picture and ask them how they might be related (*The picture shows a fairy and the Brothers Grimm published a collection of fairy tales.*).
- Ask students to skim through the text without filling in any answers to see if they were right.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 tales	5 collections
2 magic	6 illustrate
3 message	7 texts
4 publish	8 recognise

D

- Ask students to read the four questions and answer any questions they might have.
- Ask students to work in pairs to take it in turns asking and answering these questions. Then ask the questions at random round the class making sure each student answers at least one question.
- You could also activate the vocabulary in this lesson further by asking students to discuss which of the situations in the sentences in B reflect their tastes or that they agree with. You could also ask them to discuss famous fairy tales from their culture.

Teaching Tip

Encourage students to make a note of topic-related vocabulary together in their vocabulary notebooks. This will make it easier for them to revise and help them to build up their knowledge of certain themes in English. It will also make it easier for them to speak and write about them.

Extra Task (for early finishers)

See photocopiable material on page 148.

Grammar

- Ask the questions below at random round the class making sure each student answers at least one question.
 - Can you play an instrument?
 - What might you do this weekend?
 - Where do you have to go to see a play near you?
 - Were you able to swim when you were five?
 - Could you open the window?
 - What should I do in my spare time?
 - Which needn't you take to the gym – trainers, a tracksuit or a newspaper?
- Elicit from students that all the questions contained modal verbs and explain that this is what they will learn about in this part of the lesson.

A

- Ask students to read the instructions and elicit that the words next to each bullet point are the functions of the modal verbs they should match with each group.

- Ask individual students to read one each of the sentences in Group 1, then as a class decide what the answer is and to write it in on the lines provided. Then ask the students to go ahead and do the rest of the task.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the text on pages 96 & 97 to find examples of modal verbs and to say what function they have (*Introduction: can hear, can see – ability; Para 1: can give – ability, has to climb – obligation; Para 2: must wear – necessity/obligation, should be – advice/suggestion; Para 4: can live – ability, must have adapted – possibility, can't see – ability, can catch – ability; Para 5: can flow, can also be – ability; Missing sentence C: could have found – possibility; Missing sentence E: can look out for – ability; Missing sentence F: can destroy – ability*).

Answers

Group 1	possibility and certainty
Group 2	ability
Group 3	permission and request
Group 4	necessity, obligation and prohibition
Group 5	advice and suggestions
Group 6	lack of obligation or necessity

Now read the Grammar Reference on pages 168-169 with your students.

B

- Encourage students to read each sentence through to get the gist of it and to look carefully at all three options before choosing their answers.
- Remind students that they can look back at A in the Grammar box and at the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Teaching Tip

You could expand this section further by asking students to work in pairs or small groups make a fact sheet for a free-time activity, such as the one in the picture on page 99. The factsheet should describe the activity and what you must have/don't need for it, where/when you can do it, how you should do it, what you mustn't do during the activity, as well as any special abilities you must have to do it, etc. Go round the class helping them with their fact sheets and pointing out any corrections that need to be made to modal verbs. When they have finished, hang their fact sheets on the wall and ask them to read each other's whenever they have free time.

Extra Task (for early finishers)

See photocopiable material on page 148.

Listening

A

- Ask students to read the instructions and to look quickly at the pictures in 1-3. Elicit that they don't have to name the objects or places, but just to say how they are connected.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any differences they have.
- Check answers as a class.

Suggested answers

- 1 means of transport/getting around/travelling/journeys
- 2 pastimes/entertainment/spending money/going out for the day
- 3 media/spending time at home/getting information

B

- Explain to students that often questions in listening tasks ask about the thing that connects the three pictures. As a result, ask students to use their answers in A to help them with B.
- Encourage them to name the objects and places in the pictures (eg *car, coach, train, theatre, shopping, restaurant, newspaper, radio, TV*) as they do this task.
- Check answers as a class.

Answers

Students' own answers

C

- Ask students to read the instructions and make sure they understand they will be looking back at the pictures in A.
- Explain to students that they will hear the conversations only once.
- Go to track 15 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to write their answers. Check the answers as a class and ask students to justify their answers.

Answers

1b 2b 3c

Turn to pages 160 and 161 for the tapescript.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have.
- Explain that information relating to all three pictures will be heard on the recording, but the questions might not ask about the most obvious part of the conversation. For example, someone might express a change in opinion or plans and the question could either ask what the person had in mind to begin with or what he/she decided in the end.

Teaching Tip

Encourage students to make a note next to each picture to show the order they are mentioned in on the recording or to show who mentions them. This will help them to be better prepared for any surprise questions.

D

- Give students a few minutes to study the pictures and to discuss with a partner what each one shows as well as the similarities and differences between them. Before listening to the recording, elicit the times in 1, *sailing, water-skiing, windsurfing, concert, classical music, orchestra, piano recital, plain, spotted, striped, stripe*, the prices in 7, cooking, gardening and surfing the net.
- Go to track 16 on the Close-Up Class Audio CD and play the recording once all the way through and ask students to mark their answers. Check the answers as a class and ask students to justify their answers.

Answers

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

Turn to page 161 for the tapescript

Speaking

A

- Ask students to read the questions and answer any queries they may have about them.
- Get students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students what kinds of part-time jobs young people their age could do (*handing out leaflets, working in shops/café's, taking dogs for walks, babysitting*, etc) and why they usually do part-time jobs.
- Ask students to look at statements 1-6 and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any differences.
- Check answers as a class.

Suggested answers

1A 2D 3D 4A 5A 6A

Useful Expressions

- Explain to students that the speaking task in this lesson involves asking for and giving advice. Elicit any expressions they know for giving advice and write them on the board.
- Read the phrases for *Giving advice* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.

Close-Up

- Ask students to read the instructions in C before they look at the *Close-Up* box. Point out that Student A will have some questions to ask and Student B will be given a table with information to help them answer Student A's questions.
- Read the information in the *Close-Up* box to students and answer any questions they might have.
- Explain that in this task the questions will help them to find out exactly what kind of advice is most appropriate for their partner. Encourage them to ask the questions in the order they appear in as this will ensure Student B gives them the information they need in a logical order.

C

- Ask students to read the instructions again and to decide who will be Student A and who will be Student B. Then ask each student to look at the corresponding information for their role. Ask them not to look at their partner's information.
- Give students a minute to study their information and give any students who need help individually, without their partner overhearing. Then ask students to begin the task.
- Remind students that they can refer to the Speaking Reference on page 184 if necessary while doing the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

Encourage Student B in each pair to give replies in as natural a way as possible. Also, remind them that they should answer questions fully so that their partner has all the information necessary to make a decision. Explain that they should avoid just reading out the information they are given to Student A. Also, they must listen carefully in case Student A asks a question which isn't covered by the information given. →

If this happens, they should try to make up an answer that fits logically with any other answers he/she has given.

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Remind students that when they come across new vocabulary they should note down its meaning as well as its various parts of speech.
- Read the words in the table to students and ask them to repeat them. Correct their pronunciation where necessary.
- Elicit the difference in meaning between the two forms of the nouns in rows 1, 2, 6 & 7 of the table. Explain that some of the adjectives will also have more than one form.
- Ask students to do the task individually, but check answers as a class.

Answers

In order of appearance: celebrate, participate, supportive/supporting, impressive/impressed, congratulate, observe, organise

B

- Ask students to look at the picture at the bottom of the page and asked them which beard and moustache they find most impressive and why.
- Ask students to skim through the text and to note which part of speech is missing from each gap and if it is a noun to note if a plural or singular form is necessary.
- Explain to students that they might have to use more than one form of the words in the text and that there will be some words that won't appear in any form.
- Remind them to read the text through again once they have finished to make sure it makes sense.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box on the following page.

Answers

- | | |
|----------------|--------------|
| 1 participants | 5 organisers |
| 2 impressive | 6 supporters |
| 3 celebration | 7 celebrate |
| 4 observe | 8 support |

Background Information

The World Beard and Moustache Championships probably date back to the early 1990s. Since 1995, the event has been held every two years and changes country each time. The event has been held in Norway, Germany, Sweden, England and the US. 2003 was the first year the event was held outside Europe. Participants are judged in one of approximately 16 categories of which range from freestyle beards to Dali-style moustaches. For further information on the Championship, visit www.worldbeardchampionships.com.

C

- Read the phrasal verbs in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that they have to replace the words in bold in the sentences with the phrasal verbs in the yellow wordbank.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all the phrasal verbs in Close-Up on page 187.

Answers

- | | |
|------------|---------------|
| 1 show off | 4 call for |
| 2 take to | 5 cut out for |
| 3 take up | 6 find out |

D

- Ask students to look at the words in bold in the questions and elicit that they come from task C.
- Ask students to work in pairs to take it in turns to ask and answer the questions. Encourage them to justify their answers.
- Then as a class ask the questions at random making sure each student answers at least one question.
- You could also activate the vocabulary in this lesson further by asking students to discuss any other unusual pastimes they have heard of. Encourage them to talk about what the participants must do, who organises the event, whether there are any supporters or observers and whether they feel they are cut out for this particular activity.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 148.

Grammar

- Ask students to look back at page 97 at the modals they found in task D, missing sentence C, and the first modal in Para 4. Ask them why they are different to the other examples they found in the text (*They have the modal verb + have + past participle*). Elicit that these examples refer to events in the past.
- Explain to students that this form is the modal perfect and that this is what they will learn about in this part of the lesson.

A

- Ask students to read the instructions and elicit that the words next to each bullet point are the functions of the modal verbs they should match with each group.
- Ask two different students to read one each of the sentences in Group 1, then as a class to decide what the answer is and to write it on the lines provided. Then ask the students to do the rest of the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------|---|
| Group 1 | past possibility |
| Group 2 | ability and willingness to do something in the past |
| Group 3 | certainty about the past |
| Group 4 | criticism of past actions |

Now read the Grammar Reference on page 169 with your students.

B

- Ask students to read the instructions and the two sentences in item 1. Elicit that the second sentence will be based on information as it will be a deduction or a conclusion that can be drawn from the information in the first sentence. The second sentence will not simply rephrase sentence 1.
- Do item 1 as a class to make sure that students understand what they have to do.
- Remind students that they can look back at A in the Grammar box and Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------------------|----------------------------|
| 1 must have | 4 would have |
| 2 could have/would have | 5 can't have/couldn't have |
| 3 should have | 6 shouldn't have |

C

- Remind students to read through each sentence and to look carefully at each option and the words immediately before and after each gap before circling any answers.
- Encourage students to read the sentences again once they have finished to check their answers.
- Remind students that they can look back at A in the Grammar box and Grammar Reference if they need help with the task.

- Ask students to do the task individually, but check answers as a class.

Answers

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

Teaching Tip

You could expand on the grammar in this section further by writing the situations below on the board. Ask students to work in pairs to take it in turns to comment on each situation to their partner using modals.

- Your partner went out in the snow without a coat and now she's freezing. (*You shouldn't have gone out in the snow without a coat.*)
- Your partner says he/she saw X-Factor on TV yesterday but it wasn't on last night. (*You can't have seen X-Factor yesterday on TV because it wasn't on last night.*)
- Your partner paid a fortune for new swimming goggles, but you could have given him/her a spare pair that you have. (*You shouldn't have paid a fortune for new swimming goggles. I could/would have given you a spare pair of goggles I have.*)
- Your friend has just come back from a month's holiday in the Caribbean. (*You must have had a wonderful time in the Caribbean.*)

Extra Task (for early finishers)

See photocopiable material on page 148.

Writing

- Ask students how often they read when they have spare time. Ask them what kind of things they read and whether or not they ever read magazines. If they do, ask what kind of magazines they choose (*teenage, music, fashion, hobby, online*, etc.).
- Ask students if their school publishes a magazine/newspaper. If it does, ask what kind of articles are included in it and whether they have ever written for it. If it doesn't, ask them if they would like one to be published and what kind of articles they would like it to include.
- Explain to students that they are going to learn how to write an article in this lesson.
- Ask students to read the information on *Making articles interesting* and explain anything they don't understand.
- Ask students to come up with two or three possible headlines for an article which could be accompanied by the picture in the top right-hand corner of page 104. Encourage them to use other features such as semi-formal language, asking the reader questions, using 'you' and the imperative in their headlines. Write a few of the students' examples on the board and analyse the features each one contains.

Teaching Tip

Try to relate the material in each lesson to the students in some way. This helps them to see how English and the skills they are being taught are useful and relevant to their everyday lives instead of being just a lesson.

A

- Ask students to read the instructions and point out that both sentences in each set are well-written, but that only one contains appropriate features like the ones mentioned in the *Make articles interesting* box for such an article. Encourage them to underline these features in the sentences they choose so that they can justify their answers.
- Ask students to do the task on their own and then to compare it with a partner's answers and to justify any differences.
- Check answers as a class.

Answers

1a 2a 3b 4a 5b

B

- Ask students to read the writing task and to underline any key words before doing the task.
- Ask students to do the task on their own and then to check their answers with a partner.
- Check answers as a class.

Answers

- 1 an article
- 2 school students
- 3 to suggest ways young people can spend their free time actively in winter
- 4 Students' own answers
- 5 two or three

C

- Ask students to read the heading and sub-headings in the yellow wordbank and elicit which one is the heading. Then ask students what kind of activities the sub-headings might refer to.
- Ask students to read the article without filling in any answers at this stage to see if they were right.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Winter wonders: 3 ideas to keep the winter blues away!
- 2 Act it out!
- 3 Create the look!
- 4 Keep on running!

Look again!

D

- Ask students if they do, or have done in the past, any of the activities mentioned in the article. Ask them if they think they are appropriate activities and which other activities could have been suggested.
- Ask students to read points 1-8 and then to look back at the article to help them get the right answers.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should tick the following:
1, 3, 5, 6 & 7

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the article again and to write what the main idea of each paragraph is next to it. Then ask them to read the phrases in the yellow wordbank and the incomplete sentences in order to complete the plan.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------------|-----------------------|
| 1 the topic | 4 a physical activity |
| 2 joining a club | 5 ending the article |
| 3 can do at home | |

F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the model article (*Does the thought of ... make you want to ...*, *Are you a ...*, *Check related websites ...*, *You owe it to yourself to ...*).
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------|---------|
| 1 couch | 5 chess |
| 2 appeal | 6 not |
| 3 get | 7 of |
| 4 make | 8 a go |

Over to you!

G

- Ask students to read the instructions and the task and to underline the key words and phrases.
- Encourage students to ask themselves questions like the ones in B in relation to this task.
- Ask students how this task is similar and how it is different to B (*It also asks for an article for a school magazine, but the topic is slightly different.*).
- Ask students to work in pairs to discuss the kinds of activities that they could write about and to say who they would appeal to and what benefits they have. Give students help with any vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their article in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for articles on page 180.

Plan

- Para 1: Introduce the topic of the article and say what you will write about.
- Para 2: Make a suggestion about joining a club and give details.
- Para 3: Suggest an activity that someone can do at home and give details.
- Para 4: Suggest a physical activity and give details.
-

Para 5: Encourage the reader by ending the article on a positive note.

Suggested answer

Article

School's out: 3 ideas to keep you busy!
Does the thought of going straight home after school give you the 'blahs'? Well, cheer up! Here are three great ideas to keep you entertained in the early evening hours.

Rock around the clock!
Join a local dance club. Even if you're no good at something like ballet, you can take lessons and learn how to tango, salsa or even jive. Dance clubs are a fantastic way to meet other teenagers.

Art for art's sake!!
Are you a talented painter with a passion for your art who prefers the comforts of home? Then, sketch and paint your masterpieces where you feel most comfortable—your house! Check related websites for hints and tips. Who knows, you may be the next Picasso!

Get a kick out of this!
Try martial arts if stretching, punching and kicking appeal to you. Martial arts build up fitness and balance and you can do them alone or in a group. The beauty of martial arts is that they build up concentration and teach discipline.

Go on, make the best of your after-school hours! You owe it to yourself to do something a little bit different.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have. Encourage them to use the activities and the expressions in *Useful Expressions* in order to answer the task properly. Encourage students to include a mixture of creative and physical activities in their articles.

Useful Expressions

- Remind students that the words and phrases here can help them to capture and keep the reader's attention. Spend some time analysing these expressions with students and make sure students know which parts of speech and which verb forms follow on from the expressions where appropriate.



General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Caving is a pastime that was started by Frenchman Edouard-Alfred Martel (1859-1938). It involves the exploration of caves for leisure, as opposed to speleology, which is the scientific study of caves and their environments. Cave systems are among the last unexplored places on Earth today. Cavers take great care once inside a cave and always wear protective clothing such as hard hats and waterproof overalls. A headlamp is usually worn on their hard hats so that they can see where they are going while keeping their hands free.

Before you watch

A

- Ask students to look at the picture on page 106 and ask them what the person is doing and why he might be there.
- Read the words in the yellow wordbank to students and then to label the picture.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------|-------------|
| 1 caves | 3 waterfall |
| 2 ropes | 4 ledge |

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the DVD and that they should listen out for the specific words highlighted in pink.
- Ask students to predict what kind of people the documentary will be about.
- To check students understand where Virginia is, draw their attention to its position on the globe in the top-right corner of the page.

- Play the DVD all the way through without stopping and ask students to write their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

- | | |
|-----------------------|----------------------|
| 1 ordinary (00:11) | 4 drop (01:11) |
| 2 option (00:57) | 5 encourages (01:42) |
| 3 necessities (01:07) | 6 bigger (03:37) |

After you watch

C

- Explain to students that the text is a summary of the information on the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about what part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|----------------|
| 1 techniques | 6 narrow |
| 2 descend | 7 confidence |
| 3 entrance | 8 huge |
| 4 underground | 9 exhilarating |
| 5 choice | |

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 7 and 8

Revision

- Explain to students that the tasks in Review 4 revises the material they saw in Units 7 and 8.
- Remind students that they can ask you for help with the exercises, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, or ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Remind students not to leave any answers blank and to try to find any answers they aren't sure about in the units or reference sections.
- Inform students in the lesson before the review that they will have a review during the next lesson so that they can revise for it. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Write the following pairs of words on the board and ask students to explain the difference between them: *supportive/congratulatory*, *observation/participation*, *survival/endurance*, *get well/battle against*, *confront/vanish*, *persist/survive* and *impressive/distant*.
- Ask students which collocations they know with *make* and *do*. Make sure they mention *do one's best* and *make a journey* and ask them to write sentence using these collocations.
- Ask students the questions below at random round the class making sure each student answers at least one question.
 - Why might someone collapse?
 - What makes you shiver?
 - Would you find it difficult to adapt to life in the Amazon?
 - Which of your abilities do you tend to show off about?
 - Have you taken up a new hobby recently?
 - What do you excel at?
 - Could you cope with sub-zero temperatures?
 - What job do you think you are cut out to do?

Grammar Revision

- Write the verb *explore* on the board and ask students to write it in the affirmative, negative and question forms of the Past Perfect Simple and Past Perfect Continuous tenses. Then revise the uses of these tenses.
- Write the following incomplete questions on the board and ask students to complete them with a question tag.
 - You come from France, _____? (*don't you*)
 - The climbers didn't reach the summit yet, _____? (*did they*)
 - She will come on the expedition, _____? (*won't she*)
 - The plane hasn't left yet, _____? (*has it*)
 - Let's set off at six o'clock, _____? (*shall we*)
- Write the sentences below on the board and ask students to correct them.
 - Is that not a famous explorer over there? (*Isn't that a...*)
 - Which mountain they climbed? (*Which mountain did they climb?*)
 - Who did fall into the river? (*Who fell...*)

Then revise subject, object and negative questions as a class.

- Ask students to write sentences of their own using *can* for ability, *may* for possibility and certainty, *must* for possibility and certainty, *should* for advice and suggestions, *have to* for obligation, *needn't have* for lack of obligation and necessity, and *be able to* for ability.
- Remind students that modal verbs are followed by bare infinitives to refer to present or future, and by the perfect infinitive to refer to the past. Also remind them that *be able to* can be used in any tense.

Vocabulary

A

- Ask students to look at the words in bold and to write which part of speech each one is next to it.
- Then ask students to read through the sentences and to decide which part of speech is missing from each gap. Point out that it will be a different part of speech from the word in bold.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

- | | |
|----------------|-------------------|
| 1 celebrity | 6 supportive |
| 2 participants | 7 survival |
| 3 cookery | 8 observation(s) |
| 4 impressive | 9 distant |
| 5 endurance | 10 congratulatory |

B

- Ask students to read through the sentences for gist before filling in any answers.
- Encourage students to look for clues to help them decide which prepositions are missing.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

- | | |
|-----------|----------|
| 1 off | 6 with |
| 2 for | 7 for |
| 3 between | 8 up |
| 4 to | 9 below |
| 5 at | 10 above |

C

- Read words 1-6 and a-f to students and ask them to repeat them. Correct their pronunciation where necessary.

Answers

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

D

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences through for gist before filling in any answers.

Answers

- | | |
|------------|-----------|
| 1 shiver | 4 do |
| 2 collapse | 5 adapt |
| 3 make | 6 prevent |

Grammar

A

- Ask students to read the instructions and encourage them to read the text for gist before filling in any answers and to then underline any time expressions. Explain that these will help them to find the correct tense.
- Tell students to look back at page 87 and Grammar References 7.1-7.3 on pages 167-168 for a reminder if they need to.

Answers

- | | |
|-----------------------------------|-----------------------|
| 1 decided/tried | 5 had not/hadn't told |
| 2 had been climbing/
exploring | 6 had had |
| 3 had been climbing | 7 was |
| 4 tried | 8 managed |

B

- Ask students to read through the sentences for gist and the three options before choosing any answers.

- Encourage students to think about whether each item tests question tags, subject/object questions or negative questions.
- Tell students to look back at page 91 and Grammar References 7.4-7.6 on page 168 for a reminder if they need to.

Answers

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

C

- Ask students to read each pair of sentences and to underline the information in the first sentences that is missing from the second sentences. Then ask them to consider how the word in bold relates to the missing information.
- Encourage students to think about the function of each sentence.
- Tell students to look back at pages 99 and 103 and Grammar References 8.1-8.15 on pages 168-169 for a reminder if they need to.

Answers

- 1 may be lost
- 2 were able to
- 3 should ask
- 4 had to wear
- 5 did not/didn't need to find
- 6 must have reached
- 7 need not/needn't have taken

9 High-Tech World

Unit plan

Reading: article, multiple-choice questions

Vocabulary: technology-related words, prepositions, collocations & expressions

Grammar: passive voice: tenses, *by* & *with*, passive voice: gerunds, infinitives & modal verbs

Listening: multiple-choice questions

Speaking: talking about technology, decision making, justifying choices

Writing: essay, topic sentences

Unit opener

- Write *High-Tech World* on the board and elicit that *tech* is short for technology. Tell students you will give them five minutes to write down as many words of three letters or more using the letters in *high-tech world* (*height, the, get, got, hit, lord, word, lie, drew, dot, dote, thigh, weight*, etc).
- Explain to students that *High-Tech World* is the title of Unit 9 and ask them what kind of issues they think will be dealt with in this unit.
- Ask students to turn to page 109 and to look at the picture and its accompanying caption. Ask them to describe the picture in pairs and to say why these objects may be useful. Encourage students to discuss their reaction to the picture.
- If students seem interested, you might like to give them further information using the Background Information box below.

Background Information

These robotic fish are called *Robopike*, named after the fish called pike. They were manufactured by students at the Massachusetts Institute of Technology (MIT). Scientists constructed these fish in order to learn more about how fish propel themselves through water and hope to solve Gray's paradox which states that fish don't seem to have enough muscle to move themselves through water. It is hoped that if we know how fish move through water, we can create vehicles that are able to move like fish and therefore save energy. These robotic pike are 32 inches long and are made of fibreglass, stainless steel, delrin and other materials. For further information visit: <http://web.mit.edu/towtank/www/Pike/facts.html>.

Reading

- Ask students to turn to page 110 and elicit that the object in the foreground of the picture in the top right-hand corner is a surveillance camera. Ask them where they might see a camera like this and how it make them feel.

A

- Ask students to read the instructions and explain anything they don't understand.
- Read the words and phrases next to the bullet points and ask students to repeat them. Correct their pronunciation where necessary.

- Ask students to work in pairs or small groups to answer the question. Then as a class, ask each pair or group to summarise their answers.

Answers

- *Surveillance cameras* can capture people committing crimes or displaying anti-social behaviour.
- A *computer* can reveal where a person is, what they are doing on the computer or Internet, and provide a record of a person's personal data.
- A *mobile phone* can reveal where a person is at any given time, who they are in communication with and what they are communicating about.
- A *GPS* can reveal where a person currently is.

Teaching Tip

You could expand the previous task further by asking students to discuss the pictures and their accompanying captions on pages 110 and 111. Ask them to concentrate on the kinds of incidents that the people carrying out surveillance with these particular cameras would be interested in, such as car-related crimes (eg *speeding, reckless driving, joyriding, theft*), street crimes (eg *vandalism, muggings, murders, drug-dealing, theft*, etc).

B

- Ask students to read the instructions and the sentences 1-3 and explain anything they don't understand.
- Ask them to skim through the text and to underline information in the text that relates to each sentence.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage students to justify any answers they have that are different to their partner's.
- Check answers as a class.

Answers

1F 2F 3T

Wordwise

- Ask students to look at the pink words in the text and to try to work out their meaning from the context they are in.

- Ask them to compare their own meanings with the definitions in the *Wordwise* box.
- Explain anything students don't understand.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Encourage them to cross out the options that are clearly wrong while doing multiple-choice type exercises so that they are left with only those which are true based on the information in the text. Then ask students to decide which one answers the question or completes each statement best according to the text.

C

- Encourage students to read all the questions and options before they start to write their answers.
- Remind them that they should read the text more carefully this time and underline any information in the text relevant to each question.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1d (*The world of surveillance that was predicted by Orwell is already here.*)
- 2a (*With more than 4 million cameras – that's one camera for every 15 people – Britain has more surveillance cameras than anywhere else in the world.*)
- 3b (*Studies show that video surveillance has been successful in greatly reducing crime in some areas...*)
- 4c (*He believes people should be asked to vote on whether they agree or disagree with public surveillance.*)
- 5b (*One day in France, 18-year-old Jean Francois LeRoy was swimming...it would have taken him as little as four minutes to die.*)

Get the meaning!

D

- Ask students to scan the text to find and underline the words in pink from this exercise. Tell them to look at these words in context to help them decide which one fits best.
- Remind students to read through the sentences before circling any answers and to pay attention to the words before and after the options. Encourage them to read the sentences again once they have finished to check their answers make sense.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students what the words they didn't circle mean and why they don't complete the sentences.

Answers

- | | |
|-----------|-----------|
| 1 deters | 4 Public |
| 2 predict | 5 set off |
| 3 install | |

What do you think?

- Ask students to read the questions and answer any queries they might have.
- Ask students to work in pairs or small groups to discuss their ideas.
- As a class, make a list on the board of the advantages and disadvantages of public surveillance. You could turn the task into a mini-debate and ask students to form groups to argue *for* and *against* public surveillance.

Vocabulary

A

- Ask students to cover up the words in the yellow wordbank and to work with a partner to say what they think each object is called in English.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------|-------------|
| 1 digital camera | 5 batteries |
| 2 remote control | 6 microchip |
| 3 GPS navigator | 7 camcorder |
| 4 closed-circuit TV | 8 USB stick |

B

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.
- Make sure that students realise that they should only use two of the words from each wordbank for each question.
- Encourage students to read through the sentences before writing any answers and to read them again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------------|----------------------|
| 1 install, crash | 4 engineer, research |
| 2 gadget, manual | 5 laboratory, test |
| 3 revolutionised, developed | |

Teaching Tip

You could expand this task further by asking students what the words they didn't use in sentences 1-5 mean and get them to write sentences of their own using them.

C

- Read the words and phrases in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask them which ones they are familiar with and whether or not they know their meanings.
- Ask students to do the task individually, but check answers as a class.

Answers

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

D

- Ask students to read the four statements and answer any questions they might have about them.
- Tell students to work in pairs to discuss the statements. Then as a class ask students at random to share their thoughts on one of the statements until all students have had a turn.
- You could activate the vocabulary in this lesson further by asking students to play a game with the words from A. Ask them to work in pairs and to take it in turns to describe an object from A without using the actual words for them. They can say what each object looks like, what it is used for and any other information that their partner might need in order to guess which object is being described. Encourage students to use the words and phrases in B and C to describe the objects.

Answers

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 149.

Grammar

- Ask students the questions below at random round the class making sure that each student answers at least one question.
 - Where are surveillance cameras found?
 - Who are GPS navigators used by?
 - Who was the television invented by?
 - Why are mobile phones banned in schools?
 - Were you given an iPod for your birthday?
- Elicit that the questions were all in the passive voice and explain to students that this is what they are going to learn about in this lesson.

The Passive Voice: Tenses

A

- Ask students to read the sentence and answer the questions and then to compare their answers with a partner.
- Check answers as a class.

Answers

1 active	3 They
2 Present Simple	4 cameras

B

- Ask students to read the sentence and answer the questions and then to compare their answers with a partner.
- Check answers as a class.

Answers

1 Cameras	3 Past Participle
2 Present Simple	

Complete the rules.

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences and the questions in A and B if they need help.
- Ask students to do the task individually, but check as a class.

