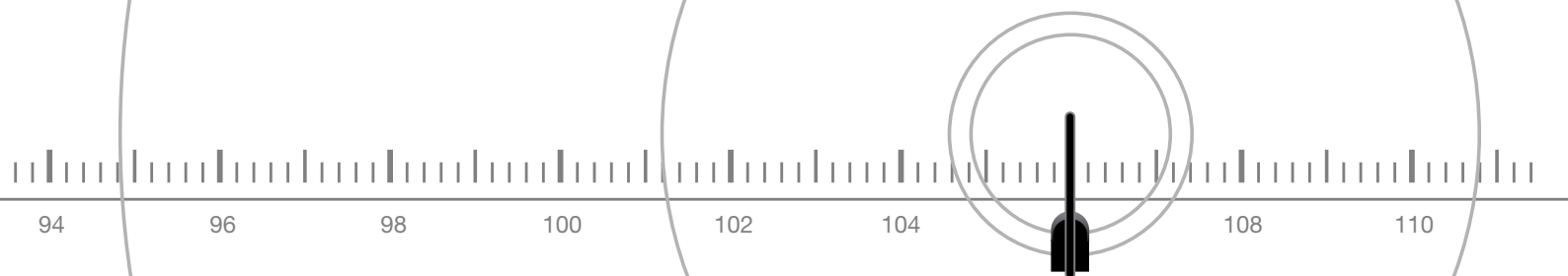


tune in

TEACHER'S BOOK



Michael Downie
David Gray
Juan Manuel Jiménez

Contents

Class CD 1

Student's Book Audio Material

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Workbook, Resource Book and Teacher's Book Audio Material

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CD-ROM

The Richmond Test Generator CD-ROM

Minimum system requirements:

PC

Windows 95/98/NT/ME/2000/XP

Pentium processor with 133 Mhz-64MB of RAM

SVGA 800x600 (16 bit)

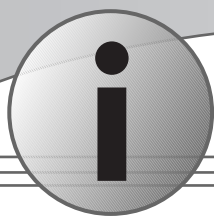
Windows compatible sound card

Internet connection (optional)

Protocol TCP/IP

CD-ROM Drive 16x or above

Functions on PC and Linux systems



Introduction

Tune in is a two-level course for upper-secondary school students preparing for university entrance. With its clear and systematic approach to vocabulary and grammar, **Tune in** consolidates and extends students' previous knowledge of both areas. **Tune in** focuses on the strategies students need for exam success and for autonomous language learning; both now and in the future. By combining interesting and age-appropriate topics with extensive and varied practice, **Tune in** develops students' ability in all four skills. **Tune in** provides students and teachers with a comprehensive range of materials; suitable for use in the classroom or for self-study work.

Course components

For the student

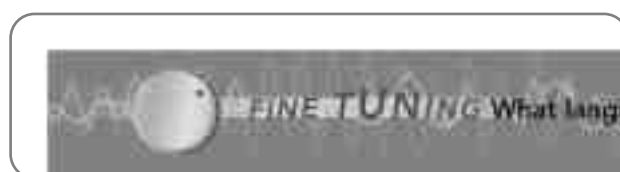
- Student's Book
- Language Reference
- Student's CD and CD-ROM
- Workbook
- Language Portfolio
- Workbook CD

For the teacher

- Teacher's Book
- Resource Book
- Class CDs and CD-ROM

Tune in 1 Student's Book

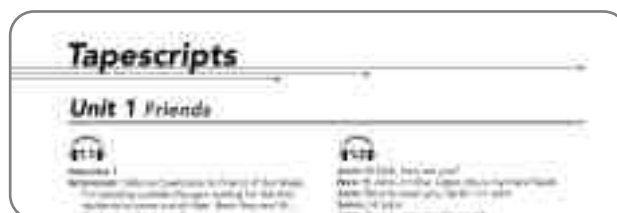
- **Nine core units** – Theme-based, with topics selected to interest teenagers and to reflect modern life. Each unit follows the same clear structure of four double-page sections: one for each skill. **Tune in** boxes in every section introduce students to strategies and sub-skills essential for successful skills work. Vocabulary and grammar focus boxes are regular features in all units.
- **Three Check and Test sections** – Double-page consolidation units to provide further skills practice and to recycle key language from preceding **Student's Book** units.
- **Pairwork activities**
- **Fine Tuning exercise bank** – A 13-page section of additional activities and exercises to extend the new language and skills work presented in the **Student's Book** units. Students deduce rules from examples before completing personalised practice tasks.



- **On Air reference section** – An 18-page bank of reference material to support the *On Air* productive tasks set in the Speaking and Writing sections of the **Student's Book** units. Each section includes useful vocabulary and grammar, model answers and extensive tips to aid students' performance.

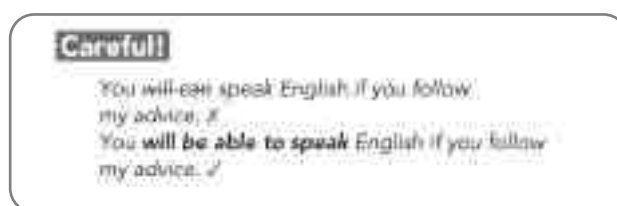
- **Quick Reference Grammar Tables** – An at-a-glance record of the main tenses covered in the course for easy checking; clearly-referenced to the **Language Reference** and **Workbook**.

- **Tapescripts** – Transcripts of all audio material from the **Student's Book**, for reference and pronunciation practice.



Tune in 1 Language Reference

- Complete **grammar** guide with clear, concise examples and illustrations.
- Clearly-referenced to **Student's Book** grammar tables.
- **Careful!** notes draw students' attention to common learner errors.
- **Tips** highlight correct usage of new structures.
- Unit-by-unit **vocabulary** lists of new words and expressions grouped in lexical fields with phonetic transcript.
- **Phonetic chart**.
- **Irregular verbs chart**.



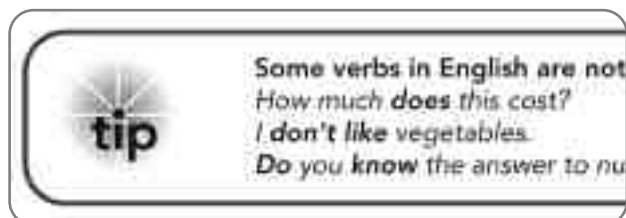
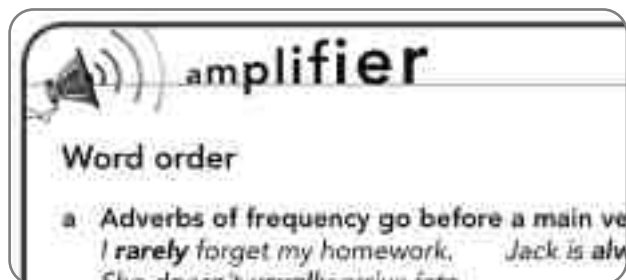
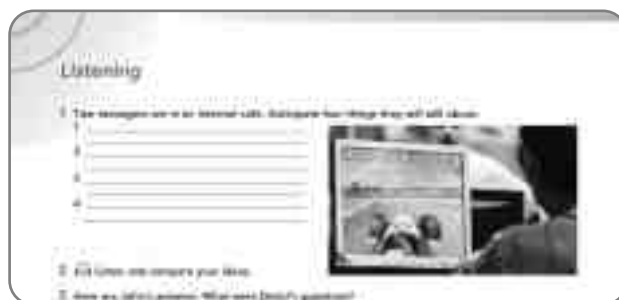
Student's CD and CD-ROM

- All **Student's Book** audio material from listening and pronunciation tasks.
- Interactive self-check vocabulary and grammar exercises covering all of the main language taught in **Tune in 1**.
- Help link to **Language Reference**.
- Reinforces students' language learning outside the classroom.



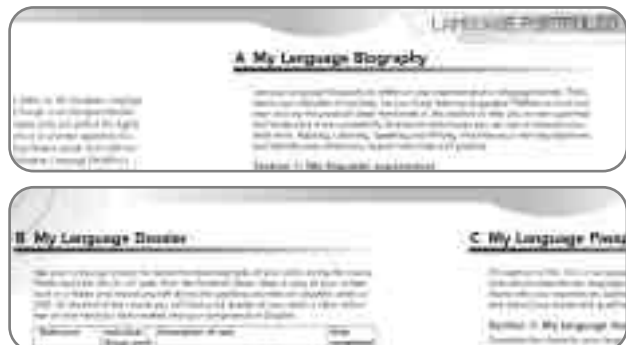
Tune in 1 Workbook

- **Nine core units** – Clearly-structured to enable students to work alone, **Workbook** units provide comprehensive and thorough practice of **Student's Book** contents, and further skills work.
- **Nine Check and Test spreads** – Double-page consolidation units revising the topics and task types from each **Student's Book** unit.
- **Amplifier sections** – Regular sections revising and extending the language points examined in the *Fine Tuning* sections of the **Student's Book**.
- **Tip boxes** – Appear frequently to highlight common learner errors and correct usage of new structures.
- **Tapescripts** – Transcripts of all audio material from the **Workbook**, for reference and pronunciation practice.
- **Phonetic chart.**
- **Irregular verbs chart.**



Tune in Language Portfolio

- Based on the *European Language Portfolio*.
- Linked to the contents and learning objectives of **Tune in 1**.
- **My Language Biography**
- **My Language Dossier**
- **My Language Passport**



Workbook CD

- All **Workbook** audio material from listening tasks.



Tune in 1 Teacher's Book

- Step-by-step lesson plans with answer keys and transcripts.
- Lead-in sections, background notes and extra activities.
- Clearly-referenced to ***Resource Book*** and ***Language Reference***.
- Photocopiable ***Mock Exams*** at three levels of difficulty, including Listening and Speaking sections.
- ***Workbook*** answer key.



Tune in 1 Resource Book

- Photocopiable **worksheets** – Four worksheets for each ***Student's Book*** unit to revise new language, develop *Tune in* strategies and extend skills work.
- For use in the classroom, as homework, for tests or for self-evaluation.
- Clear and self-explanatory for students to complete without assistance.
- Full teaching notes, answer keys with model answers and tapescripts.
- ***Tune in to Vocabulary and Grammar*** – Written practice of new language in the ***Student's Book***.
- ***Tune in to Reading*** – Original reading texts, thematically linked to ***Student's Book***, provide practice of reading strategies and introduce related sub-skills.
- ***Tune in to Writing*** – Model texts, corresponding to text types in the ***Student's Book***, are examined in detail, before students are set a writing task.
- ***Tune in to Culture*** – Speaking activities including: discussions, quizzes, pair work and group work, based on aspects of English-speaking culture, encourage students to make cross-cultural comparisons.
- Nine ***Unit Tests*** – Focus on the ***Student's Book*** vocabulary and grammar and include a reading section related to the topic of the unit.
- Three ***Term Tests*** thematically linked to the ***Student's Book*** topics and written to cover the language contents of the units, including listening and speaking sections.