Answers

Answers in order of appearance: be, object

By & With

C

- Ask students to read the sentences and questions and elicit that the agent is the person who carried out an action in a passive sentence.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the text on pages 110 and 111 and to underline examples of the passive voice. Ask them to say which tense has been used in each example (*Para 1: was written – Past Simple, are constantly reminded – Present Simple; Para 2: was predicted – Past Simple, are now used – Present Simple, are now caught – Present Simple; Para 3: has been caught – Present Perfect Simple; Para 4: are not actually caught – Present Simple; Para 5: has also been used – Present Perfect Simple; Para 6: had been installed – Past Perfect Simple; Para 7 – should be asked – passive modal*)

Answers

1 by	2 with
------	--------

Now read the Grammar Reference on pages 169-170 with your students.

Teaching Tip

Ask students to look at the picture of *Aibo* in the top right-hand corner of page 113. Ask them which words could be put in between *Aibo* and *designed* without changing the meaning (*which was*). Elicit that this is a passive form. Ask students why they think Sony have designed a robot pet, what advantages and disadvantages it might have over a real pet and whether or not they would like one.

D

- Ask students to read sentences 1-8 and to underline any time expressions and references and to work out which tense should go in each gap.
- Remind students to look at the words before and after each gap and to pay attention to the subject of each sentence. Encourage them to read the sentences again once they have finished to check their answers.
- Remind students that they can look back at the A, B and C, the Grammar Reference and the Irregular verbs list on pages 174-175 if they need help with the task.

- Ask students to do the task individually, but check answers as a class.

Answers

- 1 is used
- 2 was damaged
- 3 are being carried out
- 4 are sent/are being sent
- 5 will be built/are going to be built
- 6 is always stored/has always been stored
- 7 was being tested
- 8 have been discovered

E

- Ask students to read the first sentence in each item and to underline the verbs and make a note of the tense they are in. Remind them that in passive sentences the verb *be* should be in the same tense as the main verb in the active sentence. Point out that the subject of the verb will change and that this may affect the form of the passive verb.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 is being developed by
- 2 have been changed dramatically by
- 3 blood samples were sent to the lab by
- 4 will have been designed by NASA
- 5 will be given instructions
- 6 ever be answered by

Extra Task (for early finishers)

See photocopiable material on page 149.

Listening

- Ask students to look at the picture at the bottom of page 114, read its accompanying caption and describe to a partner what the picture shows. Encourage students to discuss why scientists might make robots like this and how they might be able to help us.

A

- Remind students that in odd-one-out tasks they should try to think about what connects the words so that they can decide which one doesn't relate to the other two.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 laser ('Toy' and 'model' are used to say that an object isn't the genuine article but a copy of it, but a 'laser' is a device which gives out ray of light.)
- 2 battery ('Gadgets' and 'devices' are instruments that can be used to help you do something, but 'batteries' are used to power things.)
- 3 protect ('Guess' and 'predict' mean to make an estimate about something either in the present or future, but 'protect' means to make sure no harm comes of someone or something.) →

- 4 fascinating ('Necessary' and 'very important' are used to talk about something that is essential or significant, but 'fascinating' means that something is extremely interesting.)
- 5 attach ('Try out' and 'test drive' mean that you use something to see how good it is, but 'attach' means to join one thing to another.)
- 6 design ('Competitions' and 'races' are kinds of contests, but a 'design' is a plan for how something should be built or made.)

B

- Ask students to read sentences 1-5 and answer any questions they might have.
- Explain to students that the ideas in the sentences will be heard on the recordings but that they have to listen carefully to decide if they match what is said exactly or just the basic idea of the recording.
- Go to track 17 on the Class Audio CD and play the recording all the way through once and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1F 2F 3T 4T 5F

Turn to pages 161 and 162 for the tapescript.

Close-Up

- Ask students to read the instructions for C and to glance at the task. Elicit that there are no questions on the page and that there are three separate parts to it.
- Read the information in the *Close-Up* box to students and explain anything they don't understand.

C

- Explain to students that they will hear one piece of a radio interview, then hear all the questions for that part together, before the recording continues on to the next part.
- Tell students to make notes next to each option so that they remember what the information in each one refers to when they hear the questions.
- Go to track 18 on the Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

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

Turn to page 162 for the tapescript.

Teaching Tip

Explain to students that they should try to listen to English as much as possible outside of the classroom in order to improve their listening skills. Encourage them to watch films and TV programmes without subtitles and to listen to radio interviews in English whenever they can.

Speaking

- Ask students to read the questions and answer any queries they may have about them.
- Tell students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to read the instructions and make sure they understand they should rank the devices in order of importance within the context of a school and not according to which ones they like the best. Encourage them to think about why each device could be important for the school.
- Read the names of the devices out and ask students to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any different answers they have.
- Check answers as a class.

Answers

Students' own answers

Useful Expressions

- Ask students to read the instructions for C and elicit that they will decide on the two most useful devices shown. Also elicit that they will have to justify to their partner why they feel the devices they choose are most useful.
- Ask students to read the expressions for justifying choices in *Useful Expressions* and explain anything they don't understand.
- Remind students that they should use expressions like these in order to explain their choices to their partner.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have.

- Point out that there are no right or wrong answers for this task but that their choices must be supported with logical reasons.

C

- Ask students to read the task again and to decide what the devices in the pictures are. Encourage them to look back at B if they get stuck.
- Remind students that the devices are for the school's media centre and ask them to spend a minute deciding which two would be most useful and to think of reasons why they would be useful. Also encourage them to think about why the other devices wouldn't be as useful.
- Ask students to work in pairs to discuss their choices.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say which devices they chose and why, and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Tell students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until everyone has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to look at the picture accompanying the text on page 116 and ask them to guess how it might be related to technology. Accept any answers at this stage.
- Tell students to read the text without circling any answers to see if they guessed right.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a prepositions list for their reference on page 186.

Answers

- | | |
|---------|--------|
| 1 on | 6 on |
| 2 about | 7 on |
| 3 to | 8 with |
| 4 under | 9 of |
| 5 for | 10 in |

B

- Read the expressions in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of collocations and expressions on page 185 for their reference.

Answers

1b 2a 3a 4b 5a

C

- Ask students to read the sentences to decide what part of speech can follow on from the word immediately before the gap. Ask them to bear this in mind as well as the general meaning of the sentence when deciding what the answers are.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 sell like hotcakes
- 2 of the range
- 3 Mass production
- 4 is leading the field
- 5 state of the art/top of the range

D

- Ask students to look at the words in bold in the statements and elicit that they come from B.
- Ask students to work in pairs and to take it in turns to ask and answer the questions. Encourage them to justify their answers.
- Then as a class ask the questions at random round the class making sure every student answers a question.
- You could also activate the vocabulary in this lesson further by writing the prompts below on the board and asking students to use them to ask their partner questions.
 - you / ever / be / safari
 - you / be concerned / use of surveillance cameras
 - what / information / you / usually / look / on the Internet
 - what / gadget / sell like hotcakes / these days
 - you / own / state of the art / device
 - you / an expert / technology

Extra Task (for early finishers)

See photocopiable material on page 149.

Grammar

A

- Ask students to look at the words in bold in sentences a-c and ask them if they are passive or active forms (*passive*) and how they can tell (*The verb 'be' is used as an auxiliary verb and is followed by the past participle.*).
- Ask students to read the sentences carefully and to then answer the questions.
- Ask students to do the task individually, but check answers as a class.

Answers

1c 2b 3a

Complete the rules.

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences in A to help them.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: being, to be, be

Now read the Grammar Reference on page 170 with your students.

B

- Ask students to read the sentences without filling in any answers at this stage. Ask them to underline any modal verbs, verbs and phrases which are followed by gerunds, and verbs which are followed by the full infinitive in the second sentences.
- Remind students that they can look back at A, the Grammar Reference and the Irregular verbs list on 174-175 if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------------|----------------|
| 1 be delivered | 4 being told |
| 2 be built | 5 be repaired |
| 3 being given | 6 be handed in |

C

- Ask students to look at the picture accompanying the text and ask them how this robot is different from Aibo (*It has human characteristics*) and ask them why they think the robot has been given human facial features.
- Ask students to read the text without circling any answers at this stage to find out if they were right.
- Remind students to underline any modal verbs, verbs and phrases which are followed by gerunds, and verbs which are followed by the full infinitive before the gaps.
- Remind students that they can look back at A, the Grammar Reference and the Irregular verbs list on 174-175 if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

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

Background Information

Kismet was developed at the Massachusetts Institute of Technology (MIT) in the late 1990s. It has become a symbol of the development of artificial intelligence. *Kismet* can show emotions through facial expressions by moving its ears, eyelids, eyebrows, lips, head and jaw, as well as through its voice and movements.

Extra Task (for early finishers)

See photocopiable material on page 149.

Writing

- Ask students to read the information about topic sentences and answer any questions they might have. Explain that a topic sentence tells the reader what the paragraph is going to be about as it contains the main idea.

A

- Ask students to read sentences 1-6 and to think about whether each sentence would appear at the beginning of a paragraph or in the body of the paragraph. Encourage them to underline any linking words and expressions that might give them clues to where each sentence might come.
- Ask students to do the task on their own and then to compare their answers with a partner's and to justify any different answers they might have.
- Check as a class.

Answers

1SI 2TS 3TS 4SI 5SI 6SI

Teaching Tip

You could expand this task further by asking students which two main arguments are presented in the sentences (*those for and against surveillance*). Ask them to group the topic sentences and supporting ideas together into two paragraphs and to say which order they should come in to follow on logically from each other (2, 5 & 1 and 3, 4 & 6).

B

- Ask students to read the instructions and the writing task and to underline any key words and phrases.
- Ask students what arguments there are *for* and *against* the statement and to say whether they agree with it or not.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 means of moving from one place to another such as buses, taxis, trains, trams, etc
- 2 It might annoy others.
- 3 an essay
- 4 the arguments for and against using mobile phones on public transport
- 5 yes

C

- Ask students to read topic sentences A-D and then the rest of the essay without filling in any answers at this stage. Ask them if the writer agrees or disagrees with the statement (*He/She mainly agrees with it.*).
- Ask students to do the task individually, but check answers as a class.

Answers

1C 2B 3D 4A

Look again!

D

- Ask students if they have changed their views about the statement in B after reading the model essay.
- Tell students to now read sentences 1-6 and then to look back at the article to help them find the right answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the essay again and to write what the main idea of each paragraph is next to it. Then ask them to compare their notes to the descriptions in E before matching them to each paragraph.
- Ask students to do the task individually, but check answers as a class.

Answers

a3 b4 c1 d2

F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the model essay (*On the one hand,...; On the other hand,...; Many people believe...; In my opinion,...*).
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------|------------|
| 1 opinion | 5 disagree |
| 2 majority | 6 decide |
| 3 hear | 7 belief |
| 4 mind | 8 state |

In my opinion, they should not be banned from school, but students must understand that there is a time and place for everything, and class time is not the time to be listening to music.

Over to you!

G

- Ask students to read the instructions and the task and to underline the key words and phrases.
- Encourage students to ask themselves questions like the ones in B in relation to this task.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for an essay concerning technological appliances, but the focus of it is slightly different.*).
- Ask students to work in pairs to discuss arguments for and against the statement and to decide whether they agree with the statement or not. Give students help with any vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their essay in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for essays on page 183.

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have. Encourage them to use these expressions to help them put their ideas in order and express themselves properly. Remind students that they should write in an objective manner in the body of the essay and only directly state their own opinion in the conclusion. Also remind them that they should use formal language as they are writing an essay.

Useful Expressions

- Remind students that these expressions can help them to write in the correct register for an essay. You could spend some time discussing which expressions are most likely to be found in topic sentences and which ones in supporting ideas. Make sure students realise that the expressions under *Stating your opinion* should be found only in the conclusion.

Plan

Para 1: Introduce the main topic of the essay.

Para 2: Discuss the arguments I agree with.

Para 3: Discuss the arguments I disagree with.

Para 4: Sum up the main arguments and state your opinion.

Suggested answer

Essay

Nowadays, we take MP4 players and iPods for granted and use them everywhere we go. However, it has been suggested that they should be banned at school.

On the one hand, many students believe that we should have the freedom to decide where and when we listen to music. There are some times at school when listening to music is a great way to pass some time. For example, during breaks and at lunch, students' time is their own and they enjoy listening to their favourite songs.

On the other hand, many teachers feel MP4 players and iPods distract students when they are at school. Very often students listen to music in class and don't pay attention to what the teacher is saying. What this means is that students don't learn as much as they are supposed to.

In conclusion, MP4 players and iPods are fantastic gadgets and can be a great source of entertainment.



9 Mars Rover

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

The Mars Rovers, Spirit and Opportunity, were launched on June 10th and July 7th 2003. They landed on Mars on January 3rd and 24th 2004, and are still there to this day. The robots were launched inside airbags which protected them while in orbit and allowed them to land without any damage to the machines. These airbags burst on landing. The robots are equipped with very sophisticated machinery that allows them to gather any necessary information about the terrain on Mars. The robots have arms that can move in a similar way to human arms.

Before you watch

A

- Ask students to turn to page 120 and look at the title, the picture and its accompanying caption and ask them what they imagine they are going to learn about in the documentary.
- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students how the robots might have gathered information about Mars.
- Play the DVD all the way through and ask students to make a note of their answers.

Then ask students to compare their answers with a partner and to justify any answers they have that are different.

- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1T (00:13)	4T (01:53)
2F (00:42)	5T (02:48)
3F (01:36)	6F (03:07)

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas in the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1	whereas	6	operate
2	find	7	patterns
3	signs	8	alternative
4	drive	9	planet
5	rough	10	existed

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

10 That's Entertainment!

Unit plan

- Reading:** article, multiple matching
Vocabulary: entertainment-related words, phrasal verbs, word formation
Grammar: reported speech: statements, questions, commands, requests & reporting verbs
Listening: multiple-choice questions
Speaking: talking about entertainment, comparing photos, expressing uncertainty
Writing: formal letter, clauses of purpose

Unit opener

- Write *That's Entertainment!* on the board and ask students what kind of activities they associate with entertainment. Try to elicit *listening to/playing music, dancing, watching a film/play, listening to the radio*, etc.
- Explain to students that *That's Entertainment!* is the title of Unit 10. Ask them to turn to page 121 to discuss the picture and its accompanying caption with a partner. Encourage them to describe the picture and their reactions to it as well as to say how it might be related to the theme of the unit.
- Ask each pair to report their discussion to the rest of the class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Background Information

Breakdance is a form of street dance. It dates back to the 1970s where it was first practised among Afro-American youths in New York City. 'Breaking' is part of the hip-hop youth culture and is usually practised to this kind of music. Participants often take part in 'battles' which are like dance competitions. These battles can either be individual or in groups called crews, with individuals or crews competing against one another. Among the most famous crews are the 'Rock Steady Crew' and the 'Justice Crew'.

Teaching Tip

Ask students if they are involved in any activities similar to breakdancing that are part of the youth culture in their country. If there are students who practise an activity, ask them to tell the rest of the class about it and to say why they do it. If possible, ask the student(s) to give the others a demonstration.

Reading

- Write the words *string*, *wind* and *percussion* on the board and draw lines between each word to make a table with columns. Ask students what these three words can all refer to (*kinds of instruments*) and ask them which instruments they know in each category. Write each instrument under the correct heading on the board to complete the table.

- Ask students which instruments are traditional in their country and to say whether they are string, wind or percussion instruments. Then ask them if they or any of their relatives play any of these instruments.

A

- Ask students to look at the pictures of the four instruments. Read out their names and ask students to repeat them. Correct their pronunciation where necessary.
- Elicit what kind of instrument each one is (1 *bouzouki* – *string*, 2 *steel drum* – *percussion*, 3 *bagpipes* and 4 *didgeridoo* – *wind*)
- Read the countries in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that they should match the particular kind of each instrument shown in the pictures with the countries they originate from.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------|-------------|
| 1 Greece | 3 Scotland |
| 2 Trinidad & Tobago | 4 Australia |

B

- Ask students to look at the pictures accompanying the text and ask them if they know who any of the people are.
- Ask them to read the instructions and point out that the person they are looking for is one of the people in the pictures.
- Ask students to do the task individually, but check answers as a class.

Answers

- C Assane N'Diaye

Wordwise

- Ask students to look at the words in pink in the text and to try to work out from the context they are in what they mean.
- Ask them to compare their own meanings with the definitions in the *Wordwise* box.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand.
- You could ask them to cover up the questions in C and tell them to write 5 or 6 questions of their own for this text. Remind them that if a question has two answers, they should provide two boxes. Go round the class helping students with their questions. Then, when they have finished ask students to swap their questions with a partner and to do each other's task and finally, to hand it back to their partner for correction.

Teaching Tip

Remind students that in multiple-matching tasks, they should read the text once then read all the questions. They should then scan each paragraph to find and underline information related to each question.

C

- Ask students to read through the questions and to underline any key words or phrases. Ask them to scan the paragraphs to find these words and phrases or synonyms.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

- 1C (...their lives as fishermen and about working long, hard days and earning almost no money)
2A (They started singing together in 1993 and in 1996 they released their first CD...)
3D (Brainpower had his first hit in 2000 and he has released seven albums since then.)
4B (...Roma teens meet for a hip-hop class called 'Rap for Peace Hip-Hop.')
5A (Their songs...are very humorous.)
6C (...music gives Assane hope.)
7B (...the teens learn to write rap music...)
8C (Assane dreams of making a CD...)
9D (While he mainly works alone,...)
10B (...the all-female rap group Godessa...)

Background Information

Hip hop has its origins in the Afro-American community in the South Bronx area of New York. Its name is thought to come from the word 'hip' meaning 'in the know' or 'fashionable' and 'hop' which is a movement. Hip hop started in the 1970s and today it is an important element in the youth cultures of most countries in the world. DJ Afrika Bambaataa, one of the most influential American hip hop DJs, said that the most important parts of the hip hop culture are DJ-ing, MC-ing (*speaking words to music*), breaking and graffiti.

Get the meaning!

D

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.

- Ask them to read the phrases and their meanings 1-6 and answer any questions they might have.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|-----------|
| 1 form | 4 appear |
| 2 earn | 5 sign |
| 3 co-operate | 6 release |

What do you think?

- Ask students to read the questions and the points and answers any questions they might have.
- Ask students to work in pairs or small groups to discuss their ideas.
- As a class, ask students which points they feel make a good song and to say why. Encourage students to discuss specific songs or types of music to support their ideas.
- You could extend this task further by asking students if they write or have ever written their own music. If so, encourage them to tell the rest of the class about their music and what was important to them when they wrote it.

Vocabulary

A

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students what all the words have in common (*entertainment*) and explain that they all refer to different aspects of the entertainment industry.
- Encourage students to read all the words in the six word groups before they write any answers and to think about what connects the words in each set.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|--------------|
| 1 documentary | 4 characters |
| 2 director | 5 script |
| 3 box office | 6 musician |

Teaching Tip

You could expand this task further by asking students to come up with other words related to the entertainment industry eg other kinds of TV shows (*the news, cartoon, comedy*), other people who work on films and plays (*camera operator, stuntperson, make-up artist*), as well as words generally related to the entertainment industry (*theatre, stage, backstage, costume*).

B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Elicit that all words are verbs and remind students that they should read the sentences for gist before writing any answers.

Also encourage them to read the sentences again once they have finished to check their answers.

- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|-------------|
| 1 recommend | 5 release |
| 2 review | 6 broadcast |
| 3 clap | 7 rehearse |
| 4 attend | 8 entertain |

C

- Remind students that they should read through the sentences again for gist before circling any answers. Also encourage them to read the sentences again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

D

- Ask students to look at the picture on page 124 and ask them what the person in it is doing (*listening to music and reading a book*).
- Ask students to read the short text to see how it relates to the picture.
- Ask students to discuss the text in pairs. Encourage them to discuss all aspects, for example what kinds of music they like and whether or not they listen to music while studying.
- You could also activate the vocabulary in this lesson further by asking students to discuss their favourite films and plays. Encourage them to talk about all aspects of the productions including the plot, acting, soundtrack, setting, genre, etc.

Extra Task (for early finishers)

See photocopiable material on page 150.

Grammar

- Ask students to work in pairs and assign each student a number one or two. Ask all number ones to describe what they see in the picture on page 125 to their partner and to say what they associate it with. Then ask all the number twos to join up with another number one student to tell him/her what their previous partner said.
- Elicit from students that student twos had to report information and explain that in this part of the lesson they will learn about reporting speech in English.

A

- Ask students to look at the words in bold in the sentences and ask which are verbs (*went, had been*), which are pronouns (*I, she*) and which are time expressions (*last week, the week before*).
- Ask students to read the sentences carefully to discuss the changes.

Answers

'I' becomes 'she', 'went' becomes 'had been' and 'last week' becomes 'the week before'.

Complete the rules.

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences in A if they need any help.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: past, time

B

- Ask students to underline the reporting verbs and then to discuss the difference in structure with a partner.
- Check answers as a class.

Answers

The reporting verbs are 'say' and 'tell'. There's an object after the verb 'tell' but not after 'say'.

Complete the rules.

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences in B if they need any help.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the introduction and paragraph A in the text on page 122 to find examples of reported speech. Ask them what the people would actually have said ('*Snoop Dogg ... said that hip-hop was what made the world go round...*' – '*Hip-hop is what makes the word go round.*'; *Hector Papadimitriou, a 15-year-old from Athens, said that he had been a fan for two years.*' – '*I have been a fan for two years.*').

Answers

tell

Now read the Grammar Reference on page 170-171 with your students.

C

- Ask students to look at the words in pink and elicit that they are either verbs, pronouns or time expressions.
- Remind them to read the sentences and to pay attention to the words immediately before the options and to think about what the person would actually have said.
- Encourage them to look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------|------------------|
| 1 said | 5 at that moment |
| 2 she | 6 her |
| 3 following day | 7 you |
| 4 before | 8 told |

D

- Encourage students to read the sentences carefully before filling in any answers and to underline the reporting verb in each new sentence.
- Ask students to think about what changes in tenses, pronouns and time expressions are necessary in each sentence. Also, tell them to bear in mind the different structures that follow 'say' and 'tell'.
- Encourage them to look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 (that) she had enjoyed the party the night before/ the previous night
- 2 (that) his mum didn't like that reality show
- 3 us (that) we were going to visit the National Art Gallery the next/following day
- 4 (that) Susan and Amanda would help her learn her lines
- 5 (that) she had to finish her film review that night
- 6 (that) he was watching an interesting documentary at that moment
- 7 me (that) Matthew had joined the drama group the previous month
- 8 us (that) her grandmother had seen *The Phantom of the Opera*

Extra Task (for early finishers)

See photocopiable material on page 150.

Listening

- Ask students if they have ever acted in a play or been behind the scenes in a theatre before. If so, ask them what it was like. If they haven't, ask them what they imagine it would be like.

A

- Ask students to look at the picture and to describe it with their partners. Encourage them to discuss what the various rooms might be and what they can see in them.
- Read words 1-5 to students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1e 2b 3c 4a 5d

B

- Ask students to predict the kinds of things people might say about the things and places mentioned in A before they listen to the recording.

- Go to track 19 on the Class Audio CD and play the recording once all the way through and ask students to write their answers. Ask students to discuss their answers with a partner and then check answers as a class.

Answers

- | | |
|-------------|-----------------|
| 1 stage | 4 dressing room |
| 2 dresser | 5 costumes |
| 3 backstage | |

Turn to page 162 for the tapescript.

Close-Up

- Read the information in the *Close-Up* box and answer any questions that students might have.
- Remind students that it is important to read the questions and the options carefully before listening to the recording and to make notes next to each option, so that they are better prepared to answer the questions. You could also ask students to think about what the answers might be before they listen.

C

- Go to track 20 on the Class Audio CD and play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

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

Turn to pages 162 and 163 for the tapescript.

Teaching Tip

Encourage students not to panic if they don't understand or don't catch all the information relating to a particular question. Tell them they should move on to the next question if this happens and then to guess the answer to the question they missed. There's a one-in-three chance that they will get the answer correct, so they shouldn't leave any question unanswered.

Speaking

A

- Ask students to read the questions and answer any queries they may have about them.
- Tell students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until every pair has had a turn.

- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Explain to students that when they do speaking tasks where they have to answer questions that they should be as polite as possible.
- Ask students to read through the sets of sentences 1-4 and elicit that both sentences in each set mean almost the same thing but that one of them isn't expressed very politely.
- Ask students to work in pairs and for one student to read all the *a* sentences and the other to read all the *b* sentences. Ask them to say the sentences in an appropriate manner and then to decide which sentences are the most polite.
- Elicit that polite speech avoids strong verbs and emphatic idioms and uses softeners like *a bit*, *quite*, *rather*, etc.
- Check answers as a class.

Answers

1b 2b 3a 4b

Close-Up

- Read the information in the *Close-Up* box to students and answer any questions they might have.
- Ask them what kinds of expressions they can use to *express uncertainty*. Explain that these expressions help them sound more natural and polite when speaking.

Useful Expressions

- Read the *Useful Expressions for Expressing uncertainty* to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to use these phrases when they describe the pictures in C.

C

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task below pictures 1 and 2.
- You might like to point out that Student A's task is based on the photos, but Student B's task is personal.
- Ask students to work in pairs and explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about the pictures. Ask the other Student As if they agree or if they have anything else to add.

Then ask a few Student Bs to answer their question.

- Follow the same procedure for pictures 3 and 4. Make sure that students realise that this time Student B will describe the pictures and Student A will answer a personal question.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Tell students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one question until every pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

You could approach the task in *Speak Up!* in a slightly different way. Ask students to work in small groups and assign a reporter to each group. Ask them to discuss the questions and to make notes on their answers. The reporter from each group should then report the idea discussed to the rest of the class. Encourage the reporters to use reported speech as much as possible when speaking to the class.

Vocabulary

A

- Read the phrasal verbs in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences and to try to work out the meaning of the words in bold and how they relate to the phrasal verbs above.
- Explain to students that some phrasal verbs will be split by an object pronoun.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 The documentary didn't turn out to be very good.
- 2 The security guards might turn me away if I don't have a ticket for the concert. →

- 3 Can you turn on the radio as my favourite programme is on in a minute?
- 4 Bob, turn down the music. It's too loud!
- 5 Could you turn up the television, Mum? I can't hear a thing.
- 6 Make sure you turn off the electric guitar when you have finished using it.

B

- Read the phrasal verbs in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences 1-6 and their meanings a-f before writing any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

C

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to say which part of speech each word is and point out that sometimes there are two noun forms and elicit that when this happens one will refer to a person and the other to an idea, situation or event.
- Ask students to read the sentences without filling in any answers at this stage to decide which part of speech is missing from each one. Make sure they realise they won't use one of the words in each set.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to write sentences of their own with the words that weren't used.

Answers

- 1 imagine, imagination
- 2 producer, production
- 3 actor, acting
- 4 entertaining, entertainment
- 5 mysteriously, mystery
- 6 creative, create
- 7 drama, dramatic
- 8 performer, performance

Teaching Tip

Remind students to pay attention to the words before and after the gaps and elicit that a subject pronoun before a gap signals that a verb form is missing. Elicit that an article, an article + adjective or a possessive pronoun signals that a noun is missing. Also elicit that if there is a subject and a verb the word will either be an adjective or an adverb.

D

- Elicit that the words in bold in the statements come from C.

- Ask students to read the four statements and answer any questions they might have.
- Ask students to work in pairs and to take it in turns to discuss these statements. Then as a class ask students about their views on one of the statements at random making sure each student discusses at least one statement.
- You could also activate the vocabulary in this lesson further by asking students to tell their partner about the situations below using words from the lesson.
 - an event/film that didn't end as you expected
 - a time when you or someone you know was refused admission to a place
 - a band you knew would become popular
 - something that you've become too old for
 - something that you find fun and a good way to pass the time
- You could finish the task by asking students to report on one or two things their partner told them.

Extra Task (for early finishers)

See photocopiable material on page 150.

Grammar

- Say the sentences and questions below to students at random round the class and then ask the student to report what you said to another student.
 - Stand up.
 - Can you open the window?
 - Do you like hip hop?
 - What is your favourite song?
 - Where do you usually go to see films?
 - Do you play the guitar?
- Explain to students that in this part of the lesson they will learn how to report questions, commands, requests and learn reporting verbs.

A

- Ask students to read the two sets of sentences and elicit that the second sentences in each set reports the first sentence.
- Ask students to read questions 1-3 and make sure they understand that *direct question* refers to the question in direct speech.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 yes
- 2 if/whether
- 3 no

B

- Ask students to read the two sentences and questions before writing any answers.
- Ask students to think about what the museum employee and the music teacher might actually have said and how they might have said it.
- Ask students to do the task individually, but check answers as a class.

Answers

1b 2a

C

- Read the verbs in bold to students and elicit that these verbs replace *say* and *tell* and give us more information about how the person says something.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 promised, advised, denied, suggested
- 2 full infinitive
- 3 gerund

Now read the Grammar Reference on page 171 with your students.

D

- Ask students to read the sentences carefully and to pay attention to whether the second sentences have reporting verbs and which verb form follows them. Also tell them to consider whether there is a question word in the sentence in direct speech that they should use or whether they should use *if* or *whether*.
- You might want to ask students to do 1-6 first of all and correct answers before going on to complete 7-12.
- Ask students to do the task individually, but check answers as a class.
- Remind students to look back at the A, B and C and the Grammar Reference if they need help with the task.

Answers

- 1 to turn down the volume
- 2 where the concert hall was
- 3 to turn the music down
- 4 if/whether I liked hip hop music
- 5 not to play my drums all day
- 6 if/ whether we liked the film
- 7 spending all his money
- 8 not to be late
- 9 going to the music festival
- 10 to sit down
- 11 to buy the tickets in advance
- 12 to get/if I could get her a ticket for the play

Extra Task (for early finishers)

See photocopiable material on page 150.

Writing

- Read the information on *Clauses of purpose* to students and answer any questions they might have.
- Write *Iris went to the theatre ...* on the board and ask students to come up with as many ways as possible to complete the sentence so it says why she went to the theatre. Encourage them to use clauses of purpose (eg *in order to see a play, for an audition, to buy tickets, because she was bored, so that she could see her friend who is an actor, in order pick up the torn costumes, so as to meet the actor*, etc).
- Ask students to look at the picture in the top right-hand corner of page 130 and ask them what they can see. Then ask them to work in pairs to discuss why people would go to the place in the picture.

A

- Remind students to read through each sentence and the options before circling any answers. Encourage them to pay attention to the parts of speech before and after each gap and to think about which part of speech the words in the options are preceded and followed by.
- Also, remind them to read the sentences again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students to read the newspaper extract and the task and to underline any key words and phrases they find.
- Ask them how the two are related (*The task asks for a reply based on the ideas reported in the article.*) and whether the mayor's proposal is a positive or negative one for the students concerned (*negative*). Ask students to come up with some reasons why students might not like the mayor's idea.
- Ask students to do the task individually, but check answers as a class.

Answers

1T 2F 3F 4T 5T

C

- Ask students to skim through the model letter to see if the reasons why students might object to the proposal they mentioned above are also mentioned in the letter. Ask them not to fill in any answers at this stage.
- Ask students to look at the words in the yellow wordbank and elicit that they are all words and phrases used to introduce clauses of purpose. Encourage students to look back at the information at the top of the page to help them with the task if they need to.
- Remind students to pay attention to the words immediately before and after the gaps and to read the letter again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------|---------|
| 1 to | 4 for |
| 2 in order | 5 as to |
| 3 so that | |

Look again!

D

- Ask students if they think Paula suggests a good solution to the problem and whether they think the mayor will change his/her mind.
- Ask students to read questions 1-6 and to then look back at the article to help them find the right answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 The writer introduces herself and the reason she is writing.
- 2 Yes, she does.
- 3 She says that students are not only interested in pop music and that the students are concerned about being forced to do something that they do not want to do.
- 4 She has suggested that a number of seats could be kept at each concert for students who really wish to attend.
- 5 Students' own answers
- 6 Yes, it is.

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim read the letter again and to write the main idea of each paragraph next to it. Then ask them to compare their notes to the descriptions in E before writing the paragraph numbers.
- Ask students to do the task individually, but check answers as a class.

Answers

a4 b2 c1 d3

F

- Read the four headings in F and the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the model letter (*I am writing to inform you,...; After reading the article in,...; ...held a meeting...; We feel...; We hope that you understand our concerns; We would be happy to...*).
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Opening
- 2 Introducing/Discussing arguments
- 3 Providing solutions
- 4 Closing

Over to you!

G

- Ask students to read the instructions and the task and to underline any key words and phrases they find.
- Encourage students to discuss what they have to write, who they will write to and why they are writing.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for a formal letter to the mayor about something they disagree with, but the topic is different.*).
- Ask students to work in pairs to discuss why the musicians might disagree with the mayor and how they could present their arguments as well as to come up with alternatives or solutions to the problem. Give students help with any vocabulary they may need but haven't already covered in the unit.

- Give students time to make a plan for their letter in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for letters on page 178.

Plan

- Para 1: Introduce yourself and the reason why you are writing.
- Para 2: Refer to newspaper article and discuss one reason why musicians disagree with the proposal.
- Para 3: Discuss another reason and suggest an alternative solution.
- Para 4: Summarise your arguments and propose a future discussion.

Suggested answer

Formal letter

Dear Mayor,

I am a representative of the musicians of this town. I am writing to inform you of the musicians' views on your proposal to close down the building where we rehearse.

After reading the article in *The City Times*, the musicians of the town held a meeting last week to discuss the matter. Firstly, we would like you to know that the musicians are not noisy when they rehearse and that they have never been impolite to local residents.

Furthermore, most of the musicians said at the meeting that they are very concerned about being forced out of their building and being prohibited from rehearsing in any of the town's public buildings. We feel that the musicians will not benefit from these proposals. Consequently, it would be better if the mayor reconsidered prohibiting the town's musicians from playing in public buildings.

We hope that you understand our concerns. We would be happy to come to your office so as to discuss the matter further.

Yours faithfully,
Jerry Mayer

Close-Up

- Read the information in the *Close-Up* box to students. Remind them that rhetorical questions and imperatives are features that they should use in informal or semi-formal writing and they should avoid them when writing a formal letter. Encourage students to use full forms like *I am* and not abbreviations. Also remind them that when we don't know the recipient's name we end a formal letter with *Yours faithfully*.

Useful Expressions

- Remind students that these expressions can help them to write in the correct register in a formal letter. They will also help them to structure their ideas well. Point out that the purpose of the letter is to make the mayor change his or her mind and the better they express their ideas in the letter, the more likely this is to happen.



Steel Drums

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Ask students to look at the pictures and accompanying captions on page 132 and then ask them to work in pairs or small groups to answer the question.
- As a class, ask each pair or group to tell the others what they said. Don't correct them at this stage, but ask them to listen carefully to the documentary to find out if they were right.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the DVD and that they should listen out for the specific words in pink.
- To check students understand where Trinidad and Tobago is, draw their attention to its position on the globe in the top-right corner of the page.
- Play the DVD all the way through without stopping and ask students to make a note of their answers while they listen. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

- | | |
|-----------|--------------|
| 1 popular | 4 music |
| 2 escape | 5 tune |
| 3 rhythms | 6 creativity |

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about what part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|--------------|
| 1 lively | 6 influenced |
| 2 fills | 7 players |
| 3 backgrounds | 8 culture |
| 4 invented | 9 belongs |
| 5 instruments | 10 share |

After you watch

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

To play music 'by ear' means that you don't learn to play it formally using sheet music, but that you listen to someone else playing it and copy what you hear.

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 9 and 10

Revision

- Explain to students that Review 5 revises the material they saw in Units 9 and 10.
- Explain to students that they can ask you for help, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units or the reference sections.
- Inform students beforehand that they will be doing a review in the next lesson so that they can revise for it at home. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Write *digital camera* on the board and ask students to make a list of other technology and entertainment lexical items of two or more words that they have learnt in Units 9 and 10. Make sure they revise: *USB stick, graphic design, mass production, state of the art, information technology, box office, closed-circuit TV, remote control, music industry, GPS navigator, digital camera* and *dressings room*.
- Ask students which phrasal verbs they learnt in Unit 10 mean the following: become too old for (*grow out of*), switch off (*turn off*), decrease the volume (*turn down*), become popular (*catch on*), end in a particular way (*turn out*), and run out of tickets for an event (*sell out*).
- Ask students to tell you the difference between the following pairs of words: *install/set off, commercial/industry, rehearse/release, gadget/field*, and *lead to/log into*.

Grammar Revision

- Write the sentences below on the board and ask students if they are passive or active sentences.
 - She turned on the GPS navigator. (*active*)
 - They were painting the dressing room earlier. (*active*)

- Information technology courses are offered at this college. (*passive*)
- The film will be shot on location. (*passive*)
- We might install closed-circuit TV. (*active*).
- Ask students what changes we make to active sentences in order to make them passive and elicit that we can only make sentences which have an object passive.
- Write the two sentences below on the board and ask students which changes have been made in the second sentence. Then revise all the possible changes that happen when we report statements, questions, orders and requests.
 - 'I'm going to buy this guitar next week.' Jack said.
 - Jack said that he was going to buy that guitar the following week.
- Ask students what reporting verbs are and then ask them to write reported sentences with the verbs promise, announce, advise and suggest.

Vocabulary

A

- Read words 1-12 and a-l to students and ask them to repeat them. Correct their pronunciation where necessary.

Answers

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

B

- Read the words in the yellow wordbank to students and then ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences for gist before filling in any answers.

Answers

1 release	5 rehearse
2 lyrics	6 field
3 gadget	7 industry
4 install	8 commercials

C

- Ask students to read the sentences for gist before filling in any answers.
- Tell students to look for clues on either side of the gaps to help them decide which words are missing. Also encourage them to think about which part of speech is missing.
- Encourage students to read through the sentences again once they have finished to check their answers.

Answers

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

Grammar

A

- Ask students to read each sentence for gist and to decide whether it is in the passive or active voice. Encourage them to circle the objects in the active sentences and the subjects in the passive sentences and to underline the verbs.
- Remind students that the verb tenses should remain the same and that agents in passive sentences should be introduced using *by*.
- Tell students to look back at pages 113 and 117 and Grammar References 9.1-9.3 on pages 169-170 for a reminder if they need to.

Answers

- 1 A new sound system has been installed in the studio (by the technician).
- 2 A new documentary on wildlife is going to be broadcast by the Discovery Channel.
- 3 All critics recommended this new film.
- 4 Did the director give the actors their roles last night?
- 5 A new gadget may be developed by the company next year.
- 6 The famous star doesn't enjoy being followed by fans and photographers.
- 7 A great number of actors admire the director.
- 8 A new album wasn't being recorded by the singer last year.
- 9 The company wanted to manufacture the new device.
- 10 They had announced the release of the soundtrack before 9 o'clock.

B

- Ask students to read both sentences in each item and to underline the verbs, pronouns and time expressions in the first sentences that will change in reported speech.
- Also ask them to underline the reporting verbs and ask them to pay attention to the structures that follow them.
- Tell students to look back at pages 125 and 129 and Grammar References 10.1-10.6 on pages 170-171 for a reminder if they need to.

Answers

- 1 (that) he wasn't going to that concert that night
- 2 he would buy him a laptop
- 3 (that) the head teacher wanted to see her the next day
- 4 when we were rehearsing the play
- 5 (that) he/she had had enough of actors not listening to him/her
- 6 not to play my music so loudly
- 7 to have/that he/she would have the results ready by the following month
- 8 if/whether she had got a signed autograph from Rihanna
- 9 going and buying that new CD by Britney Spears
- 10 Bob to replace that old mobile phone with a new one

11 Lessons to Learn

Unit plan

Reading: advertisements, multiple-choice questions

Vocabulary: education-related words, collocations & expressions, prepositions

Grammar: causative, gerunds, infinitives

Listening: multiple matching

Speaking: talking about school and education, decision making, reaching a decision

Writing: report, both, *either* & *neither*

Unit opener

- Ask students to look at the title of Unit 11 on page 135. Ask them what they think this unit will be about (*education*).
- Ask students if they know any idioms in English with the words *lesson* and *learn* (eg *to learn a lesson*, *to teach someone a lesson*, *to learn the hard way*, *to be a tough/hard lesson to learn*).
- Give students one minute to write down as many words and phrases as they can related to education. Try to elicit the names of school subjects as well as words like *knowledge*, *teacher*, *classroom*, *school*, *college*, *university*, *course*, *degree*, *certificate*, *exam*, *qualifications*, *timetable*, etc.
- Ask students to look at the picture and accompanying caption on page 135. Ask them to describe what it shows and how they think the boy is feeling. Ask them to discuss what they think was happening at the time the photo was taken.

Reading

- Ask students to look at the picture in the top right-hand corner of page 136 and elicit that it is of a person playing the guitar. Ask students how the person might have learnt to play this instrument (eg *at a music school*, *at school*, *by having private lessons*, *self-taught*). Ask if there are any students in the class who play the guitar. If there is, ask them to say how they learnt to play and ask if it is possible to learn to play an instrument at schools in their country.

A

- Refer students back to this list of school subjects that they made in the unit opener. As a class, ask each student about his/her favourite school subjects. Encourage them to talk about all the aspects of the subjects they like. Finish off by asking students if the subjects they like best are the ones they are good at or not.

Answers

Students' own answers

B

- Read the subjects out to students and ask them to repeat them.

Correct their pronunciation where necessary. Explain anything students don't understand.

- Ask students to work in pairs or small groups to answer the questions. As a class, ask each pair or group to sum up what they said about the subjects listed.

Answers

Students' own answers

C

- Ask students to read the instructions and the points in 1-4. Explain anything they don't understand.
- Tell them to look at the illustrations and title for each advert and elicit what each one will be about.
- Elicit that in adverts this kind of information is made to stand out in some way and is normally presented as numbers rather than text. Ask them to bear this in mind when scanning the adverts and encourage them not to read the adverts too closely.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should tick all boxes.

- | | |
|-----------------|-----------------|
| 1 (advert 2) | 3 (all adverts) |
| 2 (all adverts) | 4 (adverts 1-4) |

Teaching Tip

You could encourage your students to scan the text to find the answers to C by setting a time limit for the task. Tell them before they start looking for information that you will give them two minutes to find all the answers.

Wordwise

- Ask students to look at the words in pink in the text and to try to work out what they mean from the context they are in.
- Ask them to compare their own meanings with the definitions in the *Wordwise* box.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand.

Ask them to look at the adverts in C and ask them what information has been included in each advert next to or underneath the main text (*Advert 1: the speech bubble with 'Present your enrolment card... get half-price tickets!'; Advert 2: the speech bubble with 'Participants must bring their own camera.' and the label with 'Sponsored by local businesses'; Advert 4: the caption with 'No need to bring...provided by the gallery.' and Advert 5: the caption with 'For more information call Rose Mathews on 334 5878.'*)

D

- Ask students to read the instructions and point out that they should read all the questions before looking back at the adverts.
- Then ask them to skim through the adverts paying attention to information that relates to the questions.
- Remind students that in questions where the answer is two adverts that they should find one advert that answers the question, then see which other advert or adverts it is paired with in the options and check this, or those specific adverts to see which one also answers the question. Explain that this will save them time as they will avoid checking adverts which are obviously wrong.
- Encourage students to underline information in the adverts which relates to the questions.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Get the meaning!

E

- Ask students to read the six sentences for gist and to decide which part of speech is missing from each gap.
- Make sure students realise that the advert number is given in brackets and to only look at the advert mentioned in each one for the answer.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|--------------------|
| 1 tutors | 4 application form |
| 2 Techniques | 5 guardian |
| 3 sign up | 6 portraits |

What do you think?

- Ask students to read the questions and answers any questions they might have.
- Tell students to work in pairs or small groups to discuss their ideas.
- As a class, ask students which activities tend to be more popular with young people in their country. Also ask them if summer courses are common and what kinds of subjects are usually taught.
- You could extend this task further by asking students to write a short paragraph about the kind of things they want to keep learning about when they leave school.

Vocabulary

A

- Ask students to read all the words in the task before circling any answers.
- Remind students that they should think of how the words are connected and then to decide which one doesn't connect well with the other two.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify any answers they have that are different.
- Check as a class and correct students' pronunciation of words where necessary while checking.

Answers

- 1 exam ('Education' and 'knowledge' are abstract words referring to the process and product of learning, but an 'exam' is a specific event where a person's knowledge is tested.)
- 2 project ('Diplomas' and 'certificates' are awards that are granted after a course of studies, but a 'project' is a piece of work on a specific subject.)
- 3 application ('Fees' are the money a student pays for a course and 'grants' are sums of money paid to students in order to study, but an 'application' is a formal procedure where someone asks to be accepted on a course, or for a job.)
- 4 graduate ('Tutors' and 'lecturers' are people who teach at further or higher education institutes, but a 'graduate' is someone who has successfully completed a further or higher education course.)
- 5 studies ('Arts' and 'sciences' are educational disciplines, but 'studies' is a general term referring to what a person is formally learning.)
- 6 uniform (A 'stapler' and a 'folder' are types of stationery, but 'uniforms' are clothes usually worn by school children.)
- 7 backpack (A 'timetable' and a 'schedule' are types of programmes, but a 'backpack' is a kind of bag.)
- 8 physical education (PE) ('Biology' and 'chemistry' are science subjects, but 'physical education' is sports based.)

B

- Read the words in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read through sentences 1-6 and a-f before writing any answers.
- Point out to students that they should pay attention to subject and object pronouns in sentences a-f and make sure they match up with words in sentences 1-6.
- Ask students to do the task individually, but check answers as a class.

Answers

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

C

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.

- Elicit that the two words in each set are the same part of speech and that although they may seem similar they have important differences in meaning or usage.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------------|-------------------------|
| 1 expel, behave | 5 miss, lose |
| 2 primary, secondary | 6 candidate, examiner |
| 3 pass, fail | 7 subject, lesson |
| 4 qualifications, courses | 8 accent, pronunciation |

D

- Ask students to look at the picture in the bottom left-hand corner of page 138 and elicit that it is a stack of foreign language dictionaries and phrase books. Ask students what kind of person would use these kinds of books and whether they use them, how often and why.
- Ask students to read the instructions and make sure they understand what they have to do.
- Tell them to read the bullet points and explain anything they don't understand.
- Ask them to do the task on their own and then to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.
- You could also activate the vocabulary in this lesson further by encouraging students to discuss their experience of preparing for and taking exams.

Suggested Answers

Students should complete in order of appearance:
B, T, B, T, B, T, B, T, S, S

Students' own answers

Extra Task (for early finishers)

See photocopiable material on page 151.

Grammar

- Ask the questions below at random round the class making sure each student answers at least one.
 - Have you had your letter from the previous unit marked yet?
 - When was the last time you had one of your lessons cancelled?
 - Have any of your classmates had their hair cut recently?
- Elicit from students that the questions used the causative and that this is what they will learn about in this part of the lesson.

A

- Ask students to look at the words in bold and ask them what they have in common (*They both use the Future Simple tense and the main verb is 'check'.*)
- Ask students to read the sentences and the questions carefully and to think about how the difference in structure changes the meaning.

- Ask students to do the task individually, but check answers as a class.

Answers

1b 2a

Complete the rule.

- Ask students to read the rule carefully and to look back at sentences *a* and *b* if they need help.
- Ask students to do the task individually, but check answers as a class.

Answer

have

B

- Ask students to read the sentences and elicit that the position of the object is different in each one. Remind students of the formula for the causative in the rule above.
- Ask students to do the task individually, but check answers as a class.
- Once the answer has been checked, elicit that in sentence two we have the Past Perfect tense which is used to show that one past action happened before another past action.

Answer

Students should tick sentence 1.

Be careful!

- Ask students to read the information in *Be careful!* and point out that the verb *have* can come in any tense or be used after modals and semi-modals in the causative.
- Ask students to look back at the adverts on pages 136 & 137 to find examples of the causative (*Advert 2: We'll even have your best photo framed for you at the end.; Advert 3: Children under 16 must have an application form signed by a parent or guardian.; Advert 4: At the end of each course, the best two young artists will have their portraits painted by one of the instructors!.*)

Now read the Grammar Reference on pages 171-172 with your students.

C

- Ask students to read the instructions and point out that they don't have to add any words here, just unscramble them.
- Ask students to read through the sentences to work out what the main verb is and what its subject and object are.
- Remind them of the formula for the causative and encourage them to look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 The students have had their sports class cancelled today.
- 2 I will have my project graded by a teacher.
- 3 Are the students going to have their paintings exhibited in the gallery?
- 4 The teachers had their photos taken at the end of the year.
- 5 Children under 16 must have their application signed by their parents.
- 6 We haven't had our staff trained in first aid yet.

D

- Ask students to read the first sentence in each item and to underline the object and circle the main verb.
- Remind them of the formula for the causative and encourage them to look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 had his laptop stolen at school
- 2 has had new computers installed
- 3 have a new key made for me (by someone)
- 4 will have her essay typed for her (by a friend)
- 5 having a swimming pool built at our school
- 6 has her children driven to school every day
- 7 have their tests marked (by the teachers) by Friday
- 8 had new desks delivered

Extra Task (for early finishers)

See photocopiable material on page 151.

Listening

- Ask students to look at the picture on the bottom half of the page and to describe it in pairs. Encourage them to discuss who the people might be, how they might be feeling and what they might be doing there.
- Ask students if they have ever been on a school trip. If they have, ask them to tell the rest of the class where they went, what they did and what impression the place and the activity made on them.

A

- Ask students to read the instructions and remind them that they should always underline any key words and phrases they find in questions and statements in listening tasks.
- Ask students to do the task individually, but check answers as a class.

Suggested Answers

Students should underline the following:

- A Relationships, improved
- B unique opportunity
- C Lifelong friendships, made
- D didn't learn
- E inspired, new interest
- F inspired, choice of job

B

- Ask students to read the instructions and elicit that the sentences on the left side of the table are from C. Ask them to bear in mind the key words they had underlined in these sentences as they do the task.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

Relationships between people improved.	get on with, trust
He/She didn't learn much.	knowledge, study
It inspired his/her choice of job.	professional, work

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Point out that the sentences are summaries of the main idea of each conversation and are not taken directly from them.

C

- Ask students to read the instructions and to elicit that they should write a-f in the boxes provided. Explain that they should fill in answers 1-5 in the order that they hear them on the recording.
- Go to track 21 on the Class Audio CD and play the recording and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1d 2a 3e 4b 5f

Turn to page 163 for the tapescript.

Speaking

A

- Ask students to read the questions and answer any queries they may have about them.
- Ask students to work in pairs to take turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

- Ask each pair to answer one of the questions and repeat until everyone has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to label the pictures in C with these words before doing the task in B.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------------|-----------|
| 1 football pitch | 4 library |
| 2 gymnasium | 5 pool |
| 3 computer room | |

Teaching Tip

You could expand this task further by asking students which of these facilities they have at their schools and whether the facilities are popular or not and what students like or dislike about them. If there are any facilities they don't have, ask them if they think they would be popular at their schools and why.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand.
- Remind students that they can look at the Speaking Reference on page 184 if they need help with C. Explain that the sections on *Opening discussions*, *Giving your opinion*, *Asking if someone agrees*, *Agreeing*, *Disagreeing*, *Justifying choices*, *Talking about advantages and disadvantages*, *Reaching a decision* and *Giving yourself time to think* will be most helpful to them here.

Useful Expressions

- Ask students to read the expressions for reaching a decision in *Useful Expressions* and explain anything they don't understand.
- Remind students that they should use expressions like these in order to recap and to check that they have agreed to the same facilities.

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Encourage students to consider the needs of all students at the school and how they could benefit from each facility, and explain that they shouldn't pick the ones that they personally would prefer.

- Point out to students that there are no right or wrong answers here, but that they should justify their choices using logical arguments.
- Ask students to work in pairs to carry out the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say which two facilities they chose and to say why. Ask a student to make a note of how many times each facility is mentioned so that the class can see which facilities were the most popular.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Tell students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Read the expressions in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Remind students to read through the sentences and the options before circling any answers and to read the sentences again when they're finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students to read the title of the text and look at the accompanying picture and say how they might be related.
- Ask them why high-school students might need help and what kind of advice they would give to students who are nervous about going to high school.

- Ask students to read the text without filling in any answers at this stage to find out if the ideas they thought of are mentioned.
- Point out to students that some of the words from the expressions from A may already appear in the text and they should fill in only the words that have been missed out from each expression.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been corrected, ask students to write sentences of their own using these expressions.
- Remind students that there is a list of all the collocations and expressions on page 185 of Close-Up for their reference.

Answers

- | | |
|------------------|-------------------|
| 1 good books | 4 break the rules |
| 2 make progress | 5 get the hang of |
| 3 make an effort | 6 get a taste |

C

- Ask students to read through the prepositions and the sentences before filling in any answers.
- Ask them to underline the verbs or expressions in each sentence which need the prepositions.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all prepositions on page 186 for their reference.

Answers

- | | |
|----------|-----------|
| 1 in, at | 5 for, at |
| 2 on | 6 about |
| 3 of, on | 7 at |
| 4 from | 8 with |

D

- Ask students to read the questions and answer any questions they might have.
- Ask students to work in pairs and to take it in turns asking and answering these questions. Then as a class ask the questions at random making sure each student answers at least one question.
- You could activate the vocabulary in this lesson further by asking students to tell a partner about a time *he/she broke the rules, was in his/her teacher's good books, got the hang of something, couldn't concentrate on his/her work, was worried about something and was satisfied with his/her work*. As a class, ask each student to comment on one of these situations.

Teaching Tip

Remind students that they should regularly revise vocabulary from previous units. Over the next few weeks, you might like to assign two units at a time for students to revise, so that they go back through all the material covered in Close-Up before the end of the course.

Extra Task (for early finishers)

See photocopiable material on page 151.

Grammar

- Ask students the questions below at random round the class making sure each student answers at least one question.
 - What are you good at doing?
 - Are you glad to still be at school?
 - Is it worth going to university?
 - Would you rather have lessons in a classroom or outside?
 - What subject do you hate studying?
 - Do you remember going to school for the first time?
- Elicit from students that the questions used gerunds and infinitives and explain that this is what they will learn about in this lesson.

A

- Ask students to look at the words in bold and ask them what form they are in (*gerund*) and how they know (*verb + -ing*).
- Ask them to read the instructions and sentences a-e and ask them to underline the words immediately before the gerunds where possible and to think about what kind of word it is.
- Ask students to do the task individually, but check answers as a class.

Answers

1b, c, d 2a 3e 4d

B

- Ask students to look at the words in bold and ask them what form they are in (*full infinitive*) and how they know (*to + verb*).
- Ask them to read the instructions and sentences 1-4 and ask them to underline the words immediately before the infinitives and to think about what kind of word it is.
- Ask students to do the task individually, but check answers as a class.

Answers

1c 2d 3a 4b

C

- Ask students what the difference is between a full infinitive (*with to*) and a bare infinitive (*without to*) before they underline the words in the sentences.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|----------|------|
| 1 do | 3 go |
| 2 decide | 4 be |

Complete the rule.

- Ask students to complete the rule and to look back at the sentences in C to help them get the right answers. Encourage them to think about which words appear before the bare infinitives.

- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the adverts on pages 136 & 137 to find examples of gerunds (*Advert 5: becoming, making*), full infinitives (*Advert 1: to know, to succeed, to miss out; Advert 2: to know, to shoot/take/photograph/edit, to spend; Advert 3: to attend; Advert 4: to spend; Advert 5: to be, to set, to overcome, to help*) and bare infinitives (*Advert 2: must bring; Advert 3: will spend, will take place, will explore, must have; Advert 4: will have*).

Answers

Answers in order of appearance: modal, would rather, had better

D

- Ask students to read the two sets of sentences and to discuss what they mean with a partner before answering the questions.
- Check answers as a class and ask students to explain any differences in meaning.
- Ask students if they know any other verbs that can be followed by a gerund or an infinitive without changing meaning (*continued, love, like, start*).

Answers

1a 2b

E

- Ask students to work in pairs and to discuss whether the two sentences mean the same thing and if not, what the difference is between them.
- Check as a class and ask students to explain the difference between the sentences in their own words.
- Ask students if they know any other verbs that can be followed by a gerund or an infinitive but that change meaning (*try, regret, forget, stop*).

Answers

1b 2a

Now read the Grammar Reference on pages 172-173 with your students.

F

- Ask students to look at the title of the text and ask them where they would normally find a blackboard (*in a classroom*) and ask them in what ways they think nature can be a classroom.
- Ask students to read the text without filling in any answers at this stage and to underline verbs and idioms before the gaps. Ask them to think about whether they are followed by a gerund, a full infinitive or a bare infinitive.
- Remind students that they can look back at A-E and the Grammar Reference if they need help with the task. Also remind them to read the text again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|------------|
| 1 to go | 6 to study |
| 2 to be | 7 counting |
| 3 attending | 8 becoming |
| 4 do | 9 to teach |
| 5 looking | 10 caring |

Teaching Tip

You could expand this task further by asking students to compare the educational system and methods in their country and schools to the one mentioned in the last exercise (*Southern Cross*). Encourage them to discuss the advantages and disadvantages of each system and to say whether they learn better in a natural environment or in a more formal classroom environment.

G

- Ask students to read the sentences and to underline the words and phrases before the options before they write their answers.
- Remind students that they can look back at A-E and the Grammar Reference if they need help with the task. Also remind them to read the sentences again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|------------|-------------|
| 1 to go | 5 staying |
| 2 studying | 6 to answer |
| 3 to learn | 7 to attend |
| 4 get | 8 training |

Extra Task (for early finishers)

See photocopiable material on page 151.

Writing

- Ask students to read the information on *both, either & neither* and answer any questions they might have.
- Point out that when these words are followed by a singular noun, they will have a singular verb and when they are followed by a plural noun, they will have a plural verb (eg *Both students are dancing./ Either book is fine with me.*).
- Ask students to look at the picture and say what kind of place it is and how it's related to education (*It's a library and students can gain knowledge and do research there using books.*) Elicit that today in addition to libraries we can also use computers and the Internet for these purposes and ask students to compare the two with a partner. Encourage them to use *both, either* and *neither* in their discussion.