Class CDs and CD-ROM

- **Class CDs** – All audio material from *Student's Book*, *Workbook*, *Resource Book Term Tests* and *Teacher's Book Mock Exams*.
- **The Richmond Test Generator CD-ROM** – Easy-to-use software for teachers to create customised vocabulary and grammar tests to print and use in class according to students' needs.
- Teachers can select questions from the **Test Generator** database or choose to include their own.
- Students' progress can be recorded in an easily accessible way.



How a Tune in unit works

Each unit in the *Student's Book* consists of eight pages, divided into four two-page sections, each devoted to a different skill. The units work in tandem with the *Fine Tuning* exercise bank and the *On Air* reference section of the book.

Reading

The authentic reading texts in **Tune in** have been carefully selected to reflect those text types typical of university entrance exams: newspaper, magazine and journal articles. Other texts: biographies, reviews and scripts, have also been included in the reading sections to expose students to greater variety. Carefully-constructed lead-in, while-reading and post-reading tasks guide students through the texts as well as giving them practice in the kinds of questions set in university entrance exams. Each reading section presents a **Tune in to Reading** strategy: a practical technique which will help students to read more effectively both in the classroom and in an exam setting.

The vocabulary focus in the reading sections is drawn from the texts. Students work through a sequence of vocabulary tasks, first focusing on meaning and then using the vocabulary in a personalised, communicative task designed to aid learning and memorisation. The *Fine Tuning* tasks set in the reading section, and found in the *Fine Tuning* exercise bank at the back of the *Student's Book*, extend the students' knowledge of vocabulary by focusing on a related lexical field.



Listening

The listening sections of the **Student's Book** serve a dual purpose. The first aim is to build students' confidence in their ability to understand spoken English and to develop their listening skills. To this end **Tune in** uses a variety of different text types: informal conversations, interviews and lectures, all recorded by native speakers of English and carefully pitched to include features of authentic spoken English, while at the same time being comprehensible to students at this level. The listening strategies introduced in the **Tune in to Listening** strategy boxes present simple techniques students can use to become more effective listeners. Clear and achievable listening tasks ensure that students have the opportunity to put these techniques into practice.

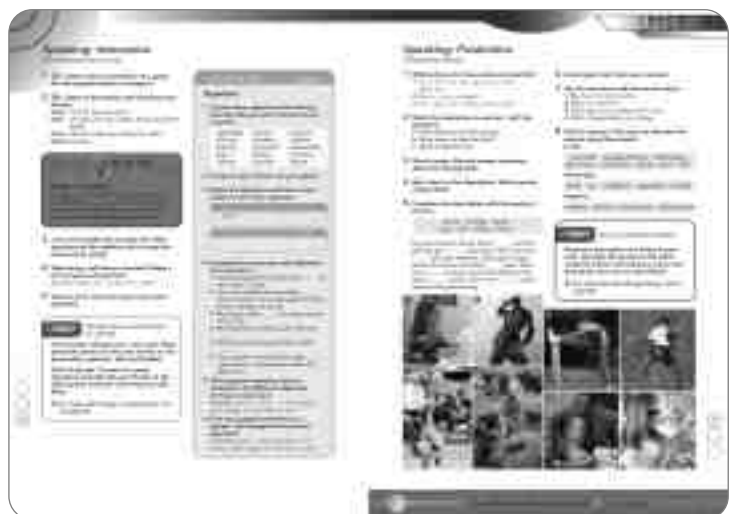
The second aim of the listening sections is to provide a context for all the grammar presented in each unit. **Tune in** takes a deductive approach to grammar: asking students to analyse examples of language drawn from the listening texts and to deduce rules of form and use. The grammar focus sections in each unit include controlled practice exercises, followed by freer activities using the new language. The **Fine Tuning** tasks in the listening sections extend the main grammar focus of the unit, ensuring full treatment of each new structure.



Speaking

Tune in aims to develop students' ability to communicate successfully in different situations and so speaking skills are divided into two different sections: *Interaction* and *Production*. *Interaction* develops students' ability to interact with other speakers in different situations, such as informal conversations or interviews. *Production* is concerned with those situations where students are required to transmit information to a group of listeners, for example, giving talks, descriptions or retelling stories. In both the *Interaction* and *Production* sections, students work through a series of exercises: examining model conversations, analysing key functional language, vocabulary and grammar and controlled practice activities, as preparation for *On Air* tasks. The *On Air* tasks provide clear goals for students, by setting real-life tasks which they may be required to do outside the classroom. These tasks are opportunities for students to consolidate the language they have been studying in a productive way and as such, also serve as useful exam preparation tasks. The *On Air* reference section, at the back of the **Student's Book**, provides students with useful language, tips and model answers to enable them to perform these tasks successfully.

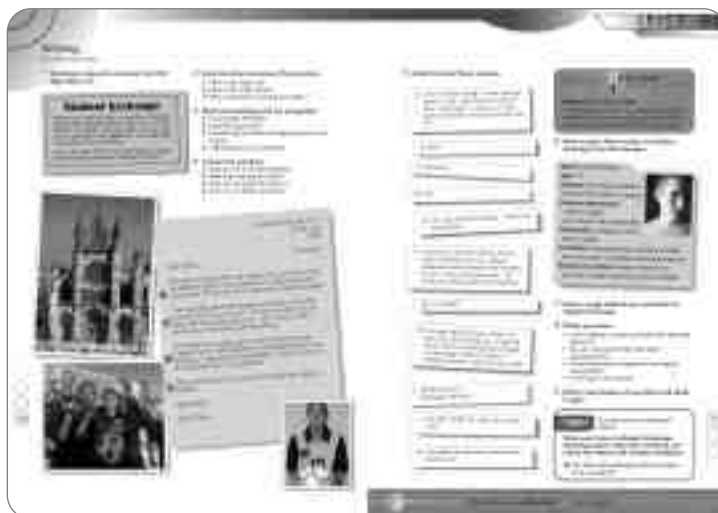
Tune in to Speaking strategy boxes present a series of techniques students can use to aid oral interaction; asking for clarification, for example, or to improve their oral production, like the use of thinking time during speech. The vocabulary focus in the speaking section relates to the topic students are discussing, ensuring that students use new words and expressions to complete the tasks they are set. The **Fine Tuning** tasks in the speaking section are related to an aspect of pronunciation.



Writing

Tune in takes a step-by-step approach to writing, guiding students through a range of text types. Writing sections start with a model text and then take students through a series of tasks that increase their awareness of text organisation and the language specific to the text type under examination. *On Air* tasks in this section require students to produce a piece of free writing, with additional help from the *On Air* reference section.

Tune in to Writing strategy boxes focus on specific features of the text type under study or on the writing process itself. The *Fine Tuning* tasks on these writing pages relate to aspects of writing such as punctuation, spelling or register, thereby ensuring students write accurately.



Check and Test

In addition to the nine core units, the **Student's Book** includes regular *Check and Test* sections. These spreads use question types common in university entrance exams to review the vocabulary and grammar of the preceding units, as well as providing students with the opportunity to apply the sub-skills and strategies they have learnt to specific reading, listening, speaking and writing tasks. The *Check and Test* sections can be used flexibly: as classroom material, as revision and extension material or as exam preparation.



Assessment and evaluation in Tune in

Tune in is a course for young adults and so includes material which is both interesting and relevant to this age group. Nevertheless, the major goal for many of the students using **Tune in** is to prepare for their university entrance exam successfully. Supporting students during their exam preparation is taken seriously throughout the course. The authors of **Tune in** believe that, for exam success, students must be exposed to the types of tasks and texts they will meet in their final exam throughout their English course. To this end, reading and listening texts and tasks throughout **Tune in** reflect the tone and length of standard exam texts. The **Tune in** writing syllabus ensures that students are familiar with the variety of texts they may be called on to produce in an exam. Finally, the **Tune in** approach to vocabulary and grammar ensures students master all the language they will need at this level.

Tune in also offers a full array of materials for informal and formal assessment and evaluation of students.

- **On Air** tasks in *Student's Book*.
- **Check and Test** sections in *Student's Book* and *Workbook*.
- Vocabulary and grammar tests created using *The Richmond Test Generator CD-ROM*.
- **Unit Tests** in *Resource Book*.
- **Term Tests** in *Resource Book*.
- **Mock Exams** in *Teacher's Book*.
- Students' self-evaluation in *My Language Biography* and *My Language Passport* sections of the *Tune in Language Portfolio*.

The Common European Framework and the Tune in Language Portfolio

The Common European Framework has been a key point of reference for the designers of recent education legislation within Spain, where language syllabus writers highlight the importance of language for communication, and as a tool for understanding and learning about different cultures. The Common European Framework also underlines the value of establishing clear learning goals and reflecting on one's language learning; two trends clearly reflected in language learning throughout Europe. The *Tune in Language Portfolio* has been developed to provide teachers and students with a practical tool to work on these areas during the course.



Communication across cultures

Students are encouraged to reflect on cultural issues in the *My Language Biography* and the *My Language Passport* sections of their portfolio, where they reflect on their contact with other cultures and languages and discuss their language learning and intercultural experiences. In addition, background cultural notes in the *Teacher's Book* and the focus on English-speaking culture in the *Tune in to Culture* worksheets in the *Resource Book* provide teachers with opportunities to focus on culture in the classroom. The *Mock Exams* in the *Teacher's Book* focus on further aspects of English-speaking culture.

Clear learning goals

The *My Language Biography* section of the *Tune in Language Portfolio* includes a section where students prioritise their *Tune in* learning goals and evaluate their progress during the course. In addition, the *On Air* tasks in the *Student's Book* provide students with a clear goal which, if successfully attained, gives them a sense of achievement and contributes to their motivation and self-esteem. Students can also collect their best examples of *On Air* tasks in the *My Language Dossier* section of the portfolio.

Reflection on learning

The *My Language Biography* section of the *Tune in Language Portfolio* gives students the opportunity to reflect on their attitudes and approaches to learning, and to brainstorm techniques for improving their skills performance. In addition, the *Tune in* strategy boxes in the *Student's Book* make students aware of the sub-skills and strategies which can help their learning and skills performance.