A

- Ask students to read the sentences before circling any answers and to pay attention to the words before and after the options. Remind them to read the sentences again once they have finished to check their answers.

- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|------------|
| 1 either | 4 or |
| 2 Neither of | 5 students |
| 3 both | 6 Neither |

B

- Ask students to read the instructions and the task and answer any questions they have.
- Tell them to underline any key words or phrases in the task and then to check what they have underlined before they go ahead and answer the questions.
- Ask them to think about the facilities at their own schools and to discuss with a partner which ones they feel could be improved and why.
- Then ask them to answer questions 1-4 with a partner.
- Check answers as a class.

Answers

Students should underline the following: survey, facilities at your school, a report, summarising opinions, two facilities, suggest how these facilities could be improved

- 1 a report
- 2 pieces of equipment, rooms or services that are provided for a certain purpose eg a gymnasium, computer rooms, libraries, canteens, etc
- 3 two
- 4 opinions and suggestions

C

- Ask students to read the report without filling in any answers to see which facilities the report deals with and why students felt they could be improved on.
- Remind students to look carefully at the words before and after the gaps and to look back at the information about *both*, *either* & *neither* at the top of the page if they need help with the task. Also remind them to read the text again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------|----------|
| 1 neither | 4 either |
| 2 either | 5 both |
| 3 both | |

Look again!

D

- Ask students to read through the points and answer any questions they might have.
- Encourage them to read back through the model report in order to underline information relating to points 1-6.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should tick the following:
1, 2, 4 & 6

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the report again and to write the main idea of each paragraph next to it. Then ask students to compare their notes to the descriptions in E before matching the paragraphs to the descriptions.
- Ask students to do the task individually, but check answers as a class.

Answers

1d 2a 3b 4c

F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the model report (*The aim of this report is to present the findings..., It will also suggest..., To sum up, the main recommendations are...*).
- Encourage students to pay attention the words before and after the gaps and to read the sentences again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Over to you!

G

- Ask students to read the instructions and the task and to underline any key words and phrases.
- Encourage students to discuss what they have to write, why they are writing it and what the style and tone of their writing should be.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for a school-related report, but the topic is different.*).
- Ask students to work in pairs to discuss what kind of activities they could analyse in their reports and to come up with possible problems with them and their solutions. Also encourage them to think about the positive points of each activity. Give students help with any vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their report in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for reports on page 182.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand.

Ask students to discuss what the positive features were of the facilities mentioned in the model report and discuss the language used to talk about them. Also ask them how the problems mentioned relate to the solutions suggested.

Plan

Para 1: State the reason for writing the report and make reference to the survey.

Para 2: Discuss the first activity and make a suggestion for improvement.

Para 3: Discuss the second activity and make a suggestion for improvement.

Para 4: Bring the report to an end by summing up the suggestions made.

Suggested answer

Report

Introduction

The aim of this report is to present the findings of a recent survey on the after-school activities at A.G. Baillie High School. It will also suggest some improvements to current after-school activities.

Arts and crafts

The arts and crafts club received the most criticism in the survey. Students believe that the materials that are provided are neither sufficient in quantity nor quality. As a result, the students projects are not as good as they should be. An alternative to this could be either students place their own orders for art supplies or teachers check with them before placing the orders.

Sports teams

In general, the students were impressed with all our sports teams. They particularly appreciated that we had new uniforms bought for all the teams last year. However, students complained about the lack of coaching staff for the various teams. The students felt that more coaches should be hired.

Conclusion

To sum up, the main recommendations are to both increase the quantity and quality of art supplies as well as to hire more coaching staff.

Useful Expressions

- Remind students that these expressions can help them to write in the correct register for a formal report. They will also help them structure their report properly and give them some ideas about the kinds of activities they could write about.



The Maasai Teacher

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Joseph Lekuton graduated from Harvard University in 2003 with an MA in Education Policy. He has considerable experience as a primary school teacher in the US. Through his work, he has become interested in bridging the gap between American and Kenyan cultures. As a result, he has organised trips with his American students and their families to Kenya, so that they can get a better understanding of what life is like there. Lekuton is also active politically in Kenya and has been involved in events to clean up polluted water supplies in Kenya as well as helping to build schools and allow Kenyan children to become educated. One of the things he hopes that Americans can learn from Kenyan culture is that people can be happy without many possessions. For further information, visit www.nationalgeographic.com/field/explorers/joseph-lekuton.

Before you watch

A

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.
- Ask students how these questions might relate to the picture on page 146.

Answers

Students' own answers

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students to predict what kind of person Joseph Lekuton is.

- To check students understand where Kenya is, draw their attention to its position on the globe in the top right corner of the page.
- Play the DVD all the way through without stopping and ask students to make a note of their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1F (00:30)	4T (01:27)
2T (00:34)	5F (01:46)
3T (01:21)	6T (02:24)

After you watch

C

- Explain to students that the text is a summary of the information on the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about which part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 lectures	6 teach
2 consists	7 aim
3 skills	8 principles
4 lucky	9 apply
5 ability	10 project

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

12 The Body Beautiful

Unit plan

Reading: article, multiple-choice questions

Vocabulary: body-related words, phrasal verbs, word formation

Grammar: order of adjectives, adjectives ending in *-ed* and *-ing*, adverbs, *so* & *such*, comparison of adjectives and adverbs

Listening: multiple-choice questions

Speaking: talking about your body, decision making, talking about advantages & disadvantages

Writing: informal letter, order of paragraphs

Unit opener

- Write *The Body Beautiful* on the board and ask students when we might use this phrase (*to talk about someone who is physically attractive*). Explain that this is the title of Unit 12.
- Write the letters and dashes below on the board and ask students to complete words for parts of the body.
- br _ _ _ (brain), ha _ _ (hand), c _ _ f (calf), sh _ _ _ _ _ (shoulder), h _ _ r _ (heart), ch _ _ t (chest), t _ u _ _ (thumb), sk _ _ (skin), sk _ _ _ _ _ (skeleton)
- Ask students to turn to page 147 and to look at the picture and accompanying caption. Ask them to work in pairs to describe the picture and to discuss their reactions to it. Pre-teach *rollerblades* and *headphones* if necessary. As a class, ask students for their reactions to the picture.

Reading

- Ask students to look at the x-ray picture in the top right-hand corner of page 148 and ask them what parts of the body it shows (*the spine, skull and brain*).
- Ask students what function these parts of the body provide (*spine – to support body and keep it upright and to provide a link from the rest of the body to the brain, skull – to protect the brain and give shape to the face, brain – to control the body, its organs and their functions*).

A

- Ask students to read the instructions and explain that they are not expected to know the answers to the questions in the quiz but encourage them to make educated guesses.
- Ask students to read the questions and options and explain anything they don't understand.
- If there is Internet access in the classroom or school, you could ask students to check their answers online once they have finished.
- Ask students to do the task individually, but check answers as a class.

Answers

1d 2a 3b 4c

B

- Ask students to glance at the text without reading it and ask them what is unusual about it.
- Ask them to read the text and to summarise what it says with a partner. As a class, elicit that the text is comprehensible because the first two letters of each word are in the correct position.
- Give students a few minutes to think of a sentence and encourage them to write it down on a piece of paper to make sure they spell it correctly. Then get them to jumble up each of the words in their sentence and remind them to keep the first and last letters in the correct place.
- Tell students to swap sentences and ask them to write their partner's sentence down but this time spelling the words correctly.
- As a class, get two or three students to write their jumbled sentences on the board for the others to guess what they say.

Answers

Students' own answers

C

- Ask students to look at the title of the text, the picture and its accompanying caption. Ask them how they are related (*The optical illusion makes the eye and brain see and register something in a way that makes it look different to what it really is*).
- Ask students to read the instructions and brainstorm ideas that might be suggested in the text without saying if students are right or wrong at this stage.
- Ask them to skim the text to find out the answer.
- Ask students to do the task individually, but check answers as a class.

Answer

The article suggests that they go and play football and then try to do their homework again.

Wordwise

- Ask students to look at the words in pink in the text and to try to work out what they mean from the context they are in.

- Ask them to compare their own meanings with the definitions in the *Wordwise* box.
- Explain anything students don't understand.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Explain that this kind of question is designed to check they have understood the text as a whole and the writer's purpose rather than specific details.
- Ask students to look at the last question in C and to underline the words that relate to the kind of question it is (*what the main point of the text is*). Explain that the title of the text may also help them to get the right answer.

D

- Ask students to read through the questions and the options before reading the text again. Remind them that they should use process of elimination in questions that ask which option is NOT correct.
- Encourage students to underline any information in the text that relates to the questions so that they can justify their answers.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

Answers

- 1c (*Your brain controls every single thing you do.*)
 2b (*No computer can come close to your brain's incredible ability to ... coming from your eyes, ears and other sensory organs.*)
 3a (*Sensory neurons in your skin send this information to your brain at a speed of more than 240 kilometres per hour.*)
 4b (*Just as when you have a new thought or memory, what actually happens is that the structure of your brain changes every time you learn.*)
 5d (*While it is well known that any exercise ... is known about the effects of exercise on learning.*)
 6b

Background Information

Optical illusions can be characterised as visually perceived images that differ from objective reality. There are three different types of optical illusion: *literal illusions* which occurs when an image is created that is different from the object that is creating it, *physiological illusions* which occur when an image affects the eyes and brain in such a way that it makes objects look a different colour, shape or size or as if it's moving, and *cognitive illusions* which occur when the eyes and brains make inferences about objects for example how far apart two objects are or how big they are in relation to each other. The brain, which makes up 2% of our body weight is responsible for everything we do. →

However, the brain itself has no sensory perception which means that if you were to cut into a live human brain, he or she wouldn't feel anything. There are also many myths about the brain. For example, it has been said that we only use 10% of our brains. However, this has been proven to be false as scientists have found that we use all of our brain, but not necessarily all parts at the one time. You might like to suggest to students to do the quizzes on the brain at and <http://science.nationalgeographic.com/science/health-and-human-body/human-body/brain-quiz>.

Teaching Tip

Encourage students to use the Internet in English to find out information and for fun. This will allow them to take control of their learning and increases their contact with the language. The National Geographic Kids site is particularly suitable for their age group as it contains articles and facts on a wide range of topics as well as fun activities.

Get the meaning!

E

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Elicit that all the words are nouns and ask students to find and underline the words in the text and to look at the context they are in to help them work out their meanings.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|--------------|----------|
| 1 signals | 4 sense |
| 2 mood | 5 organs |
| 3 individual | |

What do you think?

- Ask students to read the instructions and the brain teasers and explain anything they don't understand without giving any clues about the answer.
- Ask students to work in pairs and tell them when their two minutes start and finish.
- As a class, ask each pair to say how they think the man crossed the river. Then ask any students who know any other brain teasers to try them out on the other students as a class.

Answers

It was winter and the river was frozen over, so the man walked across the ice.

Vocabulary

A

- Read words 1-10 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students what amazing facts they learnt about the human brain in the previous lesson. Ask them if they know any facts about other parts of the body.
- Ask students to read the options and explain any words they don't know.
- Remind students to read the sentences carefully while writing their answers and to read them again once they have finished to check their answers are correct.
- Tell students to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

Answers

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

Teaching Tip

You could expand this task further by asking students which amazing facts in B they already knew, which ones were completely new to them and which ones they found the most surprising.

C

- Write *The eyes are the window of the soul.* on the board and ask students what this saying might mean (*You can tell how someone is feeling, or their psychological condition by looking at their eyes.*). Ask them if they have a similar saying in their language.
- Explain that this phrase is in the text they are about to read. Ask them to skim through the text without filling in any answers at this stage and then ask them to sum up in one sentence what it is about.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, you could ask students to analyse the woman in the picture's face using information from the text.

Answers

- | | |
|---------------|--------------|
| 1 features | 5 confident |
| 2 personality | 6 shy |
| 3 eyebrows | 7 thin |
| 4 ears | 8 successful |

D

- Ask students to read the statements and explain anything they don't understand.
- Ask them if they know who the people who made these statements were Voltaire – French author and philosopher (1694-1778), Walt Disney – American film producer, director and businessman (1901-1966), Salvador Dali – Spanish artist (1904-1989), Albert Einstein – German-born physicist (1879-1955).

- Ask them to discuss which statements they agree with and to say why and also to say why they disagree with the other statements.
- You could also activate the vocabulary in this lesson further by asking students to play a game with words that appear here. Ask students to work in pairs and to take it in turns to think of a word. Then ask them to describe the word by saying what it is, where it is, what it is used for, etc without using the actual word itself. Each student must guess the other student's words.

Extra Task (for early finishers)

See photocopyable material on page 152.

Grammar

- As a class, describe what one of the students is wearing, without saying who it is. Give details about the person's clothes including what colour they are, what materials they are made of and anything special about them. Ask the students to guess who you are describing.
- Ask students to get into pairs and to describe another student to their partner and ask them to guess who it is.
- Explain to students that when we describe people we use adjectives and that this is what they will learn about in this part of the lesson.

A

- Read the words in bold to students and explain to them that in English there is a set order in which adjectives appear.
- Ask students to read the sentences and the questions and point out that the number of lines indicates the number of answers they need to find.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------------------|------------------|
| 1 beautiful, horrible, gorgeous | 4 huge |
| 2 red, white | 5 straw, woollen |
| 3 Italian | 6 before |

B

- Ask students to look at the words in bold and ask them what part of speech they are (*adjectives*).
- Elicit other adjectives that have these two forms (*interested/interesting, bored/boring, etc*).
- Tell students to read the sentences and complete the rules.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: *-ing, -ed*

C

- Ask students to read the instructions and explain that *adverbs of manner* tell us how, *adverbs of place* tell us where, *adverbs of time* tell us when, *adverbs of frequency* tell us how often and *adverbs of degree* tell us the extent to which something happens.

- Tell students to read the sentences and to answer the questions.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|---------|
| 1 carefully | 4 often |
| 2 opposite | 5 quite |
| 3 yesterday | |

D

- Ask students to look at the words in bold and ask them what part of speech they are (*adverbs that tell us to what degree something happens*).
- Ask students to read the sentences and to answer the questions.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the text on pages 148 and 149 to find examples of the grammar presented here and to say what part of speech each one is (*Para 1: so amazing – adverb that tells us to what degree something happens + adjective describing the effect something can have; Para 4: exactly – adverb that tells how something happens, quickly – adverb that tells us how something happens, rapidly – adverb that tells us how something happens; Para 5 – easily – adverb that tells us how something happens; Para 6: quickly – adverb that tells us how something happens, surprisingly – adverb that tells us how something happens*).

Answers

- 1 an adjective
- 2 an article + a noun

Now read the Grammar Reference on page 173 with your students.

E

- Ask students to read the adjectives in brackets before they write any answers and to decide what kind of adjectives they are.
- Remind students to read the sentences again once they have finished to check their answers.
- Remind students that they can look back at A and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------|--------------------------|
| 1 lovely short blonde | 4 expensive pink diamond |
| 2 new Italian leather | 5 large round wooden |
| 3 amazing huge marble | |

F

- Ask students to read the instructions and the pairs of words. Make sure they realise that both words in each pair should fit in to one of the two sentences in each item.

- Remind students that they can look back at B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------------|-------------------|
| 1 interesting, interested | 3 boring, bored |
| 2 exciting, excited | 4 amazing, amazed |

G

- Remind students to read the sentences through before circling any answers and to read the sentences again once they have finished to check their answers.
- Remind students that they can look back at C and D and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------------|-----------------|
| 1 always brush | 6 are usually |
| 2 too | 7 eat healthily |
| 3 almost | 8 such a |
| 4 so | |
| 5 to the gym on Saturdays | |

Teaching Tip

Explain to students that their ability to use adjectives and adverbs effectively and naturally in English can mean the difference between being a good and a great speaker.

Extra Task (for early finishers)

See photocopiable material on page 152.

Listening

A

- Write *L*, *A* and *H* on the board and ask students which parts of the body begin with these letters. Make sure they mention *leg*, *arm* and *head*.
- Ask students to read the body-related vocabulary on the page and remind them of the task they did in Vocabulary, A on page 150.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

Answers

Answers in order of appearance:
L, L, H, H, A, L, A, A, H

B

- Ask students to read the instructions and explain that the people won't mention the actual words but will say whereabouts on the body they are and what is wrong with them.

- Give students a few minutes to look at the three words in each item and encourage them to think about where they are on the body and what the difference between them is.
- Go to track 22 on the Class Audio CD and play the recording once and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to complete any answers they haven't already completed.
- Check the answers as a class and ask students to justify their answers.

Answers

1a 2c 3b 4b

Turn to page 164 for the tapescript.

Close-Up

- Read the information in the *Close-Up* box to students and explain anything they don't understand. Ask students to find a question in C based on a conversation between two people (3) and ask them to underline whose opinion they're asked about (*the woman*). Explain that one or both of the wrong options might be heard on the recording but will be someone else's opinion, not the woman's.

C

- Explain to students that they will hear each question and the three options before each conversation and that each conversation is unrelated.
- Give students a few minutes to read the questions and options and ask them to think of other ways the ideas may be expressed.
- Go to track 23 on the Class Audio CD and play the recording and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.
- Once answers have been checked, ask students to look at the picture on the left-hand side of the page and its accompanying caption. Ask them to describe the picture and to discuss how we can measure happiness.

Answers

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

Turn to page 164 for the tapescript.

Teaching Tip

Point out to students that they should pay attention to adverbs of frequency and degree like *always*, *never*, *usually*, *quite*, *rather*, etc as these can often be the key to why an option is right or wrong.

Speaking

- Ask students to read the questions and answer any queries they may have about them.
- Tell students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until everyone has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

Treat issues such as eating habits with great sensitivity. If you feel students in the class may have issues with food, try to be as discreet as possible.

B

- Ask students to read the instructions and list of ideas and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

Answers

Students should tick: 2, 3, 4, 5 & 8
Students should cross: 1, 6 & 7

Close-Up

- Ask students to read the instructions in C before they read the *Close-Up* box. Ask them to explain what they have to do for this task.
- Read the information in the *Close-Up* box to students and explain anything they don't understand.
- Ask students to look at each option in C and to say what they might refer to (*taking up a physical activity such as swimming, doing a relaxing activity like watching TV, going to bed early, drinking lots of water, eating balanced meals*) and ask them to note one or two advantages and disadvantages for each activity.

Useful Expressions

- Read the phrases in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask them if they know any other words and phrases related to advantages and disadvantages (*pros and cons*, *The good/bad thing about ... is*, *The only problem is ...*, *... does wonders for/is extremely beneficial*, etc)

C

- Ask students to work with a partner to discuss the options.

- Remind students to refer to the notes they made previously and to think about which two options they feel would be most beneficial and the reasons why before they start the discussion. Explain, however, that they should listen to what their partner has to say and explain whether they agree or disagree.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the rest of the class which options they chose and why.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speak Up!

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to read the instructions and elicit that they should cross out the wrong option each time so that only the correct options are left.
- Read the verbs to students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that all the verbs are related to parts of the body or its functions.
- Ask them to decide which options are correct by how they sound together with the verb and also to think about what the phrasal verbs might mean.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should cross out the following:

- | | |
|------------|----------|
| 1 over | 4 of |
| 2 against | 5 around |
| 3 together | 6 across |

B

- Ask students to read through all the sentences before writing any answers.
- Point out to students that they should pay attention to the verb in bold in each sentence and look back at the two correct options for that verb in A.
- Remind students to read the sentences again once they have filled them in to check their answers.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all the phrasal verbs in Close-Up on page 187 for their reference.

Answers

- | | |
|----------|---------|
| 1 out of | 7 over |
| 2 away | 8 for |
| 3 off | 9 in |
| 4 out of | 10 up |
| 5 out | 11 out |
| 6 over | 12 over |

C

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to work with a partner to decide which part of speech each word is and check their answers before they go on to do the rest of the task.
- Remind them that articles, possessive pronouns and quantifiers before the gap signal a noun is missing, to as part of an infinitive, modal verbs and auxiliary verbs before the gap signal a verb is missing, a verb or verb + adjective before the gap and a noun after it signal an adjective is missing, and an adverb of degree before a gap may signal another adverb is needed.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-----------------------------------|------------------------------------|
| 1 | 4 |
| a memorise (<i>verb</i>) | a length (<i>noun</i>) |
| b memory (<i>noun</i>) | b lengthen (<i>verb</i>) |
| c memorable (<i>adjective</i>) | c long (<i>adjective</i>) |
| 2 | 5 |
| a beautician (<i>noun</i>) | a strength (<i>noun</i>) |
| b beautiful (<i>adjective</i>) | b strong (<i>adjective</i>) |
| c beauty (<i>noun</i>) | c strengthen (<i>verb</i>) |
| 3 | 6 |
| a energy (<i>noun</i>) | a information (<i>noun</i>) |
| b energetic (<i>adjective</i>) | b inform (<i>verb</i>) |
| c energetically (<i>adverb</i>) | c informative (<i>adjective</i>) |

D

- Ask students to read the statements and explain anything they don't understand.
- Ask them to discuss which statements they agree with and to say why and also to say why they disagree with the other statements.
- You could also activate the vocabulary in this lesson further by asking students to choose one of the statements in D and write a paragraph beginning with this statement. Encourage them to use the phrasal verbs from A and the words from C where possible.

Extra Task (for early finishers)

See photocopiable material on page 152.

Grammar

- Write *taller, longer, the thinnest, the highest, tidier, smaller, the cleanest* on the board and ask students to write sentences using these words about people or things in the classroom. Then ask each student to read out one of their sentences making sure each student has a turn and all the words are heard.
- Elicit from students that their sentences used comparative and superlative forms and explain that this is what they will learn about in this part of the lesson.

A

- Ask students to read sentences a-d and to underline any adjectives and adverbs in them before they answer questions 1-2.
- Ask students to answer the questions on their own and then to compare their answers with a partner.
- Check answers as a class.
- Once answers have been checked, ask students to look back at the text on pages 148 and 149 to find and underline any comparative or superlative forms (*Para 3: less than, more ... than; Para 4: more than*).

Answers

1 b, d **2** a, c

B

- Ask students to read sentences *a* and *b* and to pay attention to affirmative and negative forms.
- Ask students to do the task individually, but check answers as a class.

Answers

1 Dad 2 no

Complete the rules.

- Ask students to read the rules carefully and to look back at sentences *a* and *b* in B to help them get the right answers.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: as, as, not

Now read the Grammar Reference on page 173 with your students.

C

- Ask students to read the instructions and explain that they shouldn't change the form of the words in bold in any way.
- Ask them to read the two sentences in item 1 and to underline the information that is missing from the gapped sentence in the first sentence. Elicit whether a comparative or superlative form is necessary here (*comparative*) and elicit that they must use *as ... as* because the word given is the ordinary adjective form and they can't change it to *later*.

- Encourage students to use the same process for each of the sentences.
- Remind students that they can look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

1 as late as	5 the best
2 is shorter than	6 more quickly than
3 try harder than	7 as well as
4 as far as	8 the most beautifully

D

- Ask students to look at the picture of an x-ray and ask them where they think the longest and the smallest bones (*the femur or thighbone, is the largest and the stapes bone in the middle ear is the smallest*) in the body are.
- Ask students to read the text without filling in any answers at this stage to see if they were right.
- Read the words in the yellow wordbank to students and ask them which ones are comparatives (*many, more, smaller*) and which ones are superlative (*longest, most, smallest*).
- Remind students that they can look back at A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

1 smaller	4 longest
2 more	5 smallest
3 many	6 most

Extra Task (for early finishers)

See photocopiable material on page 152.

Writing

- Read the information on *Order of paragraphs* to students and explain anything they don't understand. Explain that most kinds of writing they have been asked to do during the course follow this structure.

A

- Ask students to read the instructions and explain that the paragraphs they are about to read come from the same piece of writing.
- Ask students to read the paragraphs without filling in any answers at this stage to see what kind of text it is (*an email*) and what it is about (*family members who are ill*).
- Ask students to do the task individually, but check answers as a class.

Answers

1F 2B 3M 4M

The two middle paragraphs aren't in the correct order as it would make more sense for Paragraph 4 to come before Paragraph 3.

B

- Ask students to read the instructions, the task and the programme for the museum and ask them how the programme relates to the task (*The task asks for a letter to be written to a friend based on the programme and notes made on it.*).
- Elicit that the person who is going to write the letter has made the notes on the programme and that these notes will be developed in the letter.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should tick: 1, 2, 3 & 5.

C

- Ask students why someone might not be interested in a health and fitness workshop. Then ask them to read the model letter without filling in any answers at this stage to find out why Henry doesn't want to attend the workshop advertised (*He went to a similar one a few months ago.*).
- Encourage students to read the letter again in the correct order once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: 2, 4, 1, 3

Look again!**D**

- Ask students to read statements 1-6 and then to scan the model letter to find any information and ideas relating to the statements.
- Ask students to do the task on their own and then to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

Answers

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

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the letter again and to write what the main idea of each paragraph is next to it. Then ask them to compare their notes to the descriptions in E before writing the correct paragraph numbers to the descriptions.
- Make sure students understand that the paragraph numbers they should write will be the numbers that they put the paragraphs in while doing C and not the order that they appear on the page.
- Ask students to do the task individually, but check answers as a class.

Answers

a2 b4 c3 d1

F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the model letter (*How are you?, Guess what?, If you're interested in..., Let me know which... suits you., Could you call them...*).
- Encourage students to pay attention to the words before and after the gaps and to read the letter again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------------|----------------------------|
| 1 How are you | 5 available/free on |
| 2 for sending | 6 suit you |
| 3 you're interested | 7 could you call them |
| 4 let's go together | 8 you don't happen to know |

Over to you!**Close-Up**

- Read the information in the *Close-Up* box to students and explain anything they don't understand.
- Remind students that they should deal with all the handwritten notes that appear on the visual part of the task.
- Also remind students that as they read their letter again they should edit it for basic errors in spelling, vocabulary and grammar.

G

- Ask students to read the instructions and the task and to underline any key words and phrases they find.
- Encourage students to discuss what they have to write, why they are writing and what the style and tone of their writing should be.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for an informal letter about health-related activities, but the situation is slightly different.*).
- Ask students to work in pairs to discuss how they could develop the ideas in the handwritten notes. Give students help with any vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their letter in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for informal letters on page 177.

Plan

- Para 1: Ask about your friend and explain why you're writing.
- Para 2: Explain when you're available and tell your friend about the course you aren't interested in.
- Para 3: Explain which course you're really interested in.
- Para 4: Ask your friend to find out how you can enrol.

Suggested answer

Letter

Hi Corrine,
How are you? Thanks for sending me the information on the courses you're thinking of enrolling on. Shall we go together?

I see that there are three different courses available. I was wondering if you are interested in all of them. To be honest, I'd rather not sign up for the course on nutrition as we've just finished a month-long project on it at school so I'd rather opt for something a bit different.

The course that interests me most is the one on first aid. I'm free any day of the week, but you don't happen to know which days the first aid course is run on, do you?

By the way, it doesn't say on the leaflet how to enrol. Could you let me know what the procedure is once you've enrolled?

Write soon.
Bye,
Tara

Useful Expressions

- Remind students that the expressions in *Useful Expressions* can help them to write in the correct register for an informal letter. They will also help them structure their letter properly and give them some ideas about how they can develop the notes.
- Elicit from students that the expressions are informal as they address the reader in a friendly way, using abbreviations and question tags.



The Memory Man

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Gianni Golferà's memory has been the subject of research and much debate amongst scientists. In 2004, *The Brain Research Bulletin* concluded that it couldn't establish the limits of his memory. Neurological studies carried out by scientists at the University of San Raffaele in Milan and at the Boston Institute for Technology have concluded that there is no genetic link to Gianni's memory. Instead, it is felt that it is due to learning techniques that he has been practising since childhood. These techniques are based on mnemonics.

Before you watch

A

- Ask students to read the statements and explain anything they don't understand.
- Ask them to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

Answers

1T 2F 3T

While you watch

B

- Explain to students that they are now going to watch the DVD. Tell them that the documentary is quite short.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the DVD and that they should listen out for the specific words in pink.
- To check students understand where Italy is, draw their attention to its position on the globe.
- Play the DVD all the way through and ask students to make a note of their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the DVD a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

1 art	(00:16)	4 learning	(02:02)
2 connected	(00:39)	5 improve	(02:33)
3 memory	(01:00)	6 probably	(03:46)

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about what part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1 memory	6 remember
2 information	7 wonder
3 numbers	8 genes
4 correctly	9 result
5 memorised	10 practice

After you watch

D

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

Answers

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 11 and 12

Revision

- Explain to students that Review 6 revises the material they saw in Units 11 and 12.
- Explain to students that they can ask you for help, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units or reference sections.
- Inform students beforehand that they will have a review in the next lesson so that they can revise for it at home. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Play a word association game with education-related words. Say one word related to education and ask each student in turn to say a new education-related word that they associate with the previous word eg *graduate, university, degree, grant*, etc. Try to make sure they revise the previous words and also words like *scholarship, diploma, assignment, enrolment, graduation, fees, expel* and the names of school subjects.
- Revise the parts of the body that students learnt in Unit 12 and then write *back* on the board. Ask them which phrasal verbs they came across with this verb (*back away/out of*) and then ask them which other body-related verbs they learnt as phrasal verbs (*hand over/out, head for/off, run out of/over, think over/up, stand out/in*). Revise the meanings of these verbs as a class.
- Give students one minute to look over the words in the word formation task C on page 154. Then ask them to close their books and say each of the words and ask them to write them down in their notebooks. Check answers by asking students in turn to spell one word each.