1 Friends

Contents

Topic

Friends and pastimes

Grammar

Present Simple and Present Continuous

Vocabulary

Pastimes
Adverbs of frequency
Opposites
Describing looks and personality

Reading

Teens wear their hearts on their blog
Strategy: Skimming a text
Fine Tuning: *interested in / good at*

Listening

A radio interview
Strategy: Anticipating
Fine Tuning: Expressions of frequency

Speaking: Interaction

Conversations at a party
Strategy: Having a conversation

Speaking: Production

Describing friends
Fine Tuning: Pronouncing third person -s

Writing

An informal letter
Strategy: Preparing to write a letter
Fine Tuning: Capital letters

Reading (pages 4-5)

Teens wear their hearts on their blog



Aims

- to practise skimming an article to get the general idea
- to practise reading an article for specific information
- to extend vocabulary
- to get students talking about why they use the internet



Background information

The word *blog* is short for weblog. A blog is an internet space where people can post entries on a particular subject. Blogging started in the late 1990s and there are now millions of blogs on the internet, ranging from personal diaries to blogs about current affairs, music or science. In English we now talk about a *blog* (the internet space), a *blogger* (a person who maintains a blog or posts entries on a blog) and *blogging* (the activity).



Lead-in

Copy and distribute the following questionnaire or write the questions on the board to find out what students already know about blogs. Ask students to work in pairs or small groups.

BLOGS

- 1 What is a blog?
- 2 How many blogs are there on the internet?
- 3 What do you think these blogs are about?

www.sportsunlimited.wordpress.com www.therestisnoise.com www.cheapcooking.com

blogs.guardian.co.uk/news www.connectforkids.org/blog

- 4 What kind of blog would you visit or write?
- 5 What do we call a person who uses blogs and the activity itself?

ANSWER KEY

- 1 A blog is where people can post entries on a particular subject.
- 2 millions
- 3 sports / music / recipes and food / news / children and teen issues
- 4 Students' own answers
- 5 blogger / blogging

- 1 Students read the title. Elicit ideas of what they think the article will be about. Students read the options and choose one.
- 2 Read the **Tune in to Reading** box with the class. Ask them what kind of texts they skim in their own language (e.g. newspaper and magazine articles). Point out that we usually skim texts to get the general idea and to decide if we want to read in more detail. Students skim the article and then ask them to discuss with a partner what they think the main idea of the text is.
- 3 Students read the text again. Allow them more time as they will be reading for detail and not skimming. In pairs, students read the statements and decide if they are true or false.

ANSWER KEY

b

ANSWER KEY

1 False 2 False 3 False 4 False (Monica caught her sister **and** her father reading her blog) 5 False

- 4 Go over the example with the class. Ask them to say where the relevant information is in the article (*lines 1-3*). Students rewrite the rest of the sentences. When you check their answers, ask students to say where they found the information in the article.

ANSWER KEY

- 1 False. The internet is as important to American teens as fashion or music. (*lines 1-3*)
- 2 False. Thirty-four million American teens are registered at one blog space. (*lines 5-6*)
- 3 False. Law enforcement officials are suspicious of blogging. (*lines 19-20*)
- 4 False. Monica caught her younger sister and her father reading her blog. (*lines 25-26*)
- 5 False. Anyone can read a blog if access to the blog is not restricted. (*lines 30-32*)

- 5 Work through the first question with the class. Point out that they will need to answer in their own words and not copy whole phrases from the text. Students do the other two questions.

ANSWER KEY

- 1 Some parents / law enforcement officials are worried because teens give a lot of personal information about themselves in their blogs and online predators can use this information to get close to them.
- 2 She was upset because she thinks it is wrong for them to read her blog. She thinks they should tell her. She says that she doesn't spy on them.
- 3 No, she doesn't. She says that friendship can take many forms.

- 6 Go through the example. To confirm their answers students should check their choice by replacing the word or phrase in the text with the synonym to see if that word fits the context.

ANSWER KEY

- | | | |
|----------------------------------|-----------------------|-------------------|
| 1 help: support | 4 showing: displaying | 7 annoyed: upset |
| 2 look for: seek | 5 suspicious: wary | 8 spy on: snoop |
| 3 putting on a web page: posting | 6 scared: freaked | 9 limit: restrict |

Ask students what they do with new words. Encourage them to have a special section in their notebooks for new vocabulary. Give them time to copy words from this activity into their notebooks.

- 7 Students list reasons for using the internet and then compare ideas with a partner and check if they use the internet in the same way.

ANSWER KEY (from text)

to meet up	to pour out emotions
to talk about life	to display photos
to seek new friends	to relay the trivial details of everyday life
to get support	to explore emotions

- 8 Students work in pairs asking and answering the questions.

✚ Extra activity

In groups, students quiz one another to find out their most and least frequent uses of the internet. Monitor the groups and note down common errors. When they are finished, write their results on the board and revise any errors with the whole class.

Vocabulary (page 5)

Pastimes

- 🎯 **Aims**
- to review and extend the vocabulary of pastimes
 - to practise talking about preferences

★ Lead-in

Give students one minute in pairs to write as many free-time activities as they can. Ask the pair who noted down the most activities to write their list on the board.

- 1 Read through the pastimes with the class. Explain any vocabulary students do not know. Students say which things they do and add two more pastimes.
- 2 Read through the expressions with the class and point out that they are in order of preference. Refer students back to the list of pastimes in exercise 1 and ask them to write sentences about themselves using these pastimes and verbs of preference.
- 3 Elicit that a gerund is used to talk about preferences and remind students that a noun is also possible: *I don't like staying at home on Saturday nights. I don't like horror films.*
- 4 In small groups, students write six sentences guessing their classmates' preferences.
- 5 Demonstrate the activity by choosing one or two students and saying what you think they like and don't like doing. Ask the students to respond truthfully using short answers and preference verbs: e.g. *Yes, that's right. No, you're wrong. I can't stand _____. Students continue the exercise in groups.*

✚ Extra activity

Students say three words associated with one of their favourite pastimes, e.g. trainers, racquet, net. Other students guess the pastime: You like playing tennis!

- 🔗 Language Reference page 37.

🎧 Fine Tuning (page 5)

Write these sentences on the board: *I'm interested _____ learning languages. I'm good _____ playing tennis.* Elicit the missing prepositions (*in* and *at*). For more work on this, ask students to turn to *Fine Tuning* page 83.

ANSWER KEY Fine Tuning (page 83)

- 1 Students' own answers
- 2 Expressions with an adjective and preposition are followed by a gerund.
- 3 Students' own answers
- 4 Students' own answers

- 🔗 Tune in to Reading worksheet. Resource Book page 7.

Listening (page 6)

A radio interview

**Aims**

- to practise anticipating content from pictures and questions
- to practise listening to a radio interview for specific information
- to practise stress and intonation in questions and answers
- to get students talking about their best friends

**Background information**

Some schools in Britain have radio stations run by students. Such stations need a local radio licence and some basic equipment. They offer a mixture of news, music, interviews and advertising by local businesses. For an interesting account of how one station runs, see 'How to run your very own radio station' at www.mediaed.org.uk.

**Lead-in**

Tell students to look at the picture. Ask: *Where is the girl? What is she doing? How old do you think she is?*

- 1 Students ask and answer the questions in pairs.
- 2 Read the **Tune in to Listening** box with the class. Explain that when we listen in our own language, we automatically anticipate what we are going to hear. This makes understanding easier. To illustrate this, ask the students to look at the photo and cutting and try to anticipate the answers to the questions.
- 3 Play the first interview. Students listen and check. Then do the same for the second interview.

**Interview 1**

INTERVIEWER: Hello and welcome to Friend of the Week. I'm standing outside the gym waiting for the first students to come out of class. Here they are! Hi... Have you got a minute?

CAROL: Yeah, sure.

INTERVIEWER: We're interviewing people about their friends for On Air Radio.

CAROL: Cool.

INTERVIEWER: So... what's your name?

CAROL: Carol.

INTERVIEWER: OK Carol, have you got a best friend... you know... someone you're especially close to?

CAROL: Yeah... Michael. He's studying French with me this term.

INTERVIEWER: Do you spend a lot of time together?

CAROL: Well... we aren't in the same class but we chat during the breaks and we often get together after school.

INTERVIEWER: Do you like the same kind of things?

CAROL: Yeah, we're both into photography, the cinema and, er, computers.

INTERVIEWER: So what makes him special?

CAROL: Special? He's... he's really kind and patient you know... he always listens when you've got a problem and tries to help.

INTERVIEWER: Lucky you! Thanks a lot Carol.

CAROL: That's OK.

Interview 2

INTERVIEWER: Now I'm speaking to...

LINDA: Linda.

INTERVIEWER: OK Linda, can you tell us about yourself?

LINDA: Yeah sure. My name's Linda Norris. I'm in the fourth form.

INTERVIEWER: So what are you into, Linda? What are your interests?

LINDA: Well, I love football... I play in the school team.

INTERVIEWER: Nice one... and do you have a best friend?

LINDA: Yes, her name's Janice.

INTERVIEWER: Janet?

LINDA: No. Janice. She's the same age as me.

INTERVIEWER: What makes her special?

LINDA: Well, we're both really mad about football.

INTERVIEWER: Does she play?

LINDA: Yes, she's the goalkeeper! We spend a lot of time together. We practise twice a week and we have a match on Saturdays.

INTERVIEWER: Has Janice got a similar personality to you?

LINDA: No... not really. I'm quite outgoing but she is very shy.

INTERVIEWER: And do you think the same way about things?

LINDA: About most things, yeah... but not everything.

INTERVIEWER: Great Linda, many thanks.

LINDA: No problem.

ANSWER KEY

- | | |
|--------------------------------|-------------------------|
| 1 two | 3 outside the gym |
| 2 an interviewer and a student | 4 Students' own answers |
| | 5 Students' own answers |

4 Students complete the table.

ANSWER KEY	
Interview 1: Carol	
Best friend's name	Michael
Pastimes	Photography, cinema and computers
Best friend's personality	Kind, patient and tries to help
Interview 2: Linda	
Best friend's name	Janice
Pastimes	Football
Best friend's personality	Shy

5 Students listen again and check answers.

6 Students answer the questions in pairs.

ANSWER KEY

- 1 outside the gym
- 2 French
- 3 during breaks and after school
- 4 They're both really mad about football.
- 5 twice a week
- 6 Linda is quite outgoing. Janice is very shy.

7 Students match the questions and answers in pairs. While they work, write the dialogue on the board. Elicit the stressed words in each sentence and mark them. Do the same for intonation. Play the CD again and then ask students to practise the dialogue in pairs.

ANSWER KEY

1 c 2 b 3 d 4 a

8 Students ask and answer questions about their friends in pairs and then discuss how they differ.

⊕ Extra activity

Ask some of the stronger students to repeat the dialogue from memory. Write prompts on the board if necessary.