Grammar Revision

- Ask the questions below at random round the class making sure each student answers at least one.
 - When was the last time you had your teeth checked by the dentist?
 - Have you had your hair cut this month?
 - Is your school going to have air conditioning installed this summer?
 - Have you ever had your arm or a leg in plaster?
- Elicit that the questions used the causative and revise the formula and uses of the causative as a class.
- Write *I'd rather see a doctor., I'm not good at expressing my feelings., Phone the dentist's to make an appointment.* and *You should go home and rest.* on the board. Ask students which sentence has a gerund, which has a full infinitive and which has a bare infinitive. Ask students why these forms are used here. Ask students to write sentences of their own using gerunds, full infinitives and bare infinitives.
- Write the sentences below on the board and ask students to correct them.
 - My black long velvet dress doesn't fit me anymore. (*long black velvet*)
 - It was so an exciting speech that we all listened very carefully. (*such an*)
 - Mum goes usually to the hospital on Saturdays. (*usually goes*)
 - The athlete has got long strong amazing legs. (*amazing long strong*)
 - They slowly eat their food. (*eat their food slowly*)
- Ask students to work in pairs to compare school subjects. Encourage them to use comparatives, superlatives and *as + adjective + as* to talk about which subjects they are best at, which subjects they like more than others, which subjects they have more often, etc.

Vocabulary

A

- Ask students to read the sentences without circling any answers at this stage and to pay attention to the words immediately before and after the options in pink.
- Encourage students to read back through their sentences once they have finished to check their answers.

Answers

1 graduate	6 fees
2 bones	7 sigh
3 made	8 subjects
4 yawn	9 expel
5 scholarship	10 assignment

B

- Read the words in the yellow wordbanks to students and then ask them to repeat them. Correct their pronunciation where necessary.

- Ask students to read the sentences through before filling in any answers for gist

Answers

- | | |
|---------------------|---------------------|
| 1 | 4 |
| a back out | a run over |
| b back away | b run out of |
| 2 | 5 |
| a head for | a stand out |
| b head off | b stand in |
| 3 | 6 |
| a think over | a hand out |
| b think up | b hand over |

C

- Ask students to look at the words in bold after each sentence and to write what part of speech each one is beside it.
- Then ask students to read through the sentences and to decide what part of speech is missing from each gap. Point out that it must be a different part of speech from the word in bold.
- Encourage students to read their sentences again once they have finished to check their answers.

Answers

- | | |
|------------------------|---------------------|
| 1 energetically | 5 strengthen |
| 2 graduation | 6 enrolment |
| 3 pronunciation | 7 beautician |
| 4 informative | 8 memorable |

Grammar

A

- Ask students to read the sentences for gist and to underline any time expressions. Explain that these will help them to get the right tense.
- Ask students to look at the words in brackets and elicit that the objects are listed before the verb. Remind students that the object will go between *have* in the right tense and the main verb in the past participle.
- Tell students to look back at page 139 and Grammar Reference 11.1 on pages 171-172 for a reminder if they need to.

Answers

- 1 has had his brain scanned
- 2 has had her hair cut
- 3 am/'m having my teeth cleaned
- 4 are having/are going to have their gym renovated
- 5 Does, have its classrooms painted
- 6 had had her eyes tested
- 7 Did, have the photo framed
- 8 had his qualifications recognised

B

- Ask students to read the sentences for gist and to underline the words immediately before the gaps. Encourage them to think about whether these words are followed by a gerund, a full infinitive or a bare infinitive.

- Encourage students to read back through the sentences once they have finished to check their answers.
- Tell students to look back at A-E on page 143 and Grammar References 11.5-11.6 on pages 172-173 for a reminder if they need to.

Answers

- | | |
|--------------------|------------------|
| 1 coping | 5 revise |
| 2 to look | 6 talking |
| 3 to go | 7 call |
| 4 enrolling | 8 being |

C

- Ask students to read through the words given in each item and try to identify what the subjects, objects and main verbs are. Then ask them to underline any adjectives and adverbs and to think about what order they should be in.
- Encourage students to read through the sentences again once they have finished to check their answers.
- Tell students to look back at A-D on page 151 and Grammar References 12.1-12.6 on page 173 for a reminder if they need to.

Answers

- 1 I have never been allowed to choose my own clothes.
- 2 I find it wonderful that children learn things so quickly.
- 3 Scientists don't know enough about the human brain.
- 4 My dog's stomach is so big that it touches the ground.
- 5 The book wasn't interesting enough to win a prize.
- 6 His uncle can speak several languages fluently.
- 7 The scientist quickly left the lab/left the lab quickly after lunch.
- 8 Whose is this horrible old blue leather bag?

D

- Ask students to read the sentences for gist and to look for clues on both sides of the gaps to help them decide if they need to use the comparative or superlative form.
- Encourage students to read through the sentences again once they have finished to check their answers.
- Tell students to look back at A and B on page 155 and Grammar References 12.7-12.8 on page 173 for a reminder if they need to.

Answers

- | | |
|---------------------------------|-------------------------------|
| 1 as well as/better than | 4 prettier than/ |
| 2 the earliest | as pretty as |
| 3 the worst | 5 the most intelligent |

Extra tasks (for early finishers)

Unit 1

Vocabulary

Circle the correct words.

- 1 We were very sad when our aunt passed down / away.
- 2 I'm not very keen on / in family get-togethers.
- 3 Jane is the most honest / reliable person I know. She never tells lies.
- 4 Granddad says he feels as young / elderly as a twenty-year-old.
- 5 Who do you brought / look up to more than any one else?
- 6 Do you matter / mind if I sit here?
- 7 You shouldn't wear arrogant / scruffy clothes to a wedding.
- 8 My parents broke / turned up when I was six.

Grammar

Choose the correct answers.

- 1 Does water ___ at 0°C?
a freezes b freeze c freezing
- 2 We ___ of moving house next year.
a are thinking b think c is thinking
- 3 Why are you ___ interrupting me?
a today b at the moment c always
- 4 Is it true that French people ___ frog's legs?
a are eating b do eat c eat
- 5 They ___ the baby at the moment.
a aren't feeding b don't feed c feed
- 6 Why ___ living in the city?
a you hate b do you hate c hate you
- 7 I ___ the dentist at 6.30 pm.
a am seeing b see c sees
- 8 Dad takes the dog for a walk ___ afternoon.
a this b every c in

Vocabulary

Complete the sentences with these words.

compliment diary divorced family love married pieces secret sympathy visit

- 1 Jack keeps a _____ and writes all important events in it.
- 2 Charlene fell to _____ when Paul broke up with her.
- 3 Do you want to get _____ in a church?
- 4 Is it true that two out of three married couples get _____ ?
- 5 He paid her a _____ because she looked nice.
- 6 I don't want to have a _____ until I earn enough money.
- 7 Martha can't keep a _____ so I don't tell her anything.
- 8 Let's pay a Uncle Bruce a _____ tomorrow. We haven't seen him for ages.
- 9 Claire seems to fall in _____ with somebody new every week!
- 10 I have a lot of _____ for those people who were involved in the accident.

Grammar

Complete the sentences with these words.

a bowl of a carton of a cup of a glass of a jar of a kilo of a loaf of a packet of

- 1 I'm having _____ soup for lunch.
- 2 Shall I buy _____ crisps?
- 3 We don't need _____ bread today.
- 4 Let's have a break. Would you like _____ coffee?
- 5 There's _____ milk in the fridge.
- 6 The recipe says I need _____ meat.
- 7 Would you like _____ water with your dinner?
- 8 There's _____ honey in the cupboard if you want some in your tea

Unit 2

Vocabulary

Match.

- | | | |
|--|--------------------------|---------------------------------------|
| 1 My sister and I are so different we're | <input type="checkbox"/> | a a couch potato. |
| 2 I'm always very active so I could never be | <input type="checkbox"/> | b spill the beans. |
| 3 Angela gets very nervous when | <input type="checkbox"/> | c like chalk and cheese. |
| 4 Liz trusts me with her secrets because I never | <input type="checkbox"/> | d piece of cake. |
| 5 Gordon says learning how to cook is a | <input type="checkbox"/> | e the big cheese comes to the office. |

Grammar

Complete the sentences with the Past Simple or Past Continuous form of these verbs.

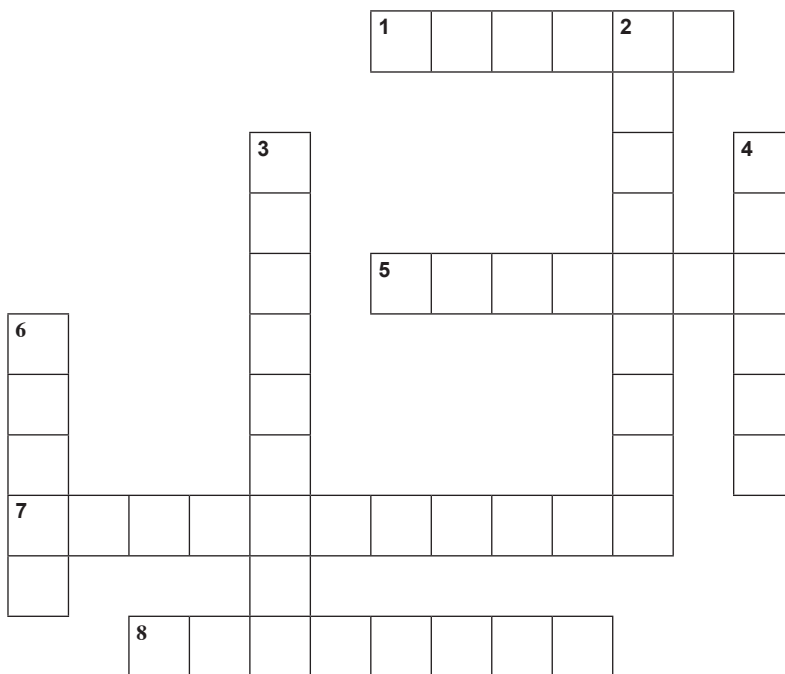
bake call chop cook cut not drink order put on ring start walk

- I _____ dinner when the door bell _____.
- My sister _____ her finger while she _____ up the vegetables.
- The chef _____ into the kitchen, _____ his apron and _____ cooking.
- They _____ a pasta dish and a salad last night at the restaurant.
- _____ you _____ a cake when I _____ you?
- Jack _____ coffee at his desk earlier.

Vocabulary

Complete the crossword.

- There's so much _____ in this shop, I don't know what to buy.
- These pink, green and yellow cupcakes are very _____.
- There are 15 _____ of pizza on the menu.
- The Hummingbird Bakery is very _____ and decorated with brightly-coloured art.
- Tzatziki is a delicious _____ of yoghurt, garlic and cucumber.
- Yummy! These strawberries are really _____.
- Is moussaka a _____ dish in your country?
- Mr Brown is a regular _____ at the Italian restaurant.



Grammar

Circle the correct words.

- | | |
|--|---|
| 1 Harry <u>would love</u> / <u>used to love</u> school when he was young. | 5 I <u>got used to</u> / <u>used</u> eating spicy food when I was in India. |
| 2 I can't <u>get used</u> / <u>be used</u> to living in the countryside. | 6 We <u>used to</u> / <u>are used to</u> the new chef's food now. |
| 3 Didn't Mandy <u>used</u> / <u>use</u> to own a dog? | 7 Gran used to <u>putting</u> / <u>put</u> a lot of salt on her food. |
| 4 Would you <u>going</u> / <u>go</u> for long walks every Sunday as a child? | 8 <u>Did you use to</u> / <u>Would you</u> be a waiter at the Roger's tavern last year? |

Unit 3

Vocabulary

Match.

- | | | |
|----------------|--------------------------|-----------|
| 1 fossil | <input type="checkbox"/> | a energy |
| 2 endangered | <input type="checkbox"/> | b station |
| 3 renewable | <input type="checkbox"/> | c warming |
| 4 power | <input type="checkbox"/> | d fuel |
| 5 global | <input type="checkbox"/> | e area |
| 6 organic | <input type="checkbox"/> | f food |
| 7 natural | <input type="checkbox"/> | g species |
| 8 conservation | <input type="checkbox"/> | h habitat |

Grammar

Complete the sentences with the Present Perfect Simple or Present Perfect Continuous of the verbs in brackets.

- Why _____ they _____ (cut down) all the trees in the park?
- Residents _____ (complain) about the rubbish for weeks now.
- I _____ (just read) a fascinating article on koala bears.
- How long _____ (you/watch) that wildlife documentary?
- It _____ (rain) all morning.
- We're tired because we _____ (clean up) the beach for five hours now.

Vocabulary

Match.

- | | | |
|---|--------------------------|---------------------------------|
| 1 Giraffes aren't on the verge | <input type="checkbox"/> | a save energy. |
| 2 The article brings attention | <input type="checkbox"/> | b research on the panda. |
| 3 Have a shower not a bath and you will | <input type="checkbox"/> | c to take action. |
| 4 Let's do some more | <input type="checkbox"/> | d of extinction. |
| 5 Local residents decided it was time | <input type="checkbox"/> | e consuming less and recycling. |
| 6 Fight pollution by | <input type="checkbox"/> | f to a serious issue. |

Grammar

Complete the sentences with a, an, the or -.

- _____ Alps are usually covered in _____ snow.
- _____ hotel we're staying at serves _____ dinner at 7.30 pm.
- In _____ 1989, my dad went on _____ expedition to _____ Nepal.
- John is _____ mountain guide. _____ job he does can be dangerous.
- _____ use of _____ fossil fuels has led to _____ global warming.
- Students at _____ University in town are studying _____ behaviour of _____ animals in _____ zoos.

Unit 4

Vocabulary

Complete the sentences with the correct form of the words in bold.

- 1 You have to be very _____ to be an explorer.
- 2 Travelling in India made me more _____ of my life back home.
- 3 When we saw Niagara Falls, we were at a _____ for words.
- 4 We were very _____ for the help they gave us during our trip.
- 5 I don't know Fiona very well. She's not really a friend she's more of an _____.
- 6 We encountered many problems on our trip down the Amazon. It was far from plain _____.

COURAGE
APPRECIATE
LOSE
THANK

ACQUAINT

SAIL

Grammar

Choose the correct answers.

- 1 There's the man ____ fixed our car.
a that b whose c which
- 2 Do you know ____ these keys belong to?
a whose b who c that
- 3 That's the park ____ my uncle used to take me.
a that b which c where
- 4 1978 was the year ____ my parents got married.
a which b where c when
- 5 The boy ____ lives next door is in my class.
a where b that c whose
- 6 My boss, ____ is called Shirley, is too strict.
a who b that c whose

Vocabulary

Complete the sentences using both words.

argumentative communicative

- 1 Mum says it's a good thing I'm _____, but that I shouldn't be so _____.
grow apart look up to
- 2 I really _____ my sister and hope we never _____.
get on hang out
- 3 I could never _____ with people I didn't _____ with.
ask out hold back
- 4 I really want to _____ Penny, but I always _____ in case she doesn't like me.
boring embarrassed
- 5 The teacher _____ me in front of the class because I said his lessons were _____.
arguments sympathetic
- 6 My parents are never _____ when I tell them that I often get into _____ in class.

Grammar

Circle the correct words.

- 1 I won't come home by the time / until I've found something to wear to the party.
- 2 When I finish / will finish my homework, we'll go to the park.
- 3 We'll have dinner as soon as / until Peter gets home.
- 4 Send me an email before / the moment you hear anything.
- 5 Check you have your wallet by the time / before you leave home.
- 6 By the time / As soon as Angela turns up, the meeting will be over.

Unit 5

Vocabulary

Circle the eight home-related words and complete the sentences.

W B U N G A L O W
C A R P T A A P K
O S E L O T N I I
T E N G M T D B M
T M T E W I L N D
A E B A L C O N Y
G N Q V R T R I G
E T T E N T D L P

- 1 Our house is a _____ so it only has one storey.
- 2 Jack keeps all his tools downstairs in the _____.
- 3 I'm looking forward to camping in a _____. I love being outdoors!
- 4 I'd love to live in a little _____ in the country.
- 5 We turned the _____ into an upstairs bedroom.
- 6 The _____ on this flat is £650 per month.
- 7 My _____ wasn't very happy when I told him I was moving out.
- 8 It's a nice day so let's have lunch on the _____.

Grammar

Complete the sentences with the correct form of the Future Simple or be going to of the verbs.

be crash do open rain visit wash write

- 1 I think I _____ home late tonight.
- 2 Be careful! You _____ into that tree!
- 3 Look at the sky. I think it _____ again.
- 4 Kelly promises she _____ the essay by tomorrow.
- 5 I'm sure you _____ well in your exams.
- 6 The restaurant _____ next weekend.
- 7 _____ Henry _____ Joanna this afternoon?
- 8 I _____ the car tomorrow. It's very dirty

Vocabulary

Circle the correct words.

- 1 Can you do the dinner / dishes after we've finished eating?
- 2 We weren't prepared about / for such a heavy storm.
- 3 Why don't you make / take a bath before we go out?
- 4 Will you please make your bed / mess before you go to school?
- 5 Larry's house is very big compared at / to Grant's.
- 6 Do / Take a break once you've cleaned the bedroom.
- 7 I didn't like Penny at first, but now we get on like a home / house on fire.
- 8 We moved out of the neighbourhood to / for the same reason as you did.

Grammar

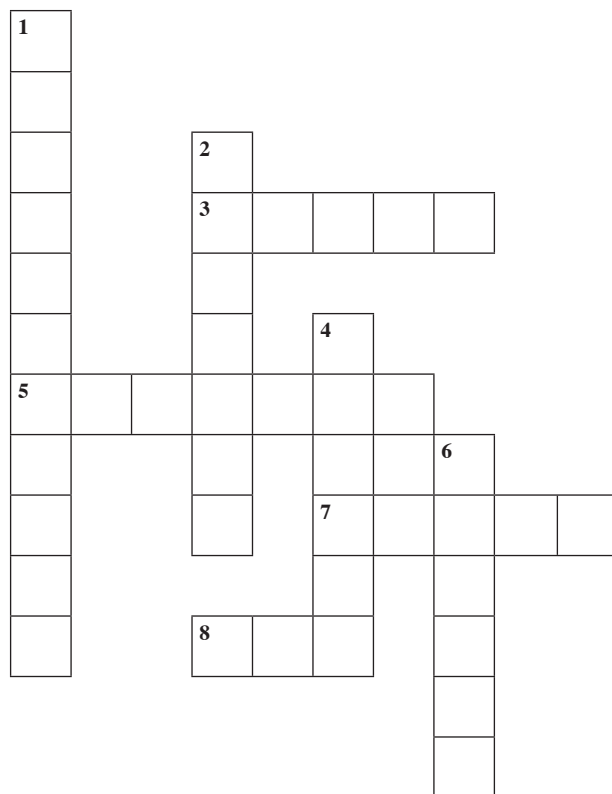
Complete the sentences with the correct form of the Future Continuous or Future Perfect Simple of the verbs in brackets.

- 1 By winter, they _____ (build) the house.
- 2 When _____ (she/decorate) her bedroom?
- 3 People _____ (not live) on Mars by 2080.
- 4 Aunt Patty _____ (arrive) by the time we get home.
- 5 _____ (they/have) lunch on the balcony or in the kitchen?
- 6 They _____ (not hang up) new curtains by Sunday.
- 7 Dad _____ (cut) the grass at 6 pm.
- 8 Robots _____ (serve) us dinner in 2070.

Unit 6

Complete the crossword.

- 1 _____ is my favourite water sport.
- 2 If you want to _____ something you must try very hard.
- 3 The tennis players left the _____ because it started to rain.
- 4 The racing driver put on his _____ and got into the car.
- 5 The _____ gave the player a red card and sent him off the pitch.
- 6 The crowd cheered as the footballer held the _____ in the air.
- 7 On your _____, get set, go!!
- 8 A baseball _____ is made out of wood.



Grammar

Complete the sentences with your own words.

- 1 If you go jogging every day, _____.
- 2 If I were an athlete, _____.
- 3 If we went for a walk on the beach, _____.
- 4 Unless the coach cancels training, _____.
- 5 If Dad is watching football on TV, _____.
- 6 When the match is over, _____.
- 7 The team won't win, _____.
- 8 I wouldn't buy those trainers, _____.

Vocabulary

Complete the sentences with these phrasal verbs.

call off cheer on go down kick off warm up wear out

- 1 That match will _____ as one of the worst we've ever played.
- 2 What time does the football match _____ on Saturday?
- 3 You'll _____ your trainers if you go jogging every day!
- 4 Let's go to the sports ground to _____ our team. They need the support.
- 5 The aerobics instructor always tells us to _____ properly before we begin.
- 6 Do you think they'll _____ the volleyball tournament because of the bad weather?

Grammar

Circle the correct words.

- 1 If only I play / could play cricket.
- 2 Frank wishes he hadn't taken / wouldn't take up golf.
- 3 If the runner tripped / had tripped, she wouldn't have won.
- 4 Would they have lost the tournament if Lara had been / was playing?
- 5 If I had broken the window I would have paid / will pay for it to be fixed.
- 6 We would have seen the football player if we hadn't got / didn't get to the hotel late.

Vocabulary

N	P	S	T	R	U	C	K
T	O	D	D	S	A	T	E
A	V	L	I	M	P	I	L
V	A	O	N	F	A	C	E
O	N	P	W	B	Q	O	L
I	I	E	T	N	G	P	M
D	S	S	B	M	A	E	W
R	H	A	D	A	P	T	Q

- 1 George was nearly _____ by lightning during the storm.
- 2 Gail hurt her leg and had to _____ all the way back to camp.
- 3 Try to _____ drinking the water here. It isn't very clean.
- 4 We completed the expedition against all _____.
- 5 Mum always tells us we should _____ our fears.
- 6 A shot was heard and the birds seemed to _____ into thin air.
- 7 How did you _____ with being alone for so long?
- 8 Explorers must be able to _____ quickly in difficult situations.

Choose the correct answers.

- They ____ never been surfing before.
a had b were c hadn't
- Until the rescuers ____, they had thought they wouldn't survive.
a had arrived b arrived c had been arriving
- ____ you take a torch with you when you went camping?
a Had b Were c Did
- Helen ____ for hours when her bicycle broke.
a cycled b had been cycling c had cycled
- They ____ rock climbing so they were exhausted.
a had been b had c did
- ____ bungee jumping before today?
a Had you been b Did you go c Had you been going

Complete the sentences with these words.

- 1 In an emergency, you must try to _____ calm.
- 2 We should all try to _____ our best at school.
- 3 It was the coldest day that winter with temperatures well _____ freezing.
- 4 I'd love to _____ a journey to Peru.
- 5 How many metres _____ sea level is this village?
- 6 The Sahara Desert stretches _____ North Africa.
- 7 Take a map so that you don't _____ lost.

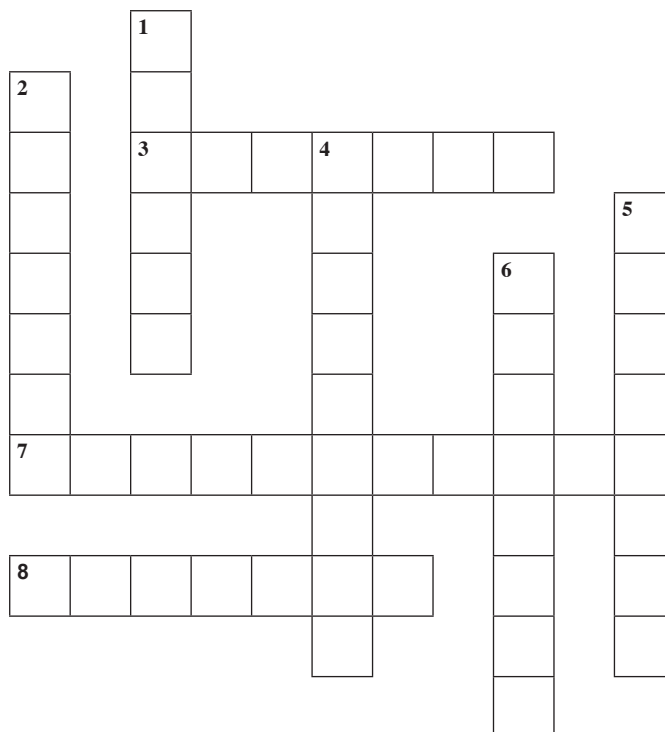
Match.

- | | | | |
|---|--------------------------------------|--------------------------|--------------------------------|
| 1 | You climbed Mount Everest, | <input type="checkbox"/> | a have they? |
| 2 | Who told you | <input type="checkbox"/> | b shall we? |
| 3 | They haven't reached the summit yet, | <input type="checkbox"/> | c the rucksacks to? |
| 4 | Who did they give | <input type="checkbox"/> | d aren't I? |
| 5 | Isn't that the most beautiful sight | <input type="checkbox"/> | e about the earthquake? |
| 6 | Let's head off at dawn, | <input type="checkbox"/> | f didn't you? |
| 7 | I'm the leader of the expedition, | <input type="checkbox"/> | g supplies with them? |
| 8 | Didn't they take | <input type="checkbox"/> | h you have seen? |

Unit 8

Vocabulary

- 1 I love dancing, but _____ doesn't really appeal to me.
- 2 Didn't you get the _____ I sent you the other day?
- 3 What do you do in your _____ time?
- 4 I like making things out of stone so I think I'll sign up for a _____ class.
- 5 You shouldn't _____ films from the Internet. It's against the law.
- 6 I did a great _____ of some flowers in my art class today.
- 7 Not only was the TV show entertaining it was _____ as well.
- 8 Ben made a cheese pie in his _____ class earlier.



Grammar

Circle the correct words.

- 1 You **shouldn't** / **needn't** go swimming because you have just eaten.
- 2 **May** / **Should** I go the park, please mum?
- 3 You **must** / **can** be exhausted after your long journey.
- 4 Barry **can't** / **must** have gone to the gym because it's closed today.
- 5 We **ought** / **should** to relax more.
- 6 **Were** / **Could** you able to ride a bike when you were three?
- 7 Sharon **doesn't have to** / **couldn't** babysit if she has other plans.
- 8 You **may not** / **needn't** bring any food with you as we have made plenty.

Vocabulary

Complete the sentences with the correct form of the words in bold.

- 1 All _____ in the competition should be here by 9 am.
- 2 Did the new martial arts teacher make a good _____ on you?
- 3 What kind of traditional _____ do people have in your country?
- 4 _____ on winning the first prize!
- 5 How many _____ turned up to cheer on the team?
- 6 If you have a problem, please speak to the _____ of the event.

PARTICIPATE
IMPRESS
CELEBRATE
CONGRATULATE
SUPPORT
ORGANISE

Grammar

Complete the second sentences so that they have a similar meaning to the first sentences using the words in bold.

- 1 It was wrong of Joan to leave the rest of the group. **should**
 Joan _____ the rest of the group.
- 2 It's impossible that you saw Derek because he's in France. **seen**
 You _____ because he's in France.
- 3 They booked seats in advance but the theatre was empty. **have**
 They _____ in advance because the theatre was empty.
- 4 I'm sure you had a fabulous time at the funfair. **must**
 You _____ a fabulous time at the funfair.
- 5 It's possible they went to the library. **gone**
 They _____ to the library.

Unit 9

Vocabulary

Find eight technology-related words and then complete the sentences.

C M A N U A L W P O
A U S B S T I C K I
M I C R O C H I P U
C U V S A G M L F R
O S N A R A Y K O D
R R H A R D W A R E
D N A V I G A T O R
E W V F G E N U I S
R E S C B T Q L A N

- 1 You should make a back-up copy of your work on your _____.
- 2 I always read the _____ when I'm installing new appliances.
- 3 I'd be lost without my GPS _____.
- 4 Gary filmed the performance on his _____.
- 5 Steve is a computer _____. He knows everything about them.
- 6 We wouldn't have computers if the _____ hadn't been invented.
- 7 My new E-Reader is my favourite _____ ever.
- 8 The mouse, keyboard and monitor are all computer _____.

Grammar

Change the sentences into the passive voice.

- | | |
|---|---|
| 1 Leo gave me this robot pet as a present.
_____ | 4 They sent the Hubble Telescope into space.
_____ |
| 2 A fire destroyed the lab.
_____ | 5 Fumes filled the air.
_____ |
| 3 John Logie Baird invented the TV.
_____ | 6 He hit the door with a hammer.
_____ |

Vocabulary

The words in bold are wrong. Write the correct words.

- | | |
|---|-------|
| 1 These new gadgets are selling like ranges . | _____ |
| 2 Wow! Your new stereo is state of the field ! | _____ |
| 3 Mass hotcakes has led to a reduction in good quality products. | _____ |
| 4 Diana is an expert of technology. | _____ |
| 5 Why don't we buy a laptop instead at a PC? | _____ |
| 6 You rely too much for your GPS navigator. | _____ |

Grammar

Circle the correct words.