Grammar (page 7)

Present Simple and Present Continuous



Aim

■ to review the form and uses of the Present Simple and Present Continuous

1 Students match the examples to the explanations in pairs.

ANSWER KEY

1 b 2 a 3 d 4 c

2 Elicit the negative and interrogative forms for each of the examples and write them on the board. Remind students that we use the auxiliary verb *do* with the Present Simple of all verbs except *to be*, *have got* and modal verbs.

3 Students copy the grammar tables in their notebooks and complete them in pairs. You may want to include a fourth column for short answers. When they are finished, ask them to compare their work with the tables in the *Quick Reference Grammar Tables* on page 114.

4 Write this short dialogue on the board:
A *I like pizza.* B *I am liking spaghetti as well.*
Ask students to spot the mistake (*I am liking*) and, if they can, explain that we do not use *like* in the continuous form. Elicit or explain that verbs not normally used in the continuous are called stative verbs. Students discuss which of the verbs in the box are stative.

5 Students read the grammar notes on the Present Continuous on page 5 of their *Language Reference* to check their answers.

ANSWER KEY

be, believe, cost, know, like, own, smell

6 Students complete the sentences.

ANSWER KEY

- 1 I know your best friend.
- 2 I can't help you now. I'm doing my homework.
- 3 Your perfume smells really nice.
- 4 She is thinking about tonight's party.
- 5 I love Kevin's new look!
- 6 I don't understand why you are friends!

7 Demonstrate the activity by writing sentences about a student on the board without saying the name of the student, e.g. _____ *often arrives late.* _____ *usually wears jeans.* _____ *is sitting at the back of the room.* The class guesses who the person is and then the students do the same activity in pairs.

⊕ **Extra activity**

Students write four sentences about themselves, one for each of the uses of the Present Simple and Present Continuous explained in exercise 1. Tell them to write some true and false sentences. Students take turns reading their sentences aloud and the class listens and guesses which are false.

🔗 *Language Reference pages 4-5.*

Vocabulary (page 7)

Adverbs of frequency

- 🎯 **Aims**
- to review adverbs of frequency
 - to practise exchanging information about people's routines

★ **Lead-in**

Ask students to look at the picture and say what they think the main difference is between the people (the boy is very active, the girl is lazy).

- 1 Divide the class into A and B pairs. Students turn to the Pairwork section on page 82, read the information and then tell their partners about their characters. Pairs decide on the differences between Energetic Ed and Lazy Louise.

ANSWER KEY

Energetic Ed always gets up early in the morning. Lazy Louise never gets up early.
Ed jumps out of bed when his alarm clock goes off at seven o'clock. Louise stays in bed until twelve.
Ed goes for a run twice a week: on Tuesdays and Fridays. The other days he usually goes straight to work.
Louise gets up and has a late breakfast, after that she turns on the TV. She never does the washing up.
Ed goes mountain climbing on Saturdays and Sundays. Louise walks to the shops and buys the newspaper. She occasionally goes out for dinner with her friends.

- 2 Tell students to look at the words in the box and elicit that they are adverbs of frequency. Students read through the texts again to determine that adverbs of frequency are used in position 2: before a verb.
- 3 Students look at the examples. Elicit that adverbs of frequency are used in position 3: after *to be* or an auxiliary/modal verb.
- 4 Students use adverbs of frequency to write true sentences about themselves from the prompts.
- 5 Refer to the example sentence in exercise 4 and elicit the questions: *Do you ever argue with your parents? How often do you argue with your parents?* Students ask and answer the questions in small groups.

⊕ **Extra activity**

Divide the class into pairs and say one of the adverbs of frequency aloud. The first pair to put their hands up and provide a grammatically correct sentence with the adverb wins a point.

🔗 *Language Reference page 25.*

🎧 **Fine Tuning** (page 7)

Elicit other expressions of frequency from the class and write them on the board. If they can't think of any, suggest a few: *every day, last Saturday*, etc. Ask students to turn to *Fine Tuning* page 83. Add any new time expressions from page 83 to your list on the board and ask students to read through the grammar rules. Students work in pairs interviewing each other and writing sentences about one another. As an extension, you could put the students in new groups and they could compare what they have learnt about their classmates.

🔗 *Tune in to Vocabulary and Grammar worksheet. Resource Book page 6.*

Conversations at a party

- Aims**
- to practise keeping a conversation going
 - to practise having a conversation at a party

Explain to students that there are two different types of speaking practice in **Tune in: Interaction** and **Production**. Interaction involves two or more people having some kind of conversation. Production is when one person talks and others listen without interrupting. Point out the **On Air** task and tell students that the aim of this section is to enable them to have a conversation at a party.

Lead-in

Students copy and complete the following sentences (with an adverb or expression of frequency) and then compare with a partner:

My friends and I have parties...

At parties we... listen to music and...

I... meet new people at parties.

I... talk to new people at parties.

- 1** Students listen to a conversation and say whether the people talking are friends or strangers.



JOHN: Hi Nick, how are you?

NICK: Hi John, I'm fine. Listen, this is my friend Sarah.

JOHN: Nice to meet you, Sarah. I'm John.

SARAH: Hi John.

JOHN: Are you enjoying the party?

SARAH: Yes, it's great! What about you?

JOHN: Oh yeah, it's fun. I love the music. This band are one of my favourites, do you like them?

SARAH: Well, I prefer rock music myself, and you, Nick?

NICK: I like this group, do you want to dance?

ANSWER KEY

John and Sarah don't know each other but they have just been introduced to each other by their mutual friend, Nick.

- 2** Students listen to the extract. Write the dialogue on the board and highlight word stress, linking and intonation. Drill the dialogue with the whole class and then put students into groups of three. Students alternate roles.



JOHN: Hi Nick, how are you?

NICK: Hi John, I'm fine. Listen, this is my friend Sarah.

JOHN: Nice to meet you, Sarah. I'm John.

SARAH: Hi John.

Extra activity

Draw a table like the one below on the board, but leave the answer spaces blank. Ask students for example expressions that correspond with each column.

	Informal	Formal
Greeting people	<i>Hi.</i>	<i>Hello.</i>
Introducing another person	<i>This is...</i>	<i>Let me introduce you to...</i>
Meeting a person for the first time	<i>Nice to meet you.</i> <i>Hi.</i>	<i>How do you do?</i>

- 3** Read through the **Tune in to Speaking** box with the class. Ask students to say how they keep conversations going in their own languages. When they suggest phrases, elicit the English translations and write them on the board. Then ask students to look at the tapescript of the conversation in exercise 1 on page 119. Elicit what questions are used to keep the conversation going.

ANSWER KEY

Are you enjoying the party?
What about you?
This band are one of my favourites, do you like them?
And you?
Do you want to dance?

- 4** Elicit from students what they talk about at parties. Make a list of topics and questions on the board. Example: Music. Have you got their latest CD?
- 5** Students work in pairs, asking and answering their party questions.

On Air (page 8)

Prepare role cards for students beforehand by writing the name of a famous person (film star, singer, politician, athlete, etc.) on enough slips of paper for everyone in the class. Alternatively, you could brainstorm a list of people with the students' help and write the list on the board.

- 1 Ask students to turn to *On Air* page 96. Read through the expressions and grammar.
- 2 Either hand each student a role card or let students choose one of the people from the list on the board one by one until everyone has been assigned a role. Ask them to think about their character and his or her personality, pastimes, likes, dislikes and habits.
- 3 Divide the class into groups of around six. Students should meet and talk to everybody else in their group. Encourage them to introduce people to each other.
- 4 Finish by asking groups to say who the most interesting person at their party was.

Vocabulary (page 8)

Opposites

- Aims** ■ to introduce and practise negative prefixes

Lead-in

Write the following adjectives on the board: *responsible, tall, friendly, blond, thin*. Ask students to group the adjectives in two categories (1 *responsible, friendly*. 2 *tall, blond, thin*.) Elicit that the adjectives in group 1 describe personality and that those in group 2 describe appearance. Tell students that this lesson and the following one will deal with both types of descriptions.

- 1 Go through the adjectives with the class. Elicit or explain meaning as necessary. Students choose the adjectives that best describe themselves and a partner.
- 2 After partners finish comparing adjectives, read some of the adjectives aloud and ask students to put their hands up if their partner chose that adjective for them. Do they agree?
- 3 Students copy and complete the table in pairs.

ANSWER KEY

illegal, illiterate
insecure, inefficient
impatient, impossible, immature
unfriendly, unreliable, unromantic
irresponsible, irrational
disobedient, disagreeable, disorganised

Explain that, while there are exceptions, the following rules usually apply:

- words that begin with *l-* usually form the opposite with *il-*
- words that begin with *p-* usually form the opposite with *im-*
- words that begin with *r-* usually form the opposite with *ir-*

- 4 Students complete the sentences.

ANSWER KEY

- | | |
|---------------|-----------------|
| 1 illegal | 4 unreliable |
| 2 unfriendly | 5 irresponsible |
| 3 disobedient | 6 inefficient |

- 5 Demonstrate the activity by writing the example on the board and asking students to guess the missing adjective (impatient). Students write three or more gapped sentences of their own. Tell them not to repeat the adjectives used in exercise 4.

- 6 Students exchange sentences and try to work out the missing adjectives.

↻ Language Reference page 37.

Speaking: Production (page 9)

Describing friends

- Aims** ■ to practise describing people
■ to practise sentence stress

★ Lead-in

Tell students to look at the *On Air* task. Point out that the aim of this section is to enable them to give a short talk describing a person.

Brainstorm words to revise clothing, parts of the body and some adjectives used to describe them. Students work in pairs to suggest sentences that describe the people in the pictures.

- 1 Students read the sentences and decide which people the sentences describe.

ANSWER KEY

1 b 2 a 3 d

- 2 Students match the sentences in exercise 1 with the questions.

ANSWER KEY

a 3 b 1 c 2

- 3 Students work in pairs and ask and answer questions about the photographs.

- 4 Students listen to the description and say which person is described.



My best friend is Sheila. She's tall and thin and has got long, blond hair. She's kind and friendly and very talkative. She's got a great sense of humour and likes telling jokes. She's very good at sports and loves athletics: she trains twice a week. She's very active – she's always doing something.

ANSWER KEY

c or e

- 5 Students complete the description with the words in the box.

ANSWER KEY

1 tall 2 long 3 friendly 4 telling 5 good
6 twice 7 active

- 6 Students listen for a second time and check their answers.

- 7 Read the sentences aloud. You may want to write them on the board so that you can clearly point out which words are stressed. Students repeat as a class and then individually.

- 8 Read the words and elicit or explain meaning as necessary. In groups, students take turns describing the people in the pictures a-h with the words.



On Air (page 9)

- Ask students to turn to *On Air* on page 96. Read through the stages.
- Students choose another person in class and prepare a description. Make sure they mention looks, personality and pastimes.
- Students read their descriptions aloud. Other students guess who the person is.



Fine Tuning (page 9)

Write the following verbs on the board and ask students to pronounce them: *likes, gives, passes*. If they pronounce the words correctly, ask them to explain the rule for pronouncing the final (-s). Students turn to *Fine Tuning* page 83 to confirm. For more practice, students work through the rest of the activities in the *Fine Tuning* section.

ANSWER KEY *Fine Tuning* (page 83)

- get /t/, jump /p/, laugh /f/, like /k/
- dig /g/, give /v/, run /n/, sing /ŋ/, smell /l/, stand /d/, swim /m/
fly /aɪ/, go /əʊ/, play /eɪ/, see /i:/, wear /eə/
- choose /z/, manage /dʒ/, match /tʃ/, pass /s/, push /f/

Point out that the third person forms of these verbs contain an extra syllable.

- /s/: gets, jumps, laughs, likes
/z/: digs, gives, runs, sings, smells, stands, swims, flies, goes, plays, sees, wears
/ɪz/: chooses, manages, matches, passes, pushes

🎧 *Tune in to Culture worksheet. Resource Book page 9.*

Writing (pages 10-11)

An informal letter



Aim

■ to practise organising and writing an informal letter



Lead-in

Ask if anybody in the class has been on a student exchange. If so, ask them where they went and if they enjoyed the experience.

- 1 Students read the advertisement and say if they would respond or not. Ask them to explain their reasons.
- 2 Give students a few moments to read the letter quickly then elicit answers to the questions.

ANSWER KEY

- 1 Jessica
- 2 Maria Pérez
- 3 Because she wants to visit the UK to improve her spoken English.

- 3 Students match the descriptions to the paragraphs.

ANSWER KEY

- 1 d 2 b 3 a 4 c

- 4 Read through the questions with the students and elicit the answers orally.

ANSWER KEY

- 1 in the top right-hand-corner of the page
- 2 under the address
- 3 Hi, Hello, Dear, etc.
- 4 Yours, Bye (for now), Love, See you soon, etc.

- 5 Students put the letter in the correct order.

ANSWER KEY

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

✚ Extra activity

Draw a table with six columns and label them: *How Jessica starts the letter; How she ends the letter; Introducing herself; Describing herself; Talking about her pastimes, Informal language.* Ask students to complete the table with examples from Jessica's letter.

- 6 Read through the **Tune in to Writing** box with the class. Tell students they will need to follow these steps in the next activity. Give students time to read the information about Charlie Adams. Tell them to select the information they are going to use and to organise it into paragraphs.
- 7 Pairs write a rough draft of their letter. Encourage them to refer back to Maria and Jessica's letters for ideas. They will also need to decide how they are going to start and finish their letters.

- 8 Ask students to swap letters and check each other's letters. Afterwards, students can form a small group and exchange comments on their letters.

- 9 Students rewrite a final draft of their letters. Pass them around the class for comment and/or collect them for correction.

🎧 On Air (page 11)

- 1 Students turn to *On Air* on page 97. Read the stages and clarify any doubts they may have.
- 2 Divide the class into two groups. Students in one group are English-speaking students who want to come to a Spanish-speaking country; students in the other group are Spanish-speaking students who want to travel to an English-speaking country.
- 3 Students make up an identity for themselves and then write to Student Exchange.
- 4 Display the letters on the class noticeboard or on the walls. Students walk around trying to decide which students would make the best exchange partners.

🎧 *Tune in to Writing worksheet. Resource Book page 8.*

🎧 Fine Tuning (page 11)

Write the following sentence on the board: *the first time i saw jane, she was standing on a platform at victoria station in london.* Ask students what is wrong with the sentence (it does not have any capital letters). Ask them to tell you how to rewrite the sentence correctly (The first time I saw Jane, she was standing on a platform at Victoria Station in London.). For more work on capital letters, ask students to turn to *Fine Tuning* page 84 and do the activities there.

ANSWER KEY Fine Tuning (page 84)

Dear Linda,
I am writing to introduce myself. I am from Paris. I am 17 years old and I want to visit Britain to learn English, I am into cinema and enjoy reading books. I go to the cinema every Saturday. My favourite films are *The Lord of the Rings*, *Harry Potter* and *Star Wars*. Write to me soon.
Best wishes,
Francis

🎧 *Unit 1 test. Resource Book page 58.*

2

Sporting mad

Contents

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Reading (pages 12-13)

The X sells the sport



Aims

- to practise anticipating content from titles
- to practise reading an article for specific information
- to extend vocabulary
- to get students talking about the first sport they liked



Lead-in

Mime a sport and ask students to guess what you are doing, e.g. *You're playing volleyball*. Students then take turns miming a sport for the rest of the class.

- 1 Elicit the names of the sports in the pictures (*surfing, skydiving, rafting and moto X*). Ask students if they have ever done them and if they enjoyed them. Pairs discuss which adjectives from the box they associate with the different sports.
- 2 Read through the **Tune in to Reading** box with the class. Find out if anyone reads a newspaper, magazine or web page regularly and ask them how they read it. Do they read through all of the articles in order or do they skim the titles first? Write the title of the article on the board: *The X sells the sport*. Read options a, b and c aloud and ask students what they think the article will be about.

- 3 Students skim the article and check their ideas.

ANSWER KEY

b



Background information

Explain how the title, *The X sells the sport*, makes reference to the expression *The X marks the spot*. Pirates used to bury stolen treasure and then draw a treasure map to help them find it later. An X was drawn to indicate where the treasure was hidden. The X in the title and the word *sport* remind readers of the expression *The X marks the spot*, making the title catchy.

- 4 Students read the text for detail and decide if the statements are true or false.

ANSWER KEY

- | | | |
|---------------------|-----------------------|-----------------------|
| 1 False (lines 4-6) | 3 True (lines 13-15) | 5 True (lines 36-37) |
| 2 False (lines 6-7) | 4 False (lines 16-18) | 6 False (lines 42-43) |

5 Students work in pairs answering the questions in their own words.

ANSWER KEY

- 1 He became hooked when he saw Metzger on TV.
- 2 Extreme sports began on the west coast of the USA.
- 3 Young people are attracted to extreme sports because they are about a lifestyle which combines music, fashion and attitude.
- 4 Extreme sports are attractive to businesses because they have many followers and can be exploited to market products.
- 5 Extreme sports are mainstream because they produce superstars and have millions of fans.
- 6 After seeing Metzger, the writer went to the extreme sports shop next to the restaurant and bought a pair of skis.

6 Students skim the text to find the words that match the definitions.

ANSWER KEY

- | | | | | |
|------------|-------------|-------------|---------------|----------|
| 1 upmarket | 3 taken off | 5 lifestyle | 7 transformed | 9 hooked |
| 2 spun | 4 chase | 6 sponsors | 8 mainstream | |

7 Students discuss their favourite sports in pairs or small groups. Are they hooked on any sports?

Vocabulary (page 13)

Cognates

 **Aim** ■ to make students aware of cognates

 **Lead-in**

Write *information*, *actually* and *calculator* on the board. Ask students which words have the same meaning in their languages and elicit that *information* and *calculator* are cognates, whereas *actually* is a false friend. Tell students they will focus on cognates in this unit and false friends in the next.

1 Students decide which words are similar in their own languages.

POSSIBLE ANSWERS

air, chilli, metres, Olympics, restaurant, ski

2 Students find the cognates in the sentences.

POSSIBLE ANSWERS

- | | | |
|-------------------------|----------------------------------|--------------------------|
| 1 tourist, destination | 5 strict, training, programme | 8 enemies |
| 2 grand, canyon, echoes | 6 bank | 9 really, football, park |
| 3 competitive | 7 studying, medicine, university | 10 equipment, sports |
| 4 athletes, disciplined | | |

3 Students search the text for cognates, e.g. *resort* (line 2), *TV* (line 5), *appeared* (line 6).

4 Students look at the photo and list the cognates.

POSSIBLE ANSWERS

mountain, desert, bike, bicycle, cycling, cyclist, (water) bottle, rocks

- 5 Pairs brainstorm more cognates. If they need help, tell them that many English words ending in *-ion* may have equivalents in their languages.

🔊 Language Reference page 38.



Fine Tuning (page 13)

Students guess what languages *ski*, *mosquito* and *fiasco* are from and turn to *Fine Tuning* page 84 to check. Students do the activities in pairs.

ANSWER KEY Fine Tuning (page 84)

- | | | | | |
|-------------------------|--------------|-----------|----------|--------------|
| 2 1 Greek | 3 Russian | 5 Italian | 7 German | 9 Polynesian |
| 2 Italian | 4 Portuguese | 6 Finnish | 8 Greek | 10 Greek |
| 3 Students' own answers | | | | |

🔊 Tune in to Reading worksheet. Resource Book page 13.

Listening (page 14)

A sporting incident



Aims

- to practise predicting what a speaker is going to say next
- to practise listening to a narrative for specific information



Lead-in

Ask students which sport they think is the most dangerous and why. Write a list on the board. Students rank these sports from the most to the least dangerous in groups. Ask each group for their top five and compare.

- 1 Students match the sports to the pictures. Ask them which one they would like to try and why or why not?

ANSWER KEY

1 c 2 d 3 a 4 b

- 2 Students listen and note down the sports mentioned. Check that students understand what all the sports are.



INTERVIEWER: Today we are talking to Nigel, an extreme sports specialist. Welcome to the programme, Nigel.

NIGEL: Thanks, it's nice to be here.

INTERVIEWER: When did your interest in extreme sports start?

NIGEL: A long time ago now! My mum talks about how I used to jump off tables as a young child.

INTERVIEWER: Really?

NIGEL: Yes! Then I had a BMX bike and from there I moved on to skateboarding and then surfing and snowboarding.

INTERVIEWER: Do you experiment with new sports?

NIGEL: Oh yeah, that's the great thing about extreme sports... people are always inventing new ones! Bungee jumping started with bridges... but now people jump out of helicopters.

INTERVIEWER: Really?

NIGEL: Oh yeah. Have you heard of zorbing? It's the latest thing?

INTERVIEWER: Zorbing? No, what's that?

NIGEL: Well, you get inside a big plastic ball and roll down a hill.

INTERVIEWER: That doesn't sound very pleasant... have you done that?

NIGEL: Yeah, it sounds pretty desperate but it's actually very exciting.

INTERVIEWER: So do you have a favourite sport?

NIGEL: It would have to be coasteering.

INTERVIEWER: Coasteering? What's that?

NIGEL: It's jumping into the sea from high rocks, swimming to the next rock and jumping into the sea again.

INTERVIEWER: Mmm, but aren't these sports really dangerous?