- 1 Mobile phones must **ban** / be banned from schools.
- 2 Jack imagines that **being** / to be served meals by a robot is great.
- 3 Can the DVD player **turn off** / be turned off with the remote control?
- 4 Does the research project have to **being** / be handed in today?
- 5 A new information technology teacher **is going to be employed** / is employing next term.

Unit 10

Vocabulary

Circle the odd ones out.

- | | | | |
|---|-----------|------------|-----------|
| 1 | composer | singer | copyright |
| 2 | stage | box office | promotion |
| 3 | classical | witty | talented |
| 4 | lines | album | lyrics |
| 5 | beat | plot | rhythm |
| 6 | singer | producer | director |

Grammar

Change the reported speech into direct speech.

- Matthew said that the show was excellent.

- Jane told us that she had written the lyrics the previous summer.

- Gary said that he has never been to New York.

- Mum said that we had arrived at the theatre earlier.

- Sam told us that her grandma had been a ballet dancer years ago.

- The director told the actors that she was extremely pleased with the previous night's performance.

Vocabulary

Complete the sentences with the correct form of the words in bold.

- | | |
|---|-----------|
| 1 Henry is going to drama school because he wants to become an _____. | ACT |
| 2 Who is the _____ of the film you're working on? | PRODUCE |
| 3 These costumes are beautiful _____. | CREATE |
| 4 What is your favourite form of _____? | ENTERTAIN |
| 5 Sandra Bullock won an award for her _____ in the film. | PERFORM |
| 6 The film will _____ the life of a famous footballer. | DRAMA |
| 7 You have to have a great _____ to become a filmmaker. | IMAGINE |
| 8 Nicole Kidman played a very _____ character in the film. | MYSTERY |

Grammar

The words in bold are wrong. Write the correct words.

- | | |
|---|-------|
| 1 They promised giving me front row seats. | _____ |
| 2 Clark denied to work for another company. | _____ |
| 3 The band advised we to stay after the show. | _____ |
| 4 The interviewer asked the musician did he enjoy making the CD. | _____ |
| 5 The teacher told us to not play with the instruments. | _____ |
| 6 I suggested if we bought his latest track. | _____ |

Unit 11

Vocabulary

Find eight education-related words and then complete the sentences.

O E R S P F G
S T A P L E R
C O U R S E A
H W C Z A S N
E D G K C P T
D P M N D R E
U N I F O R M
L E S S O N P
E M S R E D S

- 1 You use a _____ to join pages together.
- 2 Kelly has enrolled on a cookery _____.
- 3 If you are lucky, you might be given a _____ to help pay for your studies.
- 4 Do you have a very busy _____ this year?
- 5 The _____ at English universities are extremely expensive.
- 6 I've got a French _____ this afternoon.
- 7 We have to wear a _____ at our school.
- 8 Did you _____ any questions on the exam?

Grammar

Write sentences using these words. Use the causative form in the tenses or forms shown in brackets.

- 1 The librarian / deliver / new shelves / tomorrow (Present Continuous)
- 2 The student / write / her essay / by a classmate (Past Simple)
- 3 You / approve / your application / by a lecture / on time (must)
- 4 We / install / interactive whiteboards / next term (Future Simple)
- 5 Let's / take / our photograph / at the beginning and end of each term (imperative)

Vocabulary

Complete the sentences with these words.

books effort hang progress rules taste

- 1 I always make _____ fast when I concentrate on a subject.
- 2 Bob hated geography at first, but he's got a _____ for it now.
- 3 Jane is always in the teacher's good _____.
- 4 Don't worry, after a few lessons, you'll get the _____ of pottery.
- 5 Why don't you make an _____ at school? You're so lazy.
- 6 If you break the _____, you'll be sent home from school.

Grammar

Complete the sentences with the gerund or infinitive form of the verbs in brackets.

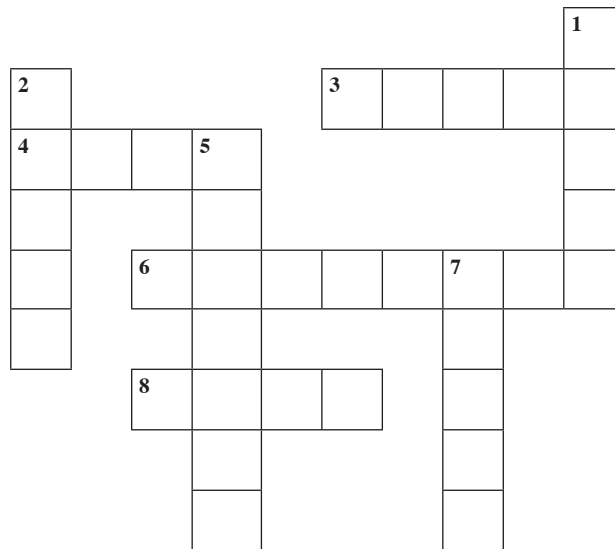
- 1 I'm too proud _____ (ask) the tutor for help.
- 2 Do you remember _____ (learn) about the human body?
- 3 The lecturer is too sick _____ (give) the lecture today.
- 4 _____ (do) experiments is part of this course.
- 5 Is it worth _____ (sign up) for the sculpture course at the local college?
- 6 We called the students _____ (inform) them the class had been cancelled.

Unit 12

Vocabulary

Complete the crossword.

- 1 A _____ is hair that grows on a man's chin and cheeks.
- 2 Your _____ is on your hand next to your four fingers.
- 3 Your _____ is the bone where your foot joins your leg.
- 4 Your _____ are the bones at the top of your legs.
- 5 Your _____ is where food goes after you have eaten it.
- 6 Your _____ is the area at the front of your head between your eyebrows and your hair.
- 7 Your _____ is where the upper and lower parts of your arms are joined.
- 8 Your _____ is between your ankle and your knee.



Grammar

Choose the correct answers.

- 1 This is ___ fantastic book.
a such a b so c such
- 2 There's a gym for anyone ___ in sports.
a interesting b interest c interested
- 3 Put those notebooks on my desk ____.
a neatly b often c really
- 4 What a ___ lesson!
a bore b bored c boring
- 5 Exercising is ___ important.
a such b so c such an
- 6 The student bought a ___ jacket.
a black cheap leather b cheap black leather c leather cheap black

Vocabulary

Complete the sentences with the correct form of the words in bold.

- 1 The athletics meeting was one of the most _____ days of my life. **MEMORY**
- 2 Is it possible to _____ our stay at the health spa? **LONG**
- 3 The sun is shining. What a _____ day! **BEAUTY**
- 4 Was the leaflet on First Aid very _____? **INFORM**
- 5 Do some exercise if you want to feel more _____. **ENERGY**
- 6 Doing yoga will help to _____ your muscles. **STRONG**

Grammar

Circle the correct words.

- 1 I can't run as fast / faster as Jade.
- 2 Our coach is stricter / the strictest of them all.
- 3 These trainers are better than / the best those ones.
- 4 Let's all try harder / as hard as next time.
- 5 This is the worst / worse match I've ever seen.
- 6 The thighbone isn't the smallest / as small as bone in the body.
- 7 I don't walk as far as / further you do to get to the stadium.
- 8 Do you have as many / much medals as John?

Extra tasks (for early finishers key)

Unit 1

Vocabulary

- 1 away
- 2 on
- 3 honest
- 4 young
- 5 look
- 6 mind
- 7 scruffy
- 8 broke

Grammar

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

Vocabulary

- 1 diary
- 2 pieces
- 3 married
- 4 divorced
- 5 compliment
- 6 family
- 7 secret
- 8 visit
- 9 love
- 10 sympathy

Grammar

- 1 a bowl of
- 2 a packet of
- 3 a loaf of
- 4 a cup of
- 5 a carton of
- 6 a kilo of
- 7 a glass of
- 8 a jar of

Unit 2

Vocabulary

1c 2a 3e 4b 5d

Grammar

- 1 was cooking, rang
- 2 cut, was chopping
- 3 walked, put on, started
- 4 ordered
- 5 Were, baking, called
- 6 was not/wasn't drinking

Vocabulary

- 1 choice
- 2 colourful
- 3 varieties
- 4 trendy
- 5 mixture
- 6 tasty

- 7 traditional
- 8 customer

Grammar

- 1 used to love
- 2 get used
- 3 use
- 4 go
- 5 got used to
- 6 are used to
- 7 put
- 8 Did you use to

Unit 3

Vocabulary

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

Grammar

- 1 have, cut down
- 2 have been complaining
- 3 have just read
- 4 have you been watching
- 5 has been raining
- 6 have been cleaning up

Vocabulary

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

Grammar

- 1 The, -
- 2 The, -
- 3 -, an, -
- 4 a, The
- 5 The, -, -
- 6 the, the, -, -

Unit 4

Vocabulary

- 1 courageous
- 2 appreciative
- 3 loss
- 4 thankful
- 5 acquaintance
- 6 sailing

Grammar

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

Vocabulary

- 1 communicative, argumentative
- 2 look up to, grow apart
- 3 hang out, get on
- 4 ask out, hold back
- 5 embarrassed, boring
- 6 sympathetic, arguments

Grammar

- 1 until
- 2 finish
- 3 as soon as
- 4 the moment
- 5 before
- 6 By the time

Unit 5

Vocabulary

W	B	U	N	G	A	L	O	W
C	A	R	P	T	A	A	P	K
O	S	E	L	O	T	N	I	I
T	E	N	G	M	T	D	B	M
T	M	T	E	W	I	L	N	D
A	E	B	A	L	C	O	N	Y
G	N	Q	V	R	T	R	I	G
E	T	T	E	N	T	D	L	P

- 1 bungalow
- 2 basement
- 3 tent
- 4 cottage
- 5 attic
- 6 rent
- 7 landlord
- 8 balcony

Grammar

- 1 will/'ll be
- 2 are/'re going to crash
- 3 is going to rain
- 4 will write
- 5 will do
- 6 is going to open
- 7 Is, going to visit
- 8 will/'ll wash

Vocabulary

- 1 dishes
- 2 for
- 3 take
- 4 bed
- 5 to
- 6 Take
- 7 house
- 8 for

Grammar

- 1 will have built
- 2 will she be decorating
- 3 will not/won't be living
- 4 will have arrived
- 5 Will they be having
- 6 will not/won't have hung up
- 7 will be cutting
- 8 will be serving

Unit 6

Vocabulary

- 1 Windsurfing
- 2 achieve
- 3 court
- 4 helmet
- 5 referee
- 6 trophy
- 7 marks
- 8 bat

Grammar

Suggested answers:

- 1 you keep fit
- 2 I'd train very hard
- 3 we could throw stones in the water
- 4 we must be at the stadium on time
- 5 we won't be able to watch the film
- 6 the players will have a shower
- 7 unless they try harder
- 8 if I were you

Vocabulary

- 1 go down
- 2 kick off
- 3 wear out
- 4 cheer on
- 5 warm up
- 6 call off

Grammar

- 1 could play
- 2 hadn't taken
- 3 had tripped
- 4 had been
- 5 would have paid
- 6 hadn't got

Unit 7

Vocabulary

N	P	S	T	R	U	C	K
T	O	D	D	S	A	T	E
A	V	L	I	M	P	I	L
V	A	O	N	F	A	C	E
O	N	P	W	B	Q	O	L
I	I	E	T	N	G	P	M
D	S	S	B	M	A	E	W
R	H	A	D	A	P	T	Q

- 1 struck
- 2 limp
- 3 avoid
- 4 odds
- 5 face
- 6 vanish
- 7 cope
- 8 adapt

Grammar

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

Vocabulary

- 1 keep
- 2 do
- 3 below
- 4 make
- 5 above
- 6 across
- 7 get

Grammar

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

Unit 8

Vocabulary

- 1 ballet
- 2 message
- 3 leisure
- 4 sculpture
- 5 download
- 6 painting
- 7 educational
- 8 cookery

Grammar

- 1 shouldn't
- 2 May
- 3 must
- 4 can't
- 5 ought
- 6 Were
- 7 doesn't have to
- 8 needn't

Vocabulary

- 1 participants
- 2 impression
- 3 celebrations
- 4 Congratulations
- 5 supporters
- 6 organiser(s)

Grammar

- 1 should not/shouldn't have left
- 2 can't have seen Derek
- 3 needn't have booked seats
- 4 must have had
- 5 may/might have gone

Unit 9

Vocabulary

C	M	A	N	U	A	L	W	P	O
A	U	S	B	S	T	I	C	K	I
M	I	C	R	O	C	H	I	P	U
C	G	V	S	A	G	M	L	F	R
O	S	N	A	R	A	Y	K	O	D
R	B	H	A	R	D	W	A	R	E
D	N	A	V	I	G	A	T	O	R
E	W	V	F	G	E	N	U	I	S
R	E	S	C	B	T	Q	L	A	N

- 1 USB stick
- 2 manual
- 3 navigator
- 4 camcorder
- 5 genius
- 6 microchip
- 7 gadget
- 8 hardware

Grammar

- 1 I was given this robot pet as present (by Leo).
- 2 The lab was destroyed by a fire.
- 3 The TV was invented by John Logie Baird.
- 4 The Hubble Telescope was sent into space.
- 5 The air was filled with fumes.
- 6 The door was hit with a hammer.

Vocabulary

- 1 hotcakes
- 2 art
- 3 production
- 4 on
- 5 of
- 6 on

Grammar

- 1 be banned
- 2 being
- 3 be turned off
- 4 be
- 5 is going to be employed

Unit 10

Vocabulary

- 1 copyright
- 2 promotion
- 3 classical
- 4 album
- 5 plot
- 6 singer

Grammar

- 1 'The show is excellent,' said Matthew.
- 2 'I wrote the lyrics last summer,' Jane told us.
- 3 'I have never been to New York,' said Gary.
- 4 'We have arrived at the theatre early,' said Mum.
- 5 'My grandma was a ballet dancer years ago,' Sam told us.
- 6 'I'm extremely pleased with last night's performance,' the director told the actors.

Vocabulary

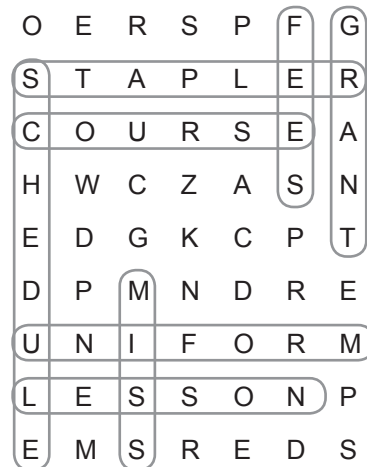
- 1 actor
- 2 producer
- 3 creations
- 4 entertainment
- 5 performance
- 6 dramatise
- 7 imagination
- 8 mysterious

Grammar

- 1 to give
- 2 working
- 3 us
- 4 if/whether
- 5 not to play
- 6 buying/that we buy

Unit 11

Vocabulary



- 1 stapler
- 2 course
- 3 grant
- 4 schedule
- 5 fees
- 6 lesson
- 7 uniform
- 8 miss

Grammar

- 1 The librarian is having new shelves delivered tomorrow.
- 2 The student had her essay written by a classmate.
- 3 You must have your application approved by a lecturer on time.
- 4 We will have interactive whiteboards installed next term.
- 5 Let's have our photograph taken at the beginning and end of each term.

Vocabulary

- 1 progress
- 2 taste
- 3 books
- 4 hang
- 5 effort
- 6 rules

Grammar

- 1 to ask
- 2 learning
- 3 to give
- 4 Doing
- 5 signing up
- 6 to inform

Unit 12

Vocabulary

- 1 beard
- 2 thumb
- 3 ankle
- 4 hips
- 5 stomach
- 6 forehead
- 7 elbow
- 8 calf

Grammar

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

Vocabulary

- 1 memorable
- 2 lengthen
- 3 beautiful
- 4 informative
- 5 energetic
- 6 strengthen

Grammar

- 1 fast
- 2 the strictest
- 3 better than
- 4 harder
- 5 worst
- 6 the smallest
- 7 as far as
- 8 as many

Recording Script *Student's Book B1*

Unit 1

C Now listen to the three conversations and circle the correct answers (a, b or c) in B.

- 1
M Did you remember to go to the library yesterday?
F I did, but I was late because I bumped into my cousin before I got there.
M Yes, she told me. She said she met you in the car park on her way to the supermarket.
F That's right. Of course she had to show me her new car!
N **Where did the woman bump into her cousin?**

- 2
F So you finally met your niece yesterday. Who does she take after?
M Well, she doesn't look like her dad at all. I suppose she does look a bit like her mother, but overall I think she looks most like her grandmother.
N **Who does the man's niece take after?**

- 3
M I wish my daughter would spend a bit more time outside. She should be riding her bicycle or something.
F Well, at least she's doing something creative. Practising the violin is much better than just sitting watching TV.
M You're right, but sometimes I'd like a little peace and quiet!
N **How does the man's daughter spend her free time?**

D You will hear six short conversations. After each one, you will be asked a question about what you have heard. Choose a, b or c to give the correct answer. You will hear each conversation only once.

- 1
M Here they come now. Is your sister the one with the long hair?
F No, my sister's got short, curly hair.
M Is she wearing shorts?
F Yes, that's her!
N **Which woman is her sister?**

- 2
F Have you seen the new neighbours yet?
M Not to speak to, but I saw them arrive in their car yesterday.
F Did you say they've got twin girls, or is it twin boys they've got?
M Neither. They've got a boy and a girl.
N **Which picture shows the neighbours' children?**

- 3
M What time do I need to leave to collect your grandma from the station?
F Well, her train is arriving at 2.30, and it takes about 40 minutes to drive there, so you should leave at about 1.50.
M Oh, I'd planned to leave just after 2.00, but you're right. I'll give myself more time to make sure I'm not late.
N **What time will the man leave?**

- 4
F Did you hear that my cousin Sophie and her husband are going to move to London?
M Oh really? They seemed so happy here in Brighton. I thought they were going to stay. Do they come from London, then?
F No, they're from Oxford originally.
N **Where do Sophie and Dan live now?**

- 5
M Do you want to come for a picnic in the park this Saturday?
F Oh, I'm sorry, but I'm going to see my niece and nephew. They live a long way away and I'm travelling up on Friday. We could go on Sunday though...
M OK. I'll get some things at the market on Saturday morning.
F That would be great, thanks!
N **When will they have their picnic?**

- 6
M I'm a bit scared of your father! He looks very serious.
F Oh, don't worry, that's just because you haven't met him before.
M So he's not always like that?
F Not at all! He's actually very friendly and relaxed.
N **What did the man think of his friend's father?**

Unit 2

C You will hear part of a radio interview about a restaurant festival. You will hear the interview in several parts. After each part, you will hear some questions about that part. Choose the best answers from the three answer choices (a, b or c). There will be 7 questions.

Part I

- INT** Good evening, and welcome to the Food Programme. With me in the studio tonight is Faye Wallis, who's food editor with the London Journal newspaper. Tonight we're talking about the London Restaurant Festival, a two-week-long event celebrating eating out.
FAYE Hello John. Well, the London Restaurant Festival is all about helping people learn about and try out some of the fantastic restaurants in the city. The festival started in 2009, when over 450 restaurants

took part. This year the organisers are hoping that around 800 restaurants will sign up.

- 1 **Who is Faye Wallis?**
- 2 **Approximately how many restaurants took part in the festival's first year?**

Part II

FAYE All the restaurants will be preparing a special menu to show off their chefs' skills and favourite dishes. There will be four different price-ranges of menu, starting at under £10 per person through to over £25 per person. This means that all kinds of restaurants can take part, and everyone can enjoy the festival.

One of the nice things about the festival is that as well as promoting restaurants and providing fantastic meals, it also raises money for charity. For every restaurant that signs up through the festival website, the organisers will donate £5 to Streetsmart, which helps people living on the streets.

- 3 **How much will the cheapest menu cost?**
- 4 **How does the festival support charity work?**

Part III

INT What else will be happening during the festival?

FAYE Well, an interesting part of it is the 'Gourmet Odyssey'. The idea is that you eat each course of a 3-course lunch in a different restaurant! Traditional London buses will transport diners between the three restaurants, and in each restaurant you get to meet the chefs! There are 4 different routes to choose from, and the whole event costs £135 per person. If you prefer to walk rather than take the bus, there's also a walking version of the Odyssey which follows the same programme, but you only pay £95.

But the most exciting part of the festival is 'Dinner on the London Eye'! Each night, one of the London Eye capsules will become a unique dining room. As you dine, the wheel goes round – very slowly! – and you get an amazing view of London. Each night, the meal will be cooked by a different famous chef. On one night, the chef will be Gordon Ramsay, and this meal will be sold by auction. The money raised from the auction will go to the Streetsmart charity.

- 5 **What is true about the Gourmet Odyssey?**
- 6 **How much does the walking version of the Gourmet Odyssey cost?**
- 7 **What is *not* true about 'Dinner on the London Eye'?**

Unit 3

B Now listen and complete the notes in A.

Great White Sharks are approximately 4 to 5 metres long. However, the biggest Great White ever recorded was 7 metres long and weighed 3,200 kilograms. Despite its name, most of the body of a Great White Shark is grey. Great Whites' teeth are extremely sharp, and each shark has around 3,000 of them! They normally

swim quite slowly, but they can reach up to 24 kilometres per hour when necessary. Sharks' sight and hearing are less important than their sense of smell, which is extremely sensitive.

D You will hear an interview with a scientist who studies sharks. For questions 1-6, complete the sentences.

INT Good afternoon and welcome to *Wildlife Watch*. Today we're talking about sharks, and with me in the studio is Claire Pierson, who is a marine biologist. Welcome, Claire.

CP Thanks Jeremy.

INT So Claire, since the film 'Jaws', we tend to think of sharks as a terrifying threat to humans. Is this fair?

CP Well, not as much as you'd think. Shark attacks on humans receive a lot of publicity but are in fact extremely rare. In 2008, for example, there were 59 recorded shark attacks on people, but only four of those people died. Sharks don't actually eat people – they'd much rather eat a fat seal or dolphin. You are more likely to be struck by lightning or to drown in the bath than to be killed by a shark. Another thing to remember is that there are over 360 species of shark, and only 4 of those have been known to attack humans.

INT So why do some sharks attack people?

CP We think that when a shark attacks, either it has mistaken the person for a seal or similar animal or, more likely, it is just investigating what the person is. We think that sharks are interested in finding out information about objects in the sea, and as they don't have hands, they do this by biting the object. In most cases, sharks take one bite of a human and then swim away uninterested. That's why most human victims survive.

INT So why don't sharks eat humans once they've attacked them?

CP Probably because humans have got too many bones and not enough fat!

INT You've been researching shark numbers for 20 years. Are all species of shark endangered?

CP No, but many species are. Compared with the 59 shark attacks on humans that I mentioned earlier, humans kill around 100 million sharks every year. That's an incredible number. Sharks are killed for sport, by mistake by fishermen, or deliberately for certain expensive foods. The food industry uses methods which are also extremely cruel. So many sharks are killed that many species are now in danger of extinction.

INT That's very sad news, Claire. Let's hope things will change and shark populations will recover soon.

CP Let's hope so, Jeremy.

Unit 4

B Listen to four people talking and match them to how they feel.

Speaker 1

I'm feeling really down in the dumps right now. I feel let down by my colleagues and nothing's going right.

Speaker 2

I used to be really close friends with a girl I met at college, but recently we fell out over something stupid and we don't seem to agree on anything any more.

Speaker 3

My new boss is great! She's really easy-going, even when there's a huge problem, and I think it's amazing how she copes with everything! I'm sure I'd be the opposite!

Speaker 4

My friend Helen and I have got a lot in common and we always understand how the other one feels, because we've been through a lot of similar experiences.

C You will hear four people talking about their parents. For questions 1-4, choose from the list a-d the way each person feels about his/her parents. Use each letter only once.

Speaker 1

My parents are quite amazing really. My father was an Olympic athlete when he was younger and my mother was a professional opera singer. So as children we were always going to watch them, and it was very exciting for my brother and me. But I'm really impressed that they are both still very active in the fields of sport and music. They spend lots of time and energy helping other people to develop their own talents, and I really admire them for that. Unfortunately I don't have either of their talents myself!

Speaker 2

My parents embarrass me all the time! They always want to be involved in everything I'm doing. When my classmates phone me, my parents often answer the phone and start chatting to them. Other parents don't do that! I can't drive yet, so Mum or Dad have to drive me everywhere and then they want to chat to my friends too! My friends laugh at me. I can't wait until I've learnt to drive! It's very kind of my parents to help me, of course, but it's just so embarrassing when they are always there!

Speaker 3

I'm fed up with my parents. My brother and I don't have much in common, and we don't really get on. If we argue, my parents always stick up for him. He wants to be an architect like Dad, you see, but I want to be a musician. I think my parents feel proud of him but disappointed in me. They're always keen to help him with his studies and his career but they don't seem to care about me. It really makes me feel depressed.

Speaker 4

My husband travels a lot for his job so most of the time I look after our two children myself. It's not easy for me because I work full time but I also have to do everything for the children, so I don't get a lot of free time. Fortunately my parents live nearby and are

happy to help, which is fantastic for me as it means I can sometimes go out and see my friends or go to the cinema and so on. My parents are great because they are devoted to the children and I can rely on them to keep them safe. Without Mum and Dad, my life would be very difficult.

Unit 5

B Listen to the speakers and write the words or phrases you hear that mean the same as the words below.

- 1 I really want to move house, but I can't afford any of the nice places I've seen.
- 2 The glass in my kitchen window has cracked. I'll have to ask the landlord to send somebody round.
- 3 Am I imagining things, or do fires in houses seem to occur more often these days?
- 4 The heating system in my house is very effective. We often have to switch it off because we get so warm!
- 5 I didn't think that his designs would ever catch on, but everybody's copying them now!

C Now listen to the speakers again and decide whether the sentences below are T (true) or F (false).

- 1 I really want to move house, but I can't afford any of the nice places I've seen.
- 2 The glass in my kitchen window has cracked. I'll have to ask the landlord to send somebody round.
- 3 Am I imagining things, or do fires in houses seem to occur more often these days?
- 4 The heating system in my house is very effective. We often have to switch it off because we get so warm!
- 5 I didn't think that his designs would ever catch on, but everybody's copying them now!

D You will hear a radio interview with engineer Robert Weston about protecting buildings from earthquakes. For questions 1-5, choose the best answer (a, b or c).

INT Now, earthquakes have been in the news recently and today I'm going to be talking to Robert Weston, who's a lecturer in engineering at the University of Manchester. Robert, tell us about the latest research into building design.

ROBERT Thanks Kelly. Well, as we all know, earthquakes can cause thousands of deaths. The one that occurred in Haiti in January 2010 killed over 200,000 people. The reason such high numbers of people were killed however is not the earthquake itself, but the fact that so many buildings collapsed, crushing and trapping people. What interests me and other researchers is how we can build houses in developing countries that don't collapse during strong earthquakes.

INT Buildings in richer countries are already constructed according to building regulations

to make them earthquake-proof, aren't they?

ROBERT That's right. Modern concrete buildings are strengthened with steel, but this technique is expensive and many poorer countries don't have the money for it. That's why engineers are looking at cheap solutions to keep buildings standing.

INT So what sort of techniques are being developed?

ROBERT Well, one technique is to use more suitable building materials. In Haiti, roofs are often made of heavy concrete which collapses easily, but research has shown that metal roofs supported on wood are stronger. We need to use materials that are as light as possible, because these are less likely to fall when the ground is shaking. In Pakistan, walls can be made from straw...

INT Straw?! Really?

ROBERT That's right. The straw is firmly pressed into blocks and then held together with plastic netting. This is on the inside of the wall of course – the outside of the wall is painted and looks completely normal. In Peru walls are often made from a kind of brick, which is locally-produced and cheap, but these walls crack and collapse very easily. Again, plastic netting can be used to hold these walls together so that people can escape.

INT Are any other local materials being tested in other countries?

ROBERT Yes. In India researchers have found that concrete can be strengthened using bamboo instead of metal. In Indonesia they're testing whether they can protect houses from underneath, by building them on top of old tyres filled with sand.

INT Using cheap and natural materials is great, but do these local materials actually work?

ROBERT Generally, yes. Some of them are not as effective as more expensive methods, but they're better than nothing and something that the countries can afford.

INT So do you think these new ideas will catch on in these countries?

ROBERT Well I hope so, but so far progress has been slow. Some of these new types of houses have been built, but sadly many millions of people are still at risk.

INT Well, let's hope that many more houses will be made safer in the future. Robert, many thanks for joining us today.

ROBERT My pleasure.

Unit 6

C You will hear people talking in six different situations. For questions 1-6, choose the best answer (a, b or c).

- 1** You hear a young man talking. Which sport does he do?
- a** volleyball
 - b** basketball
 - c** beach volleyball

Well, it's basically the same as volleyball except it's done in a nicer location! There are two members in each team and the idea is to hit the ball over the net so that it touches the ground before the other team gets the chance to hit it back. I love the outdoors and fresh air so I couldn't play an indoor game like basketball. I'd hate that. And playing this game I can swim in the sea straight afterwards!

2 You hear a coach talking to a basketball team. What is he trying to do?

- a** congratulate them
- b** encourage them
- c** criticise them

OK team, well we've reached a good stage in the competition and you've been playing really well so far, but there's still a long way to go before the final. In last night's match I saw some good teamwork and excellent goals but you were slow-moving in places and you missed a few chances. We can win this cup, but you've got to keep up the good work and be just that bit better to beat the other teams. I know you can do it, and I know you know you can do it, so let's see it! You're all talented and determined and I believe in every one of you. Let's go!