ANSWER KEY

biking (BMX), skateboarding, surfing, snowboarding, bungee jumping, zorbing, coasteering

- 3 Read through the **Tune in to Listening** box and explain that when we are listening, we automatically predict what we expect to hear. We do this through our understanding of context and our knowledge of grammar and vocabulary. Students look at the box of words that corresponds to Extract 1. Check that they understand the meaning of all the words. Explain that they will be listening to Nigel describing an accident and ask pairs to predict what they think Nigel will say. Then ask them to listen to Extract 1. Continue in the same way with Extracts 2, 3, and 4.



Extract 1

INTERVIEWER: Mmm, but aren't these sports really dangerous?

NIGEL: Well, yes, they are... that's part of the attraction.

INTERVIEWER: So tell us about a lucky escape you've had...

NIGEL: OK, well, I was coasteering with my instructor, Steve, and a group of friends. We'd had a really good day and were swimming to the last jump. It was a big rock – over ten metres high. And that was where it all went wrong...

Extract 2

NIGEL: We got out of the water and climbed to the top of the rock. As I was looking down I noticed a shape in the water, but I didn't have time to think about it because Steve shouted, 'Jump!'

Extract 3

NIGEL: As I was falling, I realised the shape was the wreck of a boat. Old cables were coming from it – they were moving in the current. I hit the surface and went under and then one of the cables caught my leg. I pulled and pulled but I couldn't get free. I started to run out of breath.

Extract 4

NIGEL: Somebody jumped into the water beside me. They had seen I was in trouble and had jumped in to help. All of a sudden I got free and shot to the surface. I managed to pull myself onto a nearby rock. My leg was bleeding heavily. Steve rang the emergency services. While I was sitting on the rocks, the helicopter arrived. They took me to the nearest hospital. I had been very lucky.

- 4 Ask students if their predictions were correct. Teach it *all went wrong, current, surface, get free, run out of breath, in trouble and shot*, and let students listen again. Ask students if they would try coasteering after hearing Nigel's story.

Grammar (page 14)

Past Simple and Past Continuous



Aim

■ to review the form and uses of the Past Simple and Past Continuous

- 1 Write the example on the board. Elicit how the Past Continuous and Past Simple are used and ask students to complete the rules orally.

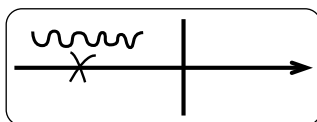
ANSWER KEY

1 b 2 a



Extra activity

Draw this diagram on the board.



Elicit that the X represents the Past Simple (*I saw the jump*) and the wavy line the Past Continuous (*I was swimming*). Elicit more examples and point out that the order of the clauses can be reversed.

- 2 Students copy the grammar tables in their notebooks and complete them in pairs. You may want to include a fourth column for short answers. When they are finished, ask them to compare their work with the **Quick Reference Grammar Tables** on page 115.
- 3 Students choose the correct options.

- 4 Students listen and check their answers.



- We **got** out of the water and **climbed** to the top of the rock.
- As I was **looking down**, I **noticed** a shape in the water.
- As I **was falling**, I **realised** the shape was the wreck of a boat.
- Old cables **were coming** from it – they **were moving** in the current. *
* Elicit that we use the Past Continuous twice in sentence 4 because both actions were in progress in the past.
- I **hit** the surface and **went** under.

- 5 Build up the story on the board with the students, using the words given. Insist on correct grammar.

- 6 Students listen and compare the recording with the version on the board. Refer students to the tapescript for comparison.

12.41

NIGEL: One of the cables caught my leg. I pulled and pulled but I couldn't get free. I started to run out of breath. Somebody jumped into the water beside me. They had seen I was in trouble and had jumped in to help. All of a sudden I got free and shot to the surface. I managed to pull myself onto a nearby rock. My leg was bleeding heavily. Steve rang the emergency services. While I was sitting on the rocks, the helicopter arrived. They took me to the nearest hospital. I had been very lucky.

Past Simple and Past Perfect Simple (page 15)



Aim

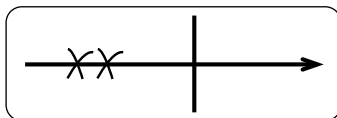
- to review the form and uses of the Past Perfect Simple

- Write the examples on the board and elicit that *had seen* happened before *dived*.
- Elicit that we use the Past Perfect for the action that happened first.



Extra activity

Draw this diagram on the board.



Explain that the first X refers to the Past Perfect (*had seen*) and the second X to the Past Simple (*dived*). Elicit more examples.

- Students copy the grammar table in their notebooks and complete it in pairs. You may want to include a fourth column for short answers. When they are finished, ask them to compare their work with the *Quick Reference Grammar Tables* on page 116.
- Students read the sentences and say which action happened first.

ANSWER KEY

- the ambulance arrived
- my parents heard the news
- they finished examining me

- Students choose the correct options.

ANSWER KEY

- I **had fallen** asleep by the time we **reached** the hospital.
- The pilot **had radioed** the hospital before we **arrived**.
- The doctors **had finished** treating me when a reporter **arrived**.
- After the reporter **had left**, a nurse **gave** me a tablet to help me sleep.

- Do the first example with the class. Point out that several answers are possible.

ANSWER KEY

- I **had tried** canoeing and surfing before / by the time / when I **started** rafting.
- I **had taken** several classes before / by the time / when I **went out** for first time.
- We **had paddled** for an hour before / by the time / when we **reached** the rapids.
- The raft **had filled** with water before / by the time / when the instructor **reacted**.
- Two people **had nearly drowned** before / by the time / when a helicopter **arrived**.

used to (page 15)



Aim

- to review the form and use of *used to*

- Students read the sentence and decide which option best explains its meaning.

ANSWER KEY

c



Extra activity

Think of a celebrity whose circumstances have changed and write a sentence with *used to*. For example, *Maradona used to play international football*. Ask concept questions to check understanding: *Does he play football now?* (Not professionally); *Did he play football only once?* (No); *Did he play football regularly?* (Yes). Contrast *used to* with the Past Simple: *Maradona played in the 1986 World Cup*. Ask: *Is it possible to say 'Maradona used to play in the 1986 World Cup'?* (No, because it only happened once.) Pairs write their own *used to* sentences about a celebrity.

- 2 Students copy the grammar table in their notebooks and complete it in pairs. You may want to include a fourth column for short answers. When they are finished, ask them to compare their work with the *Quick Reference Grammar Tables* on page 116.
- 3 Write the sentences on the board, then read them aloud or play the CD. Students say which words are stressed. Mark stress as follows and point out that we do not normally stress *used to*. Students practise repeating the sentences.
 - 1 Did you use to **cry** a lot when you were **ten**?
 - 2 I **used to sing**.
 - 3 I **didn't** use to **cry** a lot.
- 4 Divide the class into A and B pairs and ask them to turn to the *Pairwork* section on page 82. Student A asks whether the facts are true or not and Student B answers.

5 Students ask and answer in pairs.

🔊 *Language Reference* pages 6-7, 10.



Fine Tuning (page 15)

Read the following and ask students to note down whenever they hear *used to* + verb.

When I was a child, my family **used to live** in the country. I **would spend** hours playing outside. I **used to feel** happy as I **would ride** my bicycle

along the lanes. My brother and I **used to play** games and imagined we were pirates. When our mother **would call** us to come inside and wash up for dinner, we **would pretend** that we couldn't hear her and she **used to get** cross.

Write the examples of *used to* + verb on the board. Elicit which two verbs describe states (*live, feel*) and which two describe habitual actions (*play, get*). Ask the students to listen again and note if they hear any more past habits. Elicit the sentences using *would* and write the verbs in a column next to the *used to* sentences. Elicit that *would* can also express past habits. Highlight the verbs (*spend, ride, call, pretend*) and point out that they express habits and not states. Explain that *used to* expresses both habits and states, but *would* only expresses past habits. Students turn to *Fine Tuning* page 84. Refer them to the grammar rules and ask them to work through the exercises in pairs.

ANSWER KEY Fine Tuning (page 84)

- 2 We can rewrite sentences 1, 2, 4, 6 using *would*.
- 3 Students' own answers
- 4 Students' own answers

🎧 *Tune in to Vocabulary and Grammar worksheet. Resource Book page 12.*

Speaking: Interaction (page 16)

Sports personalities



Aims

- to review *play / do / go* + sport
- to practise talking about a sports personality



Lead-in

Point out the *On Air* task and tell students that the aim of this section is to enable them to talk about a sports personality. Ask students to name some of their favourite sports personalities.

- 1 Students look at the spider diagrams and try to work out the rule. Elicit that we normally use *go* with sports that end in *-ing*, *play* with board games and sports that use a ball, and *do* for other sports.

2 Students complete the spider diagrams.

ANSWER KEY

go: canoeing, climbing, cycling, riding, rollerblading, running, skiing, swimming
play: basketball, cricket, football, golf, handball, hockey, snooker, tennis
do: aerobics, athletics, gymnastics, judo, karate, Pilates, tai chi, yoga

- 3 Students look at the three groups of words and identify which words refer to *equipment*, *people* or *places*.

ANSWER KEY

Group 1: places Group 2: people Group 3: equipment

- 4 Students work in pairs matching the words in each group to a sport.

ANSWER KEY

PLACES

course: golf **court:** tennis, basketball, handball
ground: football, hockey. (The pitch refers to the actual playing surface. The ground refers to the whole facility, including the stands for the fans, the changing rooms, etc.)

pitch: cricket, football, hockey **pool:** swimming
track: cycling, running, athletics

PEOPLE

fan: any sport **goalkeeper:** football, handball, hockey **manager:** any professional sport
player: basketball, football, handball, hockey, tennis **umpire:** tennis, cricket

EQUIPMENT

basket: basketball **boots:** skiing, climbing, football, riding **clubs:** golf **net:** tennis, volleyball **racquet:** tennis **trunks:** swimming

- 5 Students look at the photo and say if they know anything about the athlete or make some suggestions if they don't.
- 6 Students listen to the description of Liz McColgan and take notes.



I really admire Liz McColgan. She is the most successful female British track and road runner in history. She was born in 1964 in Dundee, in Scotland and started running when she was very young. She loved it and wanted to win.

She became famous in 1986 when she won a gold medal in the 10,000 metres at the Commonwealth Games. Of course she's won lots of other medals and prizes: a silver medal in the '88 Olympics, gold at the Tokyo World Championships in '91 for 10,000 metres, the New York and Tokyo marathons in '91 and '92. She took part in the first London Marathon in 1996 and won that too: in a time of 2 hours and 27 minutes.

It's not only medals that are important. Liz was named the BBC Sports Personality of the Year in 1991 and was awarded the MBE for services to sport in 1992 – that meant she met the Queen! She also has five children and continued to train and race while her children were very small.

Liz McColgan had to retire in 2001 because she started to have lots of injuries. Since then she has opened her own gym and worked as the chairperson of Scottish Athletics. She also raises money for Leukaemia Research by running in charity races. Most importantly, she works with young athletes and hopes to have some of her squad running in the 2012 Olympics in London.

ANSWER KEY

The person: Born in 1964 in Dundee, Scotland. She has 5 children.

Her sporting achievements: Gold medal in the 10,000 metres at the Commonwealth Games in 1986. Gold medal at the Tokyo World Championships in 1991 for the 10,000 metres, winner of the New York marathon in 1991 and Tokyo marathon in 1992. Winner of the London marathon in 1996. BBC Sports Personality of the year in 1991.

Her life now: She retired in 2001 due to sports injuries. She has opened a gym. She works for charity and helps young athletes. She hopes some of her squad will run in the 2012 Olympics in London.

- 7 In pairs students list sports personalities they admire.



On Air (page 16)

- 1 Students turn to *On Air* page 98. Read through the list of information to be included in their discussions of a sports personality.
- 2 Ask the students to use the questions on page 16 to ask you about your favourite sports personality.
- 3 Students prepare their own answers and discuss in pairs or small groups.

Vocabulary (page 16)

Regular and irregular verbs



Aim

■ to review regular and irregular verbs in the Past Simple



Lead-in

Read the following story one sentence at a time, but instead of saying the underlined verbs, say **Beep!** Students guess the verbs: *Last night I went to bed and turned off the lights. I closed my eyes*

and then heard a strange noise. I got up and looked out of the window. A cow was in the street! I immediately called the police. Write the verbs on the board and elicit which are regular and irregular. Point to each verb and see if the students can tell you the story using the verbs as prompts.

- 1 Students indicate which verbs are regular and irregular. Ask them to copy the verb table into their notebooks and write down the infinitive, Past Simple and past participle forms of the irregular verbs.

ANSWER KEY

Regular verbs: admire, climb, jump, kick, look, move, open, play, pull, retire, shout, start, train

Irregular verbs: become/became/become, catch/caught/caught, do/did/done, fall/fell/fallen, go/went/gone, hit/hit/hit, meet/met/met, run/ran/run, swim/swam/swum, take/took/taken, win/won/won

- 2 Students work in pairs to add five more irregular verbs to their tables. When they have finished, ask them to read out the infinitives. The rest of the class says the Past Simple and past participle.
- 3 Students play verb tennis in pairs.

🔊 Language Reference page 47.

Speaking: Production (page 17)

Telling sporting anecdotes

- 🎯 **Aims**
- to practise telling a sporting anecdote
 - to practise stressing content words

★ Lead-in

Read the *On Air* task and explain that the objective of this section is for students to practise telling a sporting anecdote. Remind students of the sports personalities they talked about previously and ask them to imagine what anecdotes that person might tell, e.g. Pau Gasol: his first game in the NBA; Fernando Alonso: winning the Formula 1.

- 1 Pairs answer the questions about their first experience of swimming.
- 2 Students listen and choose the correct option from each pair. Pre-teach: *changing rooms, freezing, shake, deep end, sink, splash, cough*.



I remember the first time I went swimming. I was eight years old and I went with the school. It was a really cold winter's day and we walked to the local public pool. When we arrived, my best friend was very relaxed. 'No problem', he told me. He had already learnt to swim, but I was really excited. This was my first time. The changing rooms were freezing and when we got to the water I was shaking with the cold. The instructor was waiting for us. 'Jump in!' he shouted. There were thirty of us. I was standing near the deep end. I looked nervously at the water and jumped. My feet didn't touch the bottom and I realised I was sinking in the water. I panicked. My head was under the water. I was splashing my arms frantically but I was still sinking when suddenly someone pulled me up. It was my best friend. 'What are you doing?' he asked me. I was exhausted, but coughed back, 'Swimming... I think!' We both laughed.

- 3 Students read the tapescript to check their answers.

ANSWER KEY

1 eight 2 walked 3 excited 4 the instructor 5 jumped 6 my feet 7 sinking
8 splashing my arms 9 pulled me up 10 exhausted

- 4 Read through the **Tune in to Speaking** box with the class and write the sentences about Alex on the board. Pairs discuss what words they think will be stressed and then listen to check their answers.



I remember the first time I went swimming. I was eight years old and I went with the school.

- 5 Write the answers in two columns on the board and point out that the stressed words carry the main message.

ANSWER KEY

Stressed: adjectives, adverbs, nouns, verbs
Unstressed: articles, auxiliary verbs, linkers, pronouns

- 6 Students read through the passage in exercise 7 and find examples of the types of words listed in exercise 5.

ANSWER KEY

Adjectives: first, cold, local, public, best, relaxed, excited, first
Adverbs: really, very
Nouns: day, pool, friend, problem, time
Verbs: was, walked, arrived, told, learnt, swim,
Articles: a, the
Auxiliary verbs: had
Linkers: and, when, but
Pronouns: it, we, he, I, me, my

- 7 Tell students that reading the passage aloud will help them to recognise which words are stressed. When students have finished marking the words, ask some of them to read the story aloud.
- 8 Play the recording again. Elicit the content words for the next part of the story and write them on the board. Students practise telling the rest of the story in pairs using the words as prompts.
- 9 Pairs match the deliberately ambiguous anecdote titles to the pictures. Encourage students to justify their choices.

POSSIBLE ANSWERS

a 3 b 4 c 1/2/4 d 1/2

- 10 Pairs discuss what they think happened to the people in each photo.



On Air (page 17)

- Students turn to *On Air* page 98. Go through the information and clarify doubts as necessary.
- Students prepare their anecdotes noting down content words.
- Students work in pairs telling each other about their experiences.
- Ask a few students to tell their stories to the rest of the class.

➡ *Tune in to Culture worksheet. Resource Book page 15.*



Fine Tuning (page 17)

Write *loved*, *jumped* and *hated* on the board and ask students to pronounce them. If they pronounce the words correctly, ask them to explain the rule for pronouncing the -ed ending. Students turn to *Fine Tuning* page 85 to confirm. For more practice, students work through the rest of the activities.



Group 1

loved, opened, pulled

Group 2

jumped, walked, washed

Group 3

shouted, hated, guarded



arrested, arrived, changed, happened, jumped, parked, planted, stopped, turned, wanted

ANSWER KEY Fine Tuning (page 85)

arrested /ɪd/; arrived /d/; changed /d/;
 happened /d/; jumped /t/; parked /t/; planted /ɪd/; stopped /t/; turned /d/; wanted /ɪd/

Writing (pages 18-19)

A narrative



Aims

- to practise writing a narrative
- to practise using narrative tenses, time expressions and linkers to indicate sequence



Lead-in

Ask if anybody has ever been on a skatewing. If not, ask about skateboarding or surfing and if they have ever had a sporting accident.

- 1 Students read the first text and look at the pictures to determine whether or not the boys followed the safety advice.

ANSWER KEY

No. They do not wear protective clothing or helmets (at first). They went to a park where other people might be annoyed by them. They used the skatewing in high winds. They used the skatewing near a river.

- 2 Students read the story and order the pictures.

ANSWER KEY

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

- 3 Students identify the verb tenses and answer the questions in pairs.

ANSWER KEY

- 1 The Past Simple: to narrate the main events of the story in chronological order.
- 2 The Past Perfect: to talk about something that happened before the event being talked about (*My parents had given me a skatewing*). The Past Continuous: to talk about an action that was in progress when it was interrupted by another action (*While I was waiting, the wind suddenly started to blow*).

- 4 Students scan the text and identify which linkers and time expressions appear in the text.

ANSWER KEY

that afternoon, when, as soon as, at first, while, the next day, then, after

- 5 Students discuss the questions in pairs. Encourage them to refer back to the story.

ANSWER KEY

- 1 while, as
- 2 Past Simple: at first, then, next, after that, in the end, an hour later, that afternoon, the next day, afterwards, later, after a while The other linkers (when, as soon as, after, before) can be used with either the Past Simple or the Past Perfect, depending on the context.
- 3 at first, then, next, after that, in the end
- 4 an hour later, that afternoon, the next day

- 6 Students choose the correct option.


ANSWER KEY

1 when 2 At first 3 When 4 As
5 As soon as 6 that evening

- 7 Read the **Tune in to Writing** box with the class about writing a narrative. In pairs students look at the picture and brainstorm ideas as to what may have happened, making a list of the events that take place.
- 8 Students write their first draft. Encourage them to use the three narrative tenses.
- 9 Students read their drafts three times, checking first for logical sequencing, then tenses, and finally linkers and time expressions.
- 10 Once students write their final draft, they can exchange their work with other pairs and suggest improvements.

On Air (page 19)

- 1 Students turn to *On Air* page 99. Read through the information focusing on the three sections of a narrative and the narrative tenses.
- 2 Students choose a sporting incident and make a list of the main events in the correct order before writing.
- 3 Students check their first drafts and then write final drafts.
- 4 Students pass their stories round the class before you collect them for correction.

 *Tune in to Writing worksheet. Resource Book page 14.*

Fine Tuning (page 19)

Write these sentences on the board: *I had cereal tea toast and jam for breakfast this morning. The tea was strong hot and sweet. An hour later I left the house and walked to school.* Ask students what is missing from the sentences (commas) and where they should be added. *I had cereal, tea, toast and jam for breakfast this morning. The tea was strong, hot and sweet. An hour later, I left the house and walked to school.* Students turn to *Fine Tuning* page 85 to check and work through the rest of the activities.

ANSWER KEY Fine Tuning (page 85)

- 1 Kelly, Christine, Joe, Mick and I were going climbing.
- 2 We walked along a dark, narrow, slippery track.
- 3 It started to rain and we felt cold, wet and miserable.
- 4 We tried to climb the mountain. However, the rocks were very dangerous.
- 5 We went back to the car and changed. Afterwards, we went to a café for some hot chocolate.

 *Unit 2 test. Resource Book page 59.*

Contents

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Reading (pages 20-21)

Gap years



Aims

- to practise scanning a text for information
- to practise reading an article for specific information
- to extend vocabulary
- to get students talking about gap years



Background information

Many students in Britain take a year off (a gap year) between finishing school and starting university. Universities encourage this as an opportunity for students to see something of the world and become more mature. *The Independent* newspaper has a selection of articles about gap years at http://education.independent.co.uk/gap_year



Lead-in

Tell students to imagine they can take a year off before going to university and ask them what they would do.

- 1 Ask students to look at the group photo and guess what the people are doing and where they are. Do not confirm if they are correct or not yet.
- 2 Read through the **Tune in to Reading** box with the class, then write these questions on the board: 1 *Where was the picture taken?* 2 *Who are the people?* 3 *What are they doing?* Ask students what kind of information they should scan for to answer each question (*names of places, names of people and jobs or activities*). Give students a few minutes to scan the article and answer the questions.