3 You hear two people talking at a sports ground. How do they both feel?

- a** angry
- b** disappointed
- c** relieved

M Oh no, I don't believe it. They're coming off the field because of rain! We've only seen half an hour's play!

F Oh no! I wish we hadn't arrived late!

M Well, we didn't know they were going to stop playing at 12 o'clock, did we? There should have been several more hours of play today.

F I know, it's unbelievable. We're very unlucky. Do you think the rain will stop soon?

M I don't think so. Look at those huge black clouds.

F What a shame!

4 You hear a radio commentator talking about a rowing event. Which team wins the race?

- a** the British team
- b** the American team
- c** the French team

Well, this is an incredibly close contest between the British and the American teams for first place! For the last 500 m those two teams have been way ahead. There's also going to be a battle for third place though, as the French team is neck & neck with the Italians. Back to the first two teams though, and as we head into the final 20 m, the Americans are just in front, but no, at the finishing line it's Great Britain who take first place, with the Americans just half a second behind!

5 You hear two teenagers talking about a football lesson at school. How does the boy feel?

- a** He hates playing football.
- b** He wants to play indoor football.
- c** He wants to play outdoor football.

B Oh no, we've got football again this afternoon, haven't we?

- G** Yes, what's the matter? I thought you liked football.
B Not in this weather! It's wet and freezing cold outside. I don't mind if we can play inside – in fact, that's quite fun – but I think they're going to make us play out on the field today.
G Oh, come on, the fresh air will do you good!
B Well, I won't have much choice, will I? But I hope we'll be back inside again next week.

6 You hear an interviewer talking to a tennis player. Where are they?

- a** in a TV studio
b in a hotel
c on a tennis court

- INT** Helena, how are you feeling after that amazing victory?
H Right now, exhausted John! But of course, I'm delighted. There's an amazing atmosphere here and this fantastic crowd helped me all the way through the match. It was very tough and at times I wondered if I could do it, but this arena is becoming my lucky place and I'm even getting used to doing the TV interviews!
INT Well, I'm sure there'll be many more of those to come, Helena. Congratulations, and now go and get some rest!

Unit 7

B Practise saying the alphabet with your partner, then listen and write down the words that are spelt.

- 1** My name is Mr Bennett. That's B-E-double N-E-double T.
2 He lives in Chile. That's C-H-I-L-E.
3 The shop is in Jigsaw Lane. That's J-I-G-S-A-W.
4 This was painted by Paul Cezanne. That's C-E-Z-A-double N-E.

C You will hear part of a television report about a race held in extreme parts of the world. For questions 1-8, complete the sentences.

I'm standing in the Atacama Desert, in Chile, South America. That's A-T-A-C-A-M-A. It's not the sort of place most people would choose to come to, and yet this spot is the start of one of the most challenging races in the world – the Four Deserts Race. Competitors in this incredible event race through 4 deserts in 4 different continents! Let's take a look at what the runners are going to face.
 Each part of the race is 250 kilometres long and lasts 7 days. Runners will be given tents and medical care, but they'll have to carry all their own clothes and food. Here in the Atacama Desert, the landscape is rough and stony, and the temperature is around 32 degrees Celsius. It's the driest place on earth. It's so empty and dry that it's been used in films to represent the planet Mars! An easy place to run? I don't think so!
 After the Atacama Desert run in March, the next desert race is in June, and this time it's through the Gobi Desert in China. Remember we said that you have to carry your own clothes? This becomes difficult in this desert, because it can be boiling hot during the day

but well below freezing at night. There can be very strong winds and even snow in the mountains. You need lots of different kinds of clothes to cope with those temperatures!

After Atacama and Gobi comes the famous Sahara Desert in Egypt. This is the hottest place on earth, but as well as that, the main problem is sand. It's everywhere! Strong winds can blow the sand into sandstorms and it can be difficult to breathe, so you have to cover your head. As well as being the hottest desert on earth, the Sahara is also the biggest desert. Fortunately the competitors in the race only have to cross a very small part of it, but I don't think it'll feel small to them!

The final desert that competitors have to endure might come as a bit of a surprise – it's Antarctica! You might think that deserts are always hot and sandy, but this one is covered in snow and ice. It's the coldest and windiest place on the planet, where wind speeds can reach 300 kilometres per hour. Imagine battling against these conditions for a week! Only competitors who have successfully completed at least two of the other desert races can enter this final challenge.

Despite the tough conditions though, competitors will have the chance to see some amazing wildlife in Antarctica. They'll see penguins, seals and whales, and in fact some of the penguins might even join them on their route! The difference between this desert race and the others is that in Antarctica, athletes don't sleep in tents, but on a ship that travels with them, and their food is provided. During the day though, the competitors have to overcome the extreme conditions and push their bodies to the limits. But one thing's for sure, although all four of these deserts are extremely tough environments, they're also incredibly beautiful and are an experience the competitors will never forget.

Unit 8

C Now listen to the conversations and see if you were right. Circle the pictures in A (a, b or c) that answer the questions you hear.

- 1**
M So have you decided how you're going to travel to your holiday resort yet?
W Well, I think we'll probably take the train, because we can sleep on the train overnight.
M What about going by coach? That would be much cheaper.
W Yes, but it takes longer and it's not so comfortable. The other thing I don't want to do is drive. Although we can stop the car whenever we want, driving is so tiring.
N **Which means of transport is not very comfortable?**
- 2**
F I'm so looking forward to spending tomorrow with Elizabeth.
M What have you got planned?
F Well, in the evening we're going to the theatre, but before that we've got a day of shopping planned. We'll be tired after all that shopping so I've booked a table in her favourite restaurant for

dinner before the play starts.

M Wow, that is a busy day!

N **What will they do first?**

3

M Can you please turn the television off and come and help me make dinner?

F I'm just trying to catch up on the day's news!

M Well, OK then, we can have the radio on while we're cooking. That's my favourite way of catching up with the latest stories.

F I don't like having the radio on while I'm cooking. If you won't let me watch television, I'll have to go and buy a newspaper later.

N **How does the man prefer to catch up on the news?**

D **You will hear eight short conversations. After each one, you will be asked a question about what you have heard. Choose a, b or c to give the correct answer. You will hear each conversation only once.**

1

M What time does your choir practice start tonight?

F Seven-thirty.

M Are you sure? I thought you said it was starting at 8 tonight, because there's a wedding in the hall at 7 o'clock.

F Goodness, you're right! I'm glad you remembered that, otherwise I'd have been waiting around for half an hour before it started.

N **What time does her choir practice start tonight?**

2

F Have you heard what Tom took up on his holiday?

M Well, he said he wanted to try windsurfing, so I guess it was that.

F No, apparently there wasn't any windsurfing available there, so he tried water-skiing instead, and he loved it.

M Really? I know they do sailing there, and I'd have thought that would be more his cup of tea.

N **Which sport did Tom originally want to try?**

3

M I think I'll buy my sister tickets to a concert for her birthday.

F That's a nice idea. What sort of concert? A pop concert? Some great bands are playing in town next month.

M I was thinking about an orchestra actually. She loves classical music because she plays the violin. There's also a famous pianist giving a piano recital, which she might enjoy.

F Mmm, both of those sound nice.

N **Which type of concert is the man not considering?**

4

F Which bikini do you think I should buy? I really like the striped one.

M Well, personally I think the spotted one suits you

best.

F Really? What do you think of this plain one?

M Well, it's OK, but it's not as nice as the spotted one.

N **Which bikini does the man prefer?**

5

M Ooh, look at that bird! I don't think I've seen that one in the garden before.

F No, it's got a black head and a stripe down its back. Mm, I'll look it up in the book. Right ... let me see. Is this it?

M No, that one's got 3 stripes. The one in the garden has only got one stripe.

F Ah, it must be this one then.

N **Which bird can they see in the garden?**

6

F I can't find my tennis racket. Have you seen it?

M Well, last time I saw it, it was on the bed.

F No, I moved it from there and I thought I'd left it on the chair.

M Ah, I can see it now. It's on the table, under your jacket.

N **Where was the tennis racket first?**

7

M I'm thinking of joining a gym, but it's so expensive.

F Really? Mine's only £30 a month. I don't think that's too bad.

M £30 a month? The one I asked at was £50 a month, but I think a lot's included in the price.

F Goodness! That's £20 a month more! It had better be good for that price!

N **How much does the woman pay per month for her gym membership?**

8

F I went to visit Granny today. She really is an amazing woman.

M Well, I know she likes cooking. What delicious thing had she cooked this time?

F Actually, believe it or not, she'd been surfing the Internet all afternoon.

M I don't believe it! Normally, if she's not cooking, she's gardening, like normal grannies! I'm glad she's moving with the times though!

N **What had Granny been doing this afternoon?**

Unit 9

B **Listen to these people talking and write T (true) or F (false).**

1 I've started a course in electronics at my local college, but I don't think it's right for me really. It's aimed at people who want to become professional engineers, but I just thought it would be useful at home.

2 I'm thinking of buying a mountain bike, but they're very expensive and I want to try one out first. Luckily my neighbour says I can test drive his to see if I like it.

3 Oh why are these new gadgets so complicated? It says here that it's an energy-saving device, but

it won't be using any energy at all if I can't work out how to switch it on!

4 We're always being told at school how important science and technology are, and they want more girls to study them, but I'm just not interested in that kind of thing.

5 I made a model boat last year. It was pretty cool – it was powered by a battery and controlled by a remote control, until I crashed it! I want to make a solar-powered one this time.

C **You will hear a radio interview about a technology fair. You will hear the interview in several parts. After each part, you will hear some questions about that part. Choose the best answers from the three answer choices (a, b or c). There will be 8 questions.**

Part I

INT Hello, I'm John Jameson reporting from the New World family technology fair. The fair's on over the weekend, that's today and tomorrow, from 10 am until 6 pm. It's only 10.30 and already the hall's filling up. I'm going to ask Julia Swanly, one of the fair's organisers, what's on offer. Hi Julia.

JULIA Hello and welcome to the fair! Well, the New World family technology fair is now in its 4th year, and getting more successful every year. Last year around 5,000 people visited the fair, and this year we're expecting around 10,000. Of course, you don't have to be a scientist or an engineer to come to the fair – in fact, you don't even need to be interested in science and technology. The fair has something for everyone. You'll see over 4,000 useful, fascinating and fun things that you might want to use in your own life. And what's more, you don't just look at them; you can make your own gadgets, try things out and enter competitions too!

- 1 **When is the fair running?**
- 2 **How many people are predicted to visit the fair this year?**
- 3 **Who is the fair aimed at?**

Part II

INT So, tell us about some of the things you can see and do here, Julia.

JULIA Well, one section features solar-powered toys and models. These models – planes, helicopters and cars for example – have a solar panel attached to them. Some of them work only when they're in the light, and stop when they're in the shade; others have a back-up battery so they can keep working even when they're not in direct light. Here at the fair you can buy one ready-made, or you can build your own, and we've got competitions for the best or craziest design and races to find the fastest solar-powered model car!

- 4 **What is true of the models that Julia mentions?**
- 5 **What are there competitions for?**

Part III

INT Sounds like fun! Is everything at the fair eco-friendly?

JULIA Well, that's not the aim of the fair, and some things here are not specifically 'green', but with the need to protect the environment, it turns out that a lot of the new technology here is eco-friendly anyway. We've also got water-powered gadgets and there are areas where kids can have fun building their own robots. Most of the robot, like the body and head, legs, eyes, etc can be made using a range of recycled materials, and then you can make it move with a battery or a motor.

On a more serious note, we've also got new technology to help protect your house or car from crime, energy-saving devices, the latest entertainment and music developments and a special feature on battery-powered bikes! We've created an area where you can test them out before you buy, something you don't often get the chance to do.

INT Julia, thanks very much for talking to me. I'm sure there's a lot more ...

- 6 **What does Julia say about new technology at the fair?**
- 7 **What do children make from recycled materials?**
- 8 **What opportunity is the fair offering to people interested in battery-powered bikes?**

Unit 10

B **Listen to five people talking and write the words from A that they are talking about.**

- 1 The feeling you get when you're standing there is magical. When you feel the heat of the lights and know all those people are watching you, it's very exciting.
- 2 I couldn't do it without her to be honest! She's very organised and makes sure I don't forget anything I need.
- 3 I think working here is much more fun than being out at the front. We do all the interesting stuff that the audience doesn't see!
- 4 Mine's always terribly messy, I'm afraid! I'm lucky that I'm not sharing with anyone else, or they'd complain. It starts off tidy, but by the end of the performance, my clothes and make-up seem to be everywhere!
- 5 I'm very lucky because in this play I'm wearing some beautiful things, especially some lovely long dresses. It's great to wear styles you don't normally have the chance to wear.

C **You will hear an interview with someone who works in a theatre. For questions 1-6, choose the best answer (a, b or c).**

INT Welcome back to 'What's On?' and tonight we're continuing our series of interviews with people who work in show business. Today's guest is Adele Crawford, who works as a theatre dresser. Adele, tell us what the job of a dresser is all about.

ADELE Well, basically a dresser is responsible for getting the actors into the right costume at

the right time! We help them put on their costumes before the show starts, we carry out quick changes with them during the show and we help them take the costumes off at the end of the performance. We also have to report any damage to costumes, so that they can be mended, although we don't mend them ourselves.

INT How much help do the actors need? I mean, can't they usually dress and undress themselves?!

ADELE Well, of course, often they can, but it depends on the type of play. Period costumes, that's costume designs from the past, not modern styles, are often quite difficult to get on and off – they might have buttons for example that the actor himself can't see or reach, or just so many tiny buttons that it's very difficult. Often the actor will be wearing lots of clothes, so it's just much quicker if someone else can help with that.

INT Is a dresser busy throughout a performance?

ADELE It depends on the play. Sometimes we're extremely busy, if there are a lot of characters, meaning a lot of costumes and changes. Characters like soldiers require a lot of pieces of costume and a lot of time. In shows with fewer costume changes, or modern costumes, there can be very little for us to do and it gets very boring!

INT Tell us about quick changes. I imagine they can be quite scary!

ADELE Sometimes, yes! Quick changes are when the actor doesn't have time to go back to his or her dressing room but has to change very quickly right next to the stage. It usually happens in a dark corner or a little sort of tent that's been put up specially. The dresser has to have all the bits of the costume ready, and must know exactly what to do, in the correct order. You must keep very calm, as one mistake can be a disaster, but you must be able to act very quickly, even though you often can't see very well! We also have to carry scissors all the time in case something gets stuck and we have to cut it off!

INT So do you enjoy your job, Adele?

ADELE Oh yes, I love it! As I've said it can be quite scary sometimes, but I don't mind that, so long as it all goes OK! The atmosphere backstage is great, as everyone has to work together. The only bad thing is that you can't do anything else in the evenings, because you're always at the theatre!

INT Well, it sounds like a fascinating job and we'll be talking to Adele again after this commercial break ...

Unit 11

C You will hear five people talking about a school trip. For questions 1-5, choose from the list (a-f) how each person feels about the trip they went on. There is one extra letter which you do not need to use.

Speaker 1

Last year I went on a school trip to France. It was for students studying French and we all stayed with a different French family. The idea was that we'd learn about French life and culture, and of course improve our language skills. I think my French is quite good, but I couldn't understand anything my French family said! They were very unhelpful and I had a horrible time. My sister was on the same trip, with a different family, and I spent one day with them. I could understand everything they said, and I had a lovely time that day. I don't think my knowledge of French improved much on that trip though! I was just very unlucky!

Speaker 2

The best school trip I ever went on was the outdoor adventure week we had when I was 14. We all stayed together in a hostel, and for many of us it was the first time we'd stayed away from home. That was quite scary in itself, but we also went canoeing, mountain climbing, and we even walked through a wood in the dark – that was scary! We had to be quite brave and learn to help and trust each other. The best thing was that we started to get on with our teachers better. We finally understood that they were real people with personalities, not just teachers!

Speaker 3

When I was around 15, my school organised a trip to Russia, and I decided to go because I wanted to see a place that was completely different from my country. I must admit there were some things about the trip that I hated – it was freezing cold, and I didn't like the food, and at first I just wanted to come home! But the places we visited were fantastic, I learnt a lot about Russia's fascinating history, and I really enjoyed experiencing such a different culture. In fact it was the start of my love of travelling and exploring the world, which I've really enjoyed doing in my free time ever since.

Speaker 4

Last year I went with the school on a skiing trip. We had an amazing time. It was great because it was something that many of us would never normally be able to do because it's expensive, but the school helped us with the cost. For lots of us it was the first time we'd been abroad, so it was a fantastic experience. We had to do training to become fitter and stronger before we went, and of course we all learnt to ski! I doubt I'll ever be able to afford to go skiing again, so I'm really grateful to the school for giving us this chance.

Speaker 5

One of the best experiences for me was a music weekend that my school provided. It was for pupils who had been playing an instrument for quite a while or who were thinking of working as musicians in the future. We joined pupils from other schools and formed a whole orchestra. We had excellent tutors and at the end of the weekend we gave a concert. The standard of instruction was so high that I think I learnt more in that weekend than in the previous year of music lessons! We felt like professional musicians and after that weekend I decided that playing the violin was what I wanted to do as my career.

Unit 12

B Listen to four speakers and circle the body part they are describing.

- 1 Well, I can put my shoe on, but I can't walk.
2 I'm in a lot of pain and I can't turn my head at all.
3 These three are OK, but this one, next to the thumb, won't move at all.
4 I had to cover them, one at a time, and read some letters off a board across the room.

C You will hear people talking in six different situations. For questions 1-6, choose the best answer (a, b or c).

- 1 You hear a girl talking. What does she say about being left-handed?
a It's a big disadvantage in her life.
b She's proud to be a bit unusual.
c Creative people are always left-handed.

I'm naturally left-handed. This can be a disadvantage, because things like scissors and lots of other things are designed for right-handed people and are difficult for left-handed people to use. It's not really a problem though. I like being left-handed because it makes me different from most people – I think only around 10% of people are left-handed. It's often said that left-handed people are more creative and artistic, and certainly I've noticed that lots of TV and film actors write with their left hand, so that makes me cool!

- 2 You hear a man talking in hospital. When will he be going home?
a after a day
b after a week
c after two weeks

I can't wait to get out of this place. I've been here a week already, but now apparently it's getting better and they're finally saying that I can leave tomorrow. I'm really looking forward to going home! Mind you, they've said I'll need to rest it for 2 weeks, so I won't be able to go to work, and then I'll need to do lots of stretching exercises every day for quite a long time after that.

- 3 You hear two people talking. When does the woman think she hurt her shoulder?
a when she was playing tennis
b when she was asleep
c when she was on the computer

W I've had this terrible pain in my shoulder for 3 days now. I'm not sure what caused it, but I'll have to go to the doctor if it's not better soon.

- M It was probably that tennis match last week.
W Well I don't think so, because I didn't feel anything at the time and I was fine until 3 days ago. I probably slept in a strange position, or twisted it in my sleep.

- M Well, do you know what I think? I think you've been sitting for too long in front of the computer. It's very bad for you.

- W Well, you could be right, but I think it's more likely to be the way I'm sleeping.

- 4 You hear a boy talking. What is he most impressed by?

- a blind people
b deaf people
c wheelchair users

At school we've been learning about people with disabilities and the way they cope. It's incredible the way that blind people can tell so much about the world just by hearing, touching and smelling things. And I didn't realise how strong and fast people in wheelchairs can be too. The most amazing of all though, in my opinion, are people who are deaf and can't speak. I can't believe how fast they can communicate using sign language!

- 5 You hear a woman talking on the phone about an accident. Which part of her body did she hit?

- a her shoulder
b her finger
c her elbow

It's still really painful two days later, and I can hardly move any part of my arm now! If I try to bend my fingers, like when I'm getting dressed for example, it really hurts, even though that's not the area I hit, and believe it or not, even my shoulder is painful when I raise my arm. Obviously when you hit that middle part of the arm so hard, it affects everything above and below that spot! It must be a really sensitive part of the arm, I suppose.

- 6 You hear a man talking about buying a coat. What does he think his problem is?

- a his arms are too long
b his stomach is too big
c his legs are too short

Oh, this is hopeless. I can't find any that fit me properly. This one is nice, but when I put it on, my hands completely disappear because the sleeves are so long! This one is a very nice colour and material, but it's too tight for me. I wish my stomach was smaller! And this one would be perfect except that it's too short. That's not going to keep my legs warm at all, is it?

WORKBOOK B1 KEY

Unit 1

Reading

1c 2b 3a 4b

Vocabulary

A

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

B

- 1 elderly
- 2 reliable
- 3 engaged
- 4 scruffy
- 5 unique
- 6 honest
- 7 middle-aged
- 8 keen

C

- | | |
|--------|--------|
| 1 get | 5 get |
| 2 fell | 6 have |
| 3 keep | 7 pay |
| 4 paid | 8 get |

D

- 1 over
- 2 at
- 3 of
- 4 around
- 5 In, from
- 6 with
- 7 for
- 8 At, at

Grammar

A

- 1 lives
- 2 is burning
- 3 are planning
- 4 usually does
- 5 It's getting
- 6 determine
- 7 are always arguing
- 8 are you doing
- 9 have
- 10 leaves

B

- 1 I know Jim very well because we went to university together.
- 2 correct
- 3 My grandfather is a scientist and he likes to invent things.
- 4 Michael is a chef, but he never cooks at home for his family!
- 5 Teenagers are becoming more and more independent these days.
- 6 The sun rises in the east and it sets in the west.
- 7 Why is your little sister crying? Is she thirsty?
- 8 correct

C

- 1 few
- 2 Many
- 3 lot of
- 4 little
- 5 much
- 6 a lot
- 7 some
- 8 number

D

- | | |
|-------|-------|
| 1 is | 5 is |
| 2 are | 6 are |
| 3 is | 7 are |
| 4 is | 8 is |

Use your English

A

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

Writing

A

to join similar ideas or add information
also
and
as well
as well as
too
to explain the reason for something
as
because
since
-
-

to give an example of what you mean

like
for example
for instance
such as
-

B

1b 2b 3a

C

- 1 because
- 2 too
- 3 and
- 4 as well
- 5 such as
- 6 as well as

D

Student's own answer

Unit 2

Reading

1C 2E 3A 4B 5F

Vocabulary

A

- 1 thirsty
- 2 course
- 3 raw
- 4 dessert
- 5 peel
- 6 stir

B

- 1 chalk and cheese
- 2 the big cheese
- 3 a piece of cake
- 4 a couch potato
- 5 spill the beans

C

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

D

- 1 serve
- 2 meals
- 3 cooker
- 4 dishes
- 5 cutlery
- 6 cereal

Grammar

A

- 1 left
- 2 knew
- 3 dropped
- 4 had
- 5 bought
- 6 was peeling
- 7 were eating
- 8 was watching

B

- 1 didn't like, closed
- 2 was watching, burnt
- 3 was serving, spilt
- 4 fried, squeezed
- 5 weren't having, called
- 6 ordered, was
- 7 was reading, were playing
- 8 didn't go, wasn't

C

- | | |
|--------|-----------|
| 1 used | 5 would |
| 2 am | 6 to |
| 3 use | 7 used |
| 4 did | 8 getting |

D

- 1 Line 3: ... didn't use to cook ...
- 2 Line 4: ... houses didn't have ...
- 3 Line 5/6: ... archaeologists found ...
- 4 Line 6: ... buildings were ...
- 5 Line 7: ... street and had ...
- 6 Line 9: ... buildings didn't have ...
- 7 Line 10: ... counters were ...
- 8 Line 11: ... people used to/would ...

Use your English

A

- 1 ago
- 2 was
- 3 because
- 4 across
- 5 off
- 6 eat
- 7 dishes/food
- 8 and
- 9 cutlery
- 10 raw

B

- 1 customers
- 2 approximately
- 3 trendy
- 4 tasty
- 5 fried
- 6 traditional
- 7 balanced
- 8 expensive
- 9 hungry
- 10 variety

Writing

A

- 1 age/special
- 2 shape/strong
- 3 origin/Greece
- 4 opinion/tiny
- 5 material/bright
- 6 colour/sticky
- 7 size/unique

B

- 1 You liked the new café.
- 2 You will write a review of the café for the school magazine.
- 3 You will say what you think of the café.
- 4 You will say positive things about the café.

C

- 1 food
- 2 tomato
- 3 cheese
- 4 sandwich
- 5 coffee
- 6 posters
- 7 flowers
- 8 waiters

D

Student's own answer

Review 1

Listening

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

Grammar

1a 2c 3d 4a 5a 6b 7d 8a
9d 10c 11c 12a 13d 14d
15a 16b

Vocabulary

1b 2c 3c 4d 5c 6b 7b 8c
9a 10d 11d 12a 13b 14b
15d 16b

Unit 3

Reading

1b 2c 3d 4a 5b

Vocabulary

A

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

B

- 1 renewable energy
- 2 Organic food
- 3 endangered species
- 4 Coral reefs
- 5 Fossil fuels
- 6 solar energy
- 7 power station
- 8 natural habitat

C

- 1 to, at
- 2 After, over
- 3 in, from
- 4 past, to

D

- 1 glaciers
- 2 source
- 3 global
- 4 coasts
- 5 natural
- 6 species
- 7 survival
- 8 verge
- 9 extinction
- 10 threat

Grammar

A

- 1 has
- 2 yet
- 3 have
- 4 ago
- 5 for
- 6 just/already
- 7 been
- 8 since

B

- 1 lost, have lost
- 2 have been working, worked
- 3 had, have had
- 4 went, has gone
- 5 have been waiting, waited
- 6 has visited, visited

C

- 1 the
- 2 a
- 3 -
- 4 The, an
- 5 the, the
- 6 An, an

D

- | | |
|--------|---------|
| 1 ever | 6 since |
| 2 the | 7 the |
| 3 a | 8 a |
| 4 the | 9 The |
| 5 ago | 10 a |

Use your English

- 1 have known Kate for
- 2 from Scotland to
- 3 a (biology) teacher
- 4 have been waiting here for
- 5 by train
- 6 has gone
- 7 raise awareness about
- 8 has been studying since
- 9 is on the verge of
- 10 half an hour ago
- 11 take action
- 12 become a

Writing

A

- 1 punctuation, no question mark
- 2 word order, 'has just planted'
- 3 grammar, tense should be past simple
- 4 spelling, 'their' not 'there'
- 5 vocabulary, 'do' not 'make'
collocates with 'research'

B

1T 2T 3T 4F

C

- 1 Para 1: Have **you ever** been annoyed (word order)
- 2 Para 1: Do you want to enjoy a clean beach? (punctuation)
- 3 Para 1: ... teachers **cleaned** up ... (grammar)
- 4 Para 2: Many **people** (spelling, irregular plural)
- 5 Para 3: ... put the rubbish **into** (vocabulary, prepositions)]

D

Student's own answer

Unit 4

Reading

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

Vocabulary

A

- | | |
|---------------|--------------|
| 1 strong | 5 dangerous |
| 2 astonishing | 6 obedient |
| 3 beneficial | 7 courageous |
| 4 lovely | 8 thankful |

B

- | | |
|------------|-----------|
| 1 getting | 5 spend |
| 2 identify | 6 break |
| 3 have | 7 support |
| 4 hang | 8 rely |

C

- 1 sympathetic
- 2 argumentative
- 3 marriage
- 4 boredom
- 5 embarrassing
- 6 communication

D

- 1 made up
- 2 look up to
- 3 stick up for
- 4 let you down
- 5 ask Mary out
- 6 held back
- 7 grow apart
- 8 put pupils down

Grammar

A

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

B

- 1 correct
- 2 The bus which ...
- 3 My friend, whose ...
- 4 ... a place where ...
- 5 correct
- 6 ... the time of year when ...
- 7 correct
- 8 The café, which ...

C

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

D

- 1 that/which
- 2 where
- 3 the moment
- 4 which
- 5 until

Use your English

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

Writing

A

- 1 descriptive adjectives and adverbs
- 2 direct speech
- 3 twist
- 4 short dramatic sentences
- 5 idiomatic expressions
- 6 a dramatic opening sentence

B

1F 2T 3T

C

- 1 Mike and Greg
- 2 They met at high school and are best friends.
- 3 in a music shop
- 4 to buy a birthday present
- 5 Greg tries to steal a CD.
- 6 Mike threatens to tell the shop assistant.
- 7 Greg leaves the shop angrily and Mike thinks their friendship is over.