ANSWER KEY

- 1 At Mont-Tremblant, Quebec.
- 2 Kate Jessop and some of the other teenagers and instructors on Kate's snowboarding course.
- 3 Learning to be snowboarding instructors.

- 3 Read the example together. Encourage students to quote directly from the article and use inverted commas when quoting: *According to the article...*, *The article says...*, *Kate says...*

POSSIBLE ANSWERS

- 1 She had 'quite possibly the most fun I have ever had in my life'. (line 6)
- 2 The article says that Kate is 'setting off to study French, Italian and European Studies at Bath University in September'. (lines 13-16)
- 3 Kate says 'we had four hours of coaching a day during the first month to prepare us to be instructors.' (lines 17-20)
- 4 According to the article, Kate had a broken collarbone. (lines 31-32)
- 5 Kate says 'I didn't do enough of the training to take the exam'. (lines 32-34)
- 6 Kate says she 'came back with an address book full of new friends'. (lines 48-49)
- 7 In the last paragraph, Kate says 'I have become a lot more mature and independent. I think I've grown up'. (lines 53-54)

4 Students choose the most complete summary for the text and explain their choice.

ANSWER KEY

b; **a** doesn't mention becoming a snowboarding instructor or Kate's accident; **c** doesn't mention Canada, her accident or making lots of friends.

5 Students find the verbs in the text and then match them with a definition.

ANSWER KEY

1 d (line 13) 2 b (line 34) 3 g (line 46) 4 a (line 48) 5 e (line 54) 6 c (line 55) 7 f (line 57)

6 Students list the advantages of a gap year after rereading the text.

ANSWER KEY

You have a lot of fun.
You learn new skills.
You make new friends.
You become more independent and mature.

7 Students work in pairs and list the disadvantages of a gap year.

POSSIBLE ANSWERS

You are older than everyone else when you return to university.
Your friends might be doing different things.
Your friends start earning money before you.

Vocabulary (page 21)

False friends

 **Aim** ■ to make students aware of false friends

 **Lead-in**

Remind students that they studied cognates in the previous unit and ask them for some examples. Tell them that sometimes words look like cognates, but they are not.

1 Students look at the photo of someone blowing their nose, ask them how they would describe this person in their languages. Students read the dialogue in pairs and translate the word *constipated* correctly if they can. Explain that *constipated* in English refers to when a person cannot go to the toilet, not to when they have a cold.

2 Students choose the option that defines a false friend.

ANSWER KEY

b

- 3 Students find the words in the text and compare their meanings in English to their meanings in their own languages.

ANSWER KEY

- 1 Recorded in this context means 'filmed' and is not related with memory.
- 2 Actually means 'in reality' and is not related with present time.
- 3 Assisted means 'helped' and is not related with attending an event.
- 4 Eventually means 'finally' and is not related with possibility or chance.
- 5 Success in this context means 'very popular' and is not related with an event/happening.

- 4 Students choose the best option for each sentence

ANSWER KEY

- 1 studies 2 relatives 3 suburbs 4 bookshop 5 sensible 6 argument / news 7 strangely

- 5 Elicit more false friends from the students' own languages and write them on the board.

🔄 Language Reference page 39.



Fine Tuning (page 21)

Write the word *surf* on the board. Ask students to suggest what things people can surf. Write their suggestions on the board. Students turn to *Fine Tuning* page 85 to confirm. For more work on this area, students complete the rest of the activities.

ANSWER KEY Fine Tuning (page 85)

- 1 The writer uses the internet at night.
- 2 1 a 2 b 3 a 4 b

🔄 Tune in to Reading worksheet. Resource Book page 19.

Listening (page 22)

Travel stories



Aims

- to practise listening for clues
- to practise listening for specific information in a conversation
- to practise recognising and imitating accents



Lead-in

Write the following monuments or sights on the board and ask pairs to guess what European city they are located in: the Eiffel Tower (Paris), Covent Garden (London), the Coliseum (Rome), the Acropolis (Athens), the Astronomical Clock (Prague), the Alhambra (Granada).

- 1 Students listen to two teenagers talking. Ask them to identify their names and guess where they are from.

13.11

1

ROB: My name's Rob. I'm 18 years old. I really like my city. It's a great place to live. You meet people there from all over the world, Australia, Japan, Europe. That's good because I really love meeting people. I also really enjoy sports – I play baseball. My whole family are crazy about baseball. I'm going to New York State University, but at the moment I'm taking a year out.

2

VICKY: My name's Vicky. I'm 18 and I've just finished my A levels. I want to study at Cambridge University but I've decided to take a gap year. I love travelling. My brother wanted me to visit him in Sydney and then go travelling together, but I want to travel around by myself... have some adventures and meet new people.

ANSWER KEY

Rob is from New York. Vicky is from London.

- 2** Read through the **Tune in to Listening** box with students. Explain that understanding clues is even more important when we are listening than when we are reading. When we read, we can stop and read a sentence again if necessary. Ask students to predict what kind of clues the speakers, Rob and Vicky, might give to indicate where they are now (description of the surroundings, what type of accommodation they have, the food, the language, etc.).



ROB: Hi, you're new, aren't you?

VICKY: Hi, yes... What about you?

ROB: I've been here for about six days now. I'm in the boys' dorm and I've been going on day-trips to the mountains. Are you staying long?

VICKY: No, I'm just passing through. I'm travelling round Europe.

ROB: Hey, me too. I've been travelling with a student rail pass. I've been to France, Germany, Greece and Italy. It's been really good so far.

VICKY: Great. I'm on my bike...

ROB: Wow! Isn't that really tiring?

VICKY: It is sometimes, but I'm having a great time – and keeping fit!

ROB: Have you had any problems on your trip?

VICKY: Not really, I've had a few flat tyres but nothing serious. What about you?

ROB: Well, I left my passport at the train station in Athens...

VICKY: No!

ROB: Yeah. Luckily, I got it back.

VICKY: That was lucky!

ROB: Yes! Apart from that it's been fine... you know, people are really friendly and helpful.

VICKY: I've found that as well, it's nice, isn't it.

ROB: Can you speak any languages?

VICKY: Yeah, some French... and a bit of Spanish.

ROB: That'll be useful here... the staff don't speak English.

VICKY: What's the food like here in the hostel?

ROB: It's good. Have you ever tried paella?

VICKY: No, never.

ROB: Well today's your lucky day – it's delicious and it's on the menu!

ANSWER KEY

Rob and Vicky are staying in a youth hostel in Spain. Clues: Vicky mentions a hostel. Robs says he is in the boys' dorm and that Spanish will be useful, he also makes reference to paella.

- 3** Students listen again and fill in the correct name.

ANSWER KEY

1 Vicky 2 Rob 3 Rob 4 Vicky 5 Rob or Vicky 6 Vicky 7 Vicky 8 Rob

- 4** This exercise is optional. Students usually enjoy trying to imitate native speakers' accents, so let them have some fun, but do not insist on perfect imitations!



ROB: Hi, you're new, aren't you?

VICKY: Hi, yes... What about you?

ROB: I've been here for about six days now... Are you staying long?

VICKY: No, I'm just passing through. I'm travelling round Europe.

ROB: Hey, me too. I've been travelling with a student rail pass.

VICKY: Great. I'm on my bike...

Grammar (page 22)

Present Perfect for experience



Aim

■ to review the Present Perfect Simple to talk about experience

- 1** Ask students: *Have you ever (e.g.) ridden a motorcycle?* Elicit replies: *Yes, I have.* or *No, I haven't. I've ridden a bicycle, but I haven't ridden a motorcycle.* Write the gapped dialogue on the board and elicit the missing words.

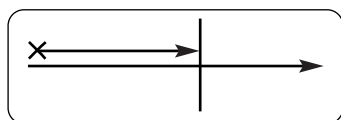
ANSWER KEY

A: Have you ever **tried** paella?

B: No, I **haven't**. I've **tried** gazpacho, but I've never **tried** paella.

- 2 Elicit that the Present Perfect Simple is formed with the Present Simple of *have* (auxiliary verb) and the past participle of the main verb. Write an example like: *I have been to China*. To help clarify what the Present Perfect expresses, draw students' attention to the form: *present + past participle*. Explain that the Present Perfect links the present moment with the past by describing an event or state that started in the past and continues in the present. This is important because, although different nuances of the way the Present Perfect is used will be explored in this unit, this general explanation holds true for all of them.

Draw the following diagram on the board. Explain that the X represents an unspecified moment in the past. The arrow represents a state or condition that started at this past moment and is still true in the present. You can leave the diagram on the board throughout the presentation of all three uses of the Present Perfect and write example sentences below it.



- 3 Students copy the grammar table in their notebooks and complete it in pairs. You may want to include a fourth column for short answers. When they are finished, ask them to compare their work with the *Quick Reference Grammar Tables* on page 117.

- 4 Elicit the questions with the whole class. Slower groups can write the questions in pairs.
- 5 Students ask and answer questions in pairs and then write about their partners.
- 6 Students complete the rules.

ANSWER KEY

1 b 2 a

- 7 Elicit the complete dialogue.

ANSWER KEY

A: Have you ever **been** to London?

B: Yes, I **have**.

A: When **did** you **go**?

B: I **went** last year.

- 8 Elicit more dialogues on the board with the students using the verbs from exercise 4 and focusing specifically on the Present Perfect Simple and Past Simple.

+ Extra activity

Students say a true or false statement about themselves using the Present Perfect Simple. The other students ask questions using the Past Simple to decide if the student is telling the truth.

Present Perfect for giving news (page 23)



Aims

■ to review the Present Perfect Simple for giving news

- 1 Students match the pictures with the dialogues.

ANSWER KEY

a 2 b 1 c 4 d 3

- 2 Elicit that the Present Perfect Simple is being used to discuss recent events. Remind students that the Present Perfect links a past event or state to the present moment, and refer back to the timeline. You can add an example sentence from the dialogues below the timeline to allow students to compare how the Present Perfect can be used to talk about both past experiences and recent events. Point out that we often use *just* before the past participle when giving news in order to emphasise that an event is recent. Help students to see that what the two uses have in common is that the past event is unspecified in terms of time, and that the state or condition that is described is true in the present. This is what differentiates the Present Perfect from the Past Simple which, on the contrary, describes things that are finished in the past and draws no connection between the past and present.

ANSWER KEY

b

- 3 Look at the first illustration and elicit some possible responses: *He has just kicked the ball. He has just broken the window*, etc. Students write sentences for the other illustrations.

ANSWER KEY

- e He has just kicked the ball