D

Student's own answer

Review 2

Listening

- 1 university library
- 2 history of art
- 3 activities
- 4 courage
- 5 in common
- 6 horseriding

Grammar

1b 2d 3c 4d 5d 6c 7b 8c 9b 10c
11d 12c 13a 14b 15a 16a

Vocabulary

1b 2a 3b 4c 5d 6b 7c 8d 9b 10c
11b 12a 13d 14d 15d 16b

Unit 5

Reading

1F 2A 3D 4B 5C

Vocabulary

A

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

B

- 1 block of flats
- 2 terraced house
- 3 bungalow
- 4 detached house
- 5 semi-detached house
- 6 cottage
- 7 castle
- 8 tent

C

- | | |
|---------------|---------|
| 1 house | 4 house |
| 2 house, home | 5 home |
| 3 home | 6 home |

D

- | | |
|----------|--------|
| 1 do | 5 make |
| 2 having | 6 do |
| 3 make | 7 move |
| 4 taking | 8 take |

Grammar

A

- 1 isn't going to drive
- 2 won't have planted
- 3 are going to hurt
- 4 will be painting
- 5 will have cleaned up
- 6 will help
- 7 won't be going
- 8 won't pay

B

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

C

- 1 is going to fall
- 2 as soon as they find
- 3 will have lived/will have been living
- 4 will be moving
- 5 won't pay
- 6 will have spent

- D**
 1 have 5 will
 2 is 6 going
 3 will 7 will
 4 be 8 will

Use your English

- A**
 1 to / with
 2 be
 3 will
 4 with
 5 door
 6 made
 7 move
 8 for
 9 structure/house/building
 10 of

- B**
 1 will be/am going to be
 2 it's going to
 3 will be buying
 4 I won't come home
 5 am going to decide about
 6 will have had
 7 will be painting
 8 will have finished/done

Writing

- A**
 1 really
 2 fantastic
 3 could
 4 Of course
 5 can't

- B**
 1 find a place to stay
 2 any old furniture she doesn't need
 3 to spend a few days with her
 4 train

- C**
 1 Yes, she has.
 2 Yes, she has.
 3 informal

- D**
 Student's own answer

Unit 6

Reading

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

Vocabulary

- A**
 1 bat
 2 sailing
 3 helmet
 4 track
 5 team
 6 final

- 7 referee
 8 championship

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

- C**
 1 cheer
 2 warm
 3 kick
 4 went
 5 worn

- D**
 1 finishing
 2 depth
 3 properly
 4 beginner
 5 concentration
 6 professional

Grammar

- A**
 1 sits
 2 will play
 3 could
 4 would
 5 watches
 6 will go

- B**
 1 I had a tennis racket, I would give
 2 I have time, I'll go
 3 Sue travels on boats, she gets
 4 will/could be the champion if I beat
 5 would take up chess if she had
 6 would have gone bungee jumping if they had had

- C**
 1 I hadn't spoken
 2 I knew
 3 would take up
 4 hadn't hurt
 5 she could
 6 we had
 7 they could afford
 8 had listened

- D**
 1 eat
 2 gain
 3 take
 4 will
 5 ate
 6 wouldn't
 7 fill
 8 only
 9 weren't
 10 won't

Use your English

- 1 losing
 2 reasonable
 3 freedom
 4 dangerous
 5 basketball
 6 outdoor
 7 players
 8 participants
 9 beginners
 10 athletic
 11 strength
 12 weakness

Writing

- A**
 1c 2e 3a 4d 5b
- B**
 1 an essay
 2 two
 3 by using specific examples

- C**
 1 Firstly
 2 however
 3 Furthermore
 4 Therefore
 5 To conclude

- D**
 Student's own answer

Review 3

Listening

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

Grammar

- 1b 2a 3a 4c 5b 6b 7a 8d 9a 10b
 11c 12b 13c 14a 15b 16b

Vocabulary

- 1a 2d 3a 4c 5c 6b 7a 8a 9c 10d
 11b 12a 13d 14b 15c 16b

Unit 7

Reading

- 1a 2c 3c 4b 5b

Vocabulary

- A**
 1 injured
 2 vanished
 3 died
 4 succeed
 5 crawled
 6 had survived

- B**
 1 destination
 2 Exhaustion

- 3 landscape
- 4 journey
- 5 co-operation
- 6 summit
- 7 Endurance
- 8 Odds

C

- | | |
|----------|---------|
| 1 across | 5 below |
| 2 Over | 6 on |
| 3 about | 7 in |
| 4 over | 8 above |

D

- | | |
|---------|--------|
| 1 got | 4 keep |
| 2 made | 5 gone |
| 3 saved | 6 do |

Grammar

A

- 1 had been walking
- 2 had never visited
- 3 saw
- 4 had reached
- 5 entered
- 6 had been hiking
- 7 heard
- 8 picked up

B

- 1 had been walking
- 2 she had been running
- 3 (had) had lunch before
- 4 after she (had) put up
- 5 had (already) packed her bag
- 6 had been waiting

C

- | | |
|---------|----------|
| 1 do | 5 will |
| 2 could | 6 didn't |
| 3 won't | 7 shall |
| 4 isn't | 8 aren't |

D

- 1 Who wrote *Lord of the Flies*?
- 2 What do Ralph and Piggy find?
- 3 What do they use to light a fire?
- 4 Who rescues them?

Use your English

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

Writing

A

- 1 Past Simple
- 2 Past Perfect Continuous
- 3 Past Perfect Simple
- 4 Past Continuous

B

- 1 yes
- 2 scared
- 3 try to find their way/a solution

C

- 1 Fred got lost in the jungle.
- 2 Fred heard something that scared him.
- 3 Fred hid behind a tree.
- 4 Fred came up with a plan.
- 5 Fred managed to escape.

D

Student's own answer

Unit 8

Reading

1F 2C 3E 4B 5D

Vocabulary

A

- 1 martial arts
- 2 sculpture
- 3 photography
- 4 painting
- 5 drama
- 6 cookery
- 7 ballet

B

- 1 spend
- 2 entertaining
- 3 surf
- 4 pastime
- 5 waste
- 6 keen

C

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

D

- 1 observe
- 2 magic
- 3 impressive
- 4 educational
- 5 celebrate
- 6 collection

Grammar

A

- | | |
|------------------|------------|
| 1 mustn't | 5 ought to |
| 2 could | 6 has to |
| 3 wasn't able to | 7 may |
| 4 May | 8 must |

B

- 1 Can
- 2 could
- 3 doesn't have to
- 4 shouldn't
- 5 needn't
- 6 isn't able to
- 7 must
- 8 can't

C

- 1 Michelle may/might/could have gone home.

- 2 Bernie would/could have given you the money.
- 3 Mr Bigglesworth can't/couldn't have got a cat.
- 4 Mark must have broken the vase.
- 5 You should/ought to have bought your sister a birthday present.
- 6 The children shouldn't have left the house.

D

- 1 can
- 2 have to
- 3 is able to
- 4 may
- 5 should
- 6 could

Use your English

A

- 1 by
- 2 take/find
- 3 which
- 4 They
- 5 can
- 6 have
- 7 must
- 8 for
- 9 able
- 10 find

B

- 1 impressive
- 2 organised
- 3 Suddenly
- 4 entertainment
- 5 participation
- 6 educational
- 7 supporters
- 8 strongly
- 9 daily
- 10 observers

Writing

A

Paragraph 2 is better because it is semi-formal and catchy.
Paragraph 1 is too informal and is off topic.

B

- 1 an article
- 2 locals
- 3 make suggestions
- 4 two or three

C

- 1 Keep them happy!
- 2 Read on
- 3 Who doesn't enjoy a yummy, rich chocolate cake?
- 4 That's right!
- 5 don't let them down

- 6 Dance till you drop
7 See?

D
Student's own answer

Review 4

Listening

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

Grammar

1b 2d 3b 4b 5b 6d 7a 8b 9b 10c
11d 12d 13d 14a 15a 16a

Vocabulary

1b 2d 3b 4b 5c 6d 7b 8c 9d 10d
11a 12d 13c 14b 15d 16c

Unit 9

Reading

1d 2b 3a 4c 5b

Vocabulary

A
1 closed-circuit TV
2 GPS navigator
3 USB stick
4 microchip
5 battery
6 database
7 Research
8 camcorder

B
1 on
2 about
3 on
4 with
5 to
6 for

C
1 information technology
2 graphic design
3 computer literate
4 back-up copy
5 digital camera
6 remote control

D
1 threat
2 revolutionised
3 developed
4 progress
5 engineers
6 experimented
7 instead
8 successful

Grammar

A
1 are often used
2 will be borrowed
3 is being fixed
4 won't be tested
5 was being sent
6 was developed

B
1 will be presented
2 were told
3 is being installed
4 wasn't informed
5 are used
6 hasn't been cleaned
7 was bought
8 had been repaired

C
1 The computers mustn't be touched.
2 The modem has to be replaced.
3 Can the problem be fixed?
4 It needn't be/doesn't need to be installed now.
5 I remember being told the answer.
6 She doesn't like being disagreed with.
7 He ought to be told the truth.
8 I expect to be informed.

D
1 by 5 are
2 been 6 can
3 be 7 being
4 is 8 have

Use your English

1 are not/aren't cleaned
2 does not/doesn't like being told
3 can be delivered
4 new software was ordered
5 had to be replaced
6 was asked to do
7 has been trained
8 we were given
9 the chemicals are mixed
10 will be reconnected
11 ought to be thrown
12 had not/hadn't been done

Writing

A
1 It is a common belief
2 In conclusion
3 On the one hand

B
1 negative
2 both
3 four

C

1T 2T 3F 4F

D

Student's own answer

Unit 10

Reading

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

Vocabulary

A
1 commercial
2 show
3 series
4 actors
5 director
6 script
7 lines
8 performance
9 drama
10 entertainment

B

1 soap operas
2 dressing room
3 classical music
4 music scene
5 box office

C

1 out 5 away
2 down/off 6 down
3 out 7 on
4 out 8 of

D

1 acting
2 creative
3 entertaining
4 mysterious
5 production
6 imaginative

Grammar

A
1 told me
2 sent
3 had heard
4 said
5 was
6 told
7 his
8 informed

B

1 Jim told me I **could** borrow his CDs.
2 They said they would go to the theatre **the following/next day**.
3 Robert said that he had seen the film **the day before / the previous day**.

- 4 Mr Hogg **told** his students they would be putting on a play.
 5 I told Matilda that her book **wouldn't** be published.
 6 Serena said she **had to** get tickets for the opera

C

- 1 He asked the paparazzi why they were following him.
 2 Adam asked who he could invite to the premiere.
 3 She asked me where the stage was.
 4 Robbie asked whether he could borrow my camera.
 5 Lucy asked why no one had clapped.
 6 Matthew asked me how he could get to the theatre.
 7 She asked whether I had seen the film.
 8 Sheila asked if I could buy her a ticket.

D

- 1 promised to take
 2 advised me to buy
 3 denied taking
 4 suggested filming
 5 advised her to find
 6 denied breaking
 7 suggested buying
 8 promised to pose

Use your English

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

Writing

A

- 1 in 4 that
 2 because 5 for
 3 so 6 to

B

- 1 a letter
 2 theatre director
 3 give your opinion

C

in order to
 so that
 because
 so as to

D

Student's own answer

Review 5

Listening

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

Grammar

1c 2d 3c 4c 5a 6b 7b 8b 9b 10c
 11a 12c 13c 14a 15b 16c

Vocabulary

1b 2c 3d 4d 5c 6d 7b 8a 9a 10b
 11b 12b 13c 14d 15c 16b

Unit 11

Reading

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

Vocabulary

A

- 1 education
 2 fees
 3 graduates
 4 primary
 5 timetable
 6 candidate
 7 accent
 8 subject

B

- 1 assignment
 2 sciences
 3 arts
 4 folder
 5 diploma
 6 enrolment
 7 scholarship
 8 uniform

C

- 1 make 4 make
 2 break 5 in
 3 got 6 get

D

- 1 about 5 at
 2 at 6 on
 3 from 7 with
 4 for 8 on

Grammar

A

- 1 is having
 2 had
 3 painted
 4 has had
 5 sent
 6 will be having

B

- 1 am getting
 2 got
 3 was getting
 4 get
 5 were getting
 6 are getting
 7 is getting
 8 will get/am getting

C

- 1 to go
 2 help
 3 doing
 4 buying
 5 to finish
 6 studying
 7 to learn
 8 borrow

D

- 1 Line 4: ... wanted to study ...
 2 Line 5: ... to be accepted ...
 3 Line 6: Following his ...
 4 Line 7: ... by revising ...
 5 Line 7: ... mustn't leave ...
 6 Line 9: ... started to look/looking ...
 7 Line 10: ... easy to read ...
 8 Line 10: After studying ...

Use your English

A

- 1 other
 2 go
 3 of
 4 ago
 5 be/stay
 6 to
 7 on
 8 about
 9 do
 10 lot

B

- 1 am having the book delivered
 2 interested in going
 3 agreed to help me
 4 were getting the computer fixed
 5 ought to buy
 6 too scared to look at
 7 had the chemistry lab painted
 8 Studying all night is not

Writing

A

- 1 nor
 2 Both
 3 Both of/Either of/Neither of
 4 both of/neither of
 5 or
 6 either

B

- 1 students
 2 two opinions
 3 suggestions for improvement

C

- 1 books are old or in bad condition and noisy study area
 2 buy more new books and move the study area

D
Student's own answer

Unit 12

Reading

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

Vocabulary

A

- 1 forehead
- 2 elbow
- 3 stomach
- 4 thumb
- 5 shoulder
- 6 ankle
- 7 calf
- 8 thigh

B

- | | |
|----------|-----------|
| 1 blink | 5 sigh |
| 2 sneeze | 6 breathe |
| 3 cough | 7 bite |
| 4 yawn | 8 laugh |

C

- 1 backed away
- 2 headed for
- 3 run out of
- 4 thinking up
- 5 stand out
- 6 handing out

D

- 1 neck
- 2 chest
- 3 beard
- 4 eyebrows
- 5 cheek
- 6 eyelid
- 7 features
- 8 blood

Grammar

A

- 1 The celebrity wore a beautiful long purple dress.
- 2 correct
- 3 Tom's got a cute little black and white bulldog.
- 4 correct
- 5 correct
- 6 The old man drove a sporty red Italian car.

B

- 1 fascinated
- 2 interesting
- 3 entertaining
- 4 frightened
- 5 tiring
- 6 boring
- 7 surprised
- 8 exhausted

C

- 1 such
- 2 such
- 3 so
- 4 so
- 5 such
- 6 so

D

- 1 most fascinating
- 2 certainly
- 3 simply
- 4 seriously
- 5 stronger
- 6 amazing

Use your English

- 1 highly
- 2 personality
- 3 beautiful
- 4 lengthen
- 5 creations
- 6 totally
- 7 definitely
- 8 satisfied
- 9 particularly
- 10 lovely

Writing

A

- 1 one
- 2 two
- 3 one

B

- 1 Modern sculpture
- 2 French painters and Local photographers
- 3 Local photographers

C

- 1 yes
- 2 yes
- 3 yes
- 4 no

D

Student's own answer

Review 6

Listening

1e 2f 3a 4b 5d

Grammar

1b 2c 3d 4a 5b 6d 7a 8a 9d 10d
11b 12a 13c 14b 15d 16c

Vocabulary

1b 2c 3b 4a 5d 6d 7d 8b 9a 10b
11c 12d 13d 14b 15b 16a

RECORDING SCRIPT WORKBOOK B1

Review 1

A You will hear eight short conversations. After each one, you will be asked a question about what you have heard. Choose a, b or c to give the correct answer. You will hear each conversation only once.

1

M Shall we have a starter? The soup, perhaps?

F You go ahead, but I won't. I always leave room for dessert.

M I never eat dessert, I'm not keen on it. Oh, I almost forgot, do you want a drink?

F Not right now, I was drinking coffee all morning at work.

N What does the woman want?

2

M How do we cook this?

F Look at the instructions on the packet.

M Hang on a minute, let me get my glasses... OK, let's see. It says here it can be baked or fried. How do I turn on the oven?

F Here, let me do it.

N Which cooking method is NOT an option?

3

M Hi Sue, what are you cooking? Fish, as it's Friday?

F It's true, I usually eat fish on Fridays, but today I'm having spaghetti.

M And you aren't making your usual salad, either. Why's that?

F Well my niece is coming for lunch and she's not keen on fish or salad.

N What are they having for lunch?

4

M Let's see, we need lots of eggs for this recipe. Have we got any?

F There are only a few left. I'm going to the supermarket. I can get some.

M We also need a few cherries and some flour.

F There are lots of cherries in the fridge and a bag of flour in the cupboard.

N What do they need to buy?

5

F Waiter!

M Yes? Is everything all right with your meal?

F The food is great, but this cutlery is dirty.

M I'm sorry, I'll bring you some more. Do you need anything else? Can I bring you a little bread?

F No, we're fine, thanks.

N What will the waiter bring them?

6

F What are you cooking your mum and dad for dinner tonight?

M Well, first I thought about Indian food, and then Italian.

But as Mum doesn't like spicy food and Dad hates pasta, I think it'll have to be the good old fish and chips!

N Which type of food are they eating tonight?

7

M These are great, really tasty. Would you like some?

F No thanks, I don't usually eat that sort of thing.

M Why? Are you on a diet?

F No, but I don't like to eat a lot of salt.

N What does the man offer the woman?

8

M Which is your son? Is he the one drinking lemonade?

F No, that's my nephew. My son's sitting next to the birthday cake, eating an ice cream. It's always the same; he didn't want to eat the sandwich I made him for lunch, but he loves sweet things.

M Yeah, all kids are the same.

N Which child is the woman's son?

Review 2

A You will hear a student called Kate talking about her relationships with others at university. For questions 1-6, complete the sentences.

My two university years so far have been very different. In my first year I studied very hard. I was very keen to be a good student and to get good grades. I spent all my free time studying, either at home or in the university library. Also I was living at home in my first year, I mean with my parents, which I now think was a big mistake. The result was that I made hardly any friends in the first year. At first I didn't mind that, because as I said, I was concentrating on my studies and I was devoted to my subject, which is the history of art. I was also rather shy, and I'd always found it difficult to meet new people and make friends. However, towards the end of my first year I started hearing from my old school friends how much fun they were having at their universities, and what great friends they had made and new activities they'd started doing. I started to realise that I was missing out on an awful lot!

The biggest decision I had to make was where to live for my second year. I knew that I needed to move out of my parents' home, and into a house with other students, but it took me a lot of courage to do that. At first I found it difficult to break the ice with the other students, but they were amazingly kind and helpful and didn't put me down. We were all strangers when we met, but we soon discovered that we had a lot in common and we all get on really well. I met other friends through them and I became much more communicative in general. Since then, my university life has been completely different. I still study hard and enjoy my subject, of course, but I've been going out a lot more and I've joined several clubs and taken up some new activities like dancing and horseriding. I've made a lot of great friends too. For the last year I've been a different person and I'm so much happier.

My advice to all students is live with other students from the very first year, and don't be shy! Remember that everyone feels the same when they don't know anybody, so don't hold back – smile and talk to everyone and see how much fun you can have!

Review 3

A You will hear people talking in 6 different situations. For questions 1-6, choose the best answer (a, b or c).

1 You hear a man talking about an advertisement for a house. What kind of place is it?

- a a quiet detached house
- b an old semi-detached house
- c a big terraced house

Listen to this. 'Big family house for sale, five bedrooms, with large garden and attractive patio. Very close to schools and shops. Quiet location with parking for residents. Needs renovation'. If it's quite big, it's detached, right? Let's see, no it says it's semi-detached. Hmm, I think we'll go and have a look, but first I'll call the estate agent.

2 You hear an estate agent showing a woman around a flat. How does the woman feel?

- a interested
- b excited
- c disappointed

M So, this is the living room, which as you can see is large and comfortable.

F It's a bit dark!

M OK, well the view from the window is wonderful.

F All I can see is the neighbour's balcony! That's not a terribly exciting view, is it?

M Well let's go through to the kitchen, which I'm sure you'll agree is very modern.

F Hmm. If I'd known it was so small, I wouldn't have been interested. How can I cook in here! It looked much bigger in the photo.

M The bathroom isn't finished yet, but it's going to be fantastic.

F Er, well, maybe you have some other properties to show me...

3 You hear a woman talking to a man about her new house. What is her problem?

- a the location
- b the neighbours
- c the decoration

M So how do you like your new home?

F Oh, it's a great place to be, so close to the centre of town.

M Yes. If I lived here, I'd go out every night! Oh and I just love the way you've decorated it.

F Isn't it wonderful? A friend of mine is an interior designer and he gave me some ideas.

M Is that your music? It's a bit loud, isn't it?

F No, it's the people on the floor above. They have noisy parties every weekend. If only the estate agent had told me about that.

4 You hear a man talking to a woman about his home. What is he planning to do?

- a make his house bigger
- b move house
- c decorate the kitchen

F Hi, is this a bad time to call?

M Well, actually, it's a bit crazy at the moment. The builders are here and I'm helping them.

F Oh, is that the renovation of the kitchen that you were talking about?

M No, we're building an extension, so there'll be more space for the kids. It'll be great when it's finished.

F Oh, aren't you going to move, then?

M No, it would break our hearts if we moved. We love this place too much.

5 You hear a man giving instructions. Where is the party?

- a in the basement
- b in the attic
- c on the ground floor

You're in the wrong place, I'm afraid. The party's in my cousin's flat. He lives in this building too, but you're three floors too high! Take the lift down to the ground floor. When you come out of the lift, you'll see some stairs leading down to the basement, but don't go down them. From the lift, turn right and the party is in the flat next to the main entrance of the building.

6 You hear a conversation between a landlord and a tenant. When will he repair the central heating?

- a before next month
- b at the end of December
- c next weekend

M Oh hello, have you come to pay the rent for October?

F Yes. I'm sorry it's a little late.

M It's two weeks late, you're supposed to pay on the first day of the month.

F I know, but I was away, and now I'm back, but the radiators still don't work.

M Don't worry. I'll have repaired the central heating by the end of the month.

F Let's hope this warm weather continues for the next two weeks, then.

Review 4

A You will hear eight short conversations. After each one, you will be asked a question about what you have heard. Choose a, b or c to give the correct answer. You will hear each conversation only once.

1

F Look at this programme about base jumping.

M Oh, is that when people jump off bridges tied to a long piece of elastic rope?

F No, that's bungee jumping. This is much more dangerous, they jump off tall buildings and they use parachutes.

N What is the woman watching?

2

F Do you want to come canoeing with us at the weekend?

- M** I might, how much does it cost?
F Well, for each person, the coach there and back is ten euros, hiring the canoe costs another ten euros for the day and you can hire a wetsuit for five euros.
M OK, I think I'll come, but I'd rather wear my own wetsuit, so I won't need to hire one.
N **How much will the man pay to go on the canoeing trip?**

- 3**
F Look at this picture of a woman who swam across the English Channel. She was swimming for over fourteen hours. She started in Dover, England, and finished in France.
M Didn't she wear a wetsuit or flippers?
F No, it's the rules. They mustn't wear anything except a swimsuit, a swimming cap and goggles. Nothing that could help them go faster is allowed.
N **Which woman can they see in the picture?**

- 4**
M I'm thinking of booking a horse-riding holiday this summer. I used to ride a lot as a child. I loved it, but I had to stop because my parents couldn't afford the lessons any more. It was very expensive.
F I'm a bit frightened of horses. Aren't you afraid of falling off and getting injured?
M Not really. A horse kicked me once, which was quite painful, but it didn't stop me riding because I loved it so much.
N **Why did he stop horseriding when he was younger?**

- 5**
M Oh this is funny! I bet you've never heard of 'extreme ironing', have you?
F No, what on earth is that?
M Well, if you look at this website you'll see people ironing shirts in the most unusual places, like up a mountain. Look!
F Oh yes, and in this one he's even under water! Hilarious!
N **Which picture are they NOT talking about?**

- 6**
F So how did your survival weekend go?
M It was OK, but I got really hungry. We weren't allowed to take any food; we had to look for things to eat in the forest. We ate a lot of 'chicken of the woods'.
F Oh, I've heard of that. It's a kind of mushroom, isn't it?
M Yes, it's a type of mushroom that grows on trees and tastes a bit like chicken.
N **What did the man eat?**

- 7**
F We need a good tent for this expedition.
M Yes, and what else? You've got a sleeping bag, haven't you?
F Not for temperatures below freezing. I'd better buy a new one. I'll get one like yours, because yours is really good. You don't need new boots, do you?
M No, I'd prefer to spend our money on a new tent.
N **What are they going to buy?**

- 8**
M Did you hear that they found the young man who got lost in Australia?
F Oh that's great news. Was he OK?
M Well he had been missing for several days. His family hadn't heard from him since Monday. So when they found him, three days later, Thursday it was, he was suffering from exhaustion. The poor thing hadn't eaten anything since Tuesday either.
F I still think he shouldn't have gone out there all alone.
N **When was the last time the young man had talked to his family?**

Review 5

A You will hear an interview with someone who is talking about new technology. For questions 1-8, choose the best answer (a, b or c).

- INT** Today we're looking at e-readers and Ron is in the studio to tell us more. So Ron, what exactly is an e-reader?
RON An e-reader is a small, electronic gadget which we can use to read and store electronic books. These books are usually downloaded onto a computer and then moved onto the e-reader. These little gadgets are about the same size as a paperback book, but slimmer, so they can be carried around in your bag.
INT But why do people want to read electronic books instead of paper books? It must be more expensive for a start...
RON It's true that an e-reader is still an expensive gadget; prices range from around 100 to 300 euros. Electronic books cost about the same as traditional books, but some e-readers give you a number of books free. The biggest advantage, though, is that instead of carrying around countless books, all the books you own can be stored on one small gadget, which only weighs a few hundred grams.
INT Well, that is convenient. How many books can be put on an e-reader?
RON Well, a top e-reader can store up to 3,500 books. That's more books than I could read in a lifetime! And it's not only for books, you can also download electronic magazines and newspapers. E-readers have many of the same features as traditional books. Some people want to write notes while they are reading, for example, and you can do that. They have more features than paper books, though. One is that the size of the print can often be changed. It can be made bigger, which makes it easier to read. Some also allow you to listen to the book being read! So it's very useful if you love reading and you travel a lot, or perhaps you are running out of space on your bookshelves.
INT Are there times when an e-reader *wouldn't* be a good idea?
RON Well, I remember when I was studying; I sometimes wanted to have many different textbooks open at the same time on my desk. You can't do that with an e-reader. And if you like reading in the bath or the

pool, for instance, this gadget is not recommended, because it could be damaged by water.

INT One nice thing about traditional paper books is that if you have enjoyed a book, you can lend it to a friend. I don't imagine you can do that with an e-reader.

RON Well, you'd be surprised! There is one e-reader that lets you lend a book you have downloaded to another person with the same gadget for free. But you can only lend it once and for two weeks only.

INT I imagine if you're someone who loses things easily, it might not be the best idea either!

RON Well, no! It's certainly easier to replace a single book than a whole electronic library!

INT And is it difficult to read from these gadgets?

RON Well, people were concerned about this in the past, but the screens have been improved in recent years. Now e-books can be read even in bright sunshine. You do have to buy and recharge the batteries of course, but as they only need recharging after several thousand page turns, that's really not a problem.

INT Well, thanks Ron, at least now listeners know what to look for. I think I'll stick with my paperbacks for a little longer though!

Review 6

A You will hear five people talking about the subject of beauty. For questions 1-5, choose from the list (a-f) how each person feels about beauty. There is one extra letter which you do not need to use.

Speaker 1

Of course it's true that the idea of beauty we have today is very different from the ideas people had in the past. You only have to look at old pictures to see how people in different times found some features, which are not thought of as attractive today, beautiful. For example, in previous centuries people in some countries kept their skin as white as possible, but today many people like to get a suntan. In the past, a suntan was considered ugly because it showed that a person had to work in the fields, but now it's a sign that people have enough leisure time to lie around in the sun!

Speaker 2

As a scientist, I think it's interesting that a beautiful face

seems to be something that human beings recognise all over the world. Some research was done to prove this. Researchers showed pictures of a lot of different faces to people from different countries and cultures. Surprisingly, the scientists found that everyone, no matter where they came from, had the same opinion about which faces were attractive and which were not. I think that's very interesting, especially as people's features are very different in different parts of the world.

Speaker 3

I think people pay too much attention to their appearance. Some people really suffer to look good. There are people everywhere who have their bodies changed in really dramatic ways. This has always happened... I mean, long ago in China women had their feet bound so that they stopped growing. Their feet were so tiny that it was often difficult for them to walk. They had this done because they thought that smaller feet were more beautiful. Nowadays, though, people in many cultures just spend a lot of time and money on expensive beauty treatments, especially when they think they're not as young as they used to be. I find it quite ridiculous.

Speaker 4

I think people should stop worrying about the way they look and concentrate on what is inside them. People pay so much attention to what models and celebrities look like and try to copy them, but in my opinion they shouldn't even be trying. Having a perfect face or body doesn't make you a nice person, and doesn't necessarily even make you attractive as a person. It's what your personality is like that counts – what you do and say, and the effect you have on the people around you. A person who smiles a lot and is happy and kind is much more attractive than someone who has classic beauty, but is miserable or unpleasant.

Speaker 5

I'm a photographer and I've met lots of beautiful people, but I'd much rather take pictures of people who are less beautiful. I mean, the most interesting pictures I've taken are of people who are creative, people like musicians, writers and artists. They often have very distinctive faces and really stand out. Anyone can look fantastic if they have their hair and make up done by the best people in the industry and their portrait taken by a talented photographer, but does that make it an interesting picture? Not necessarily.

Close-Up

TEACHER'S BOOK

B1

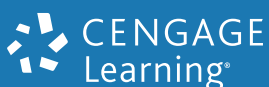
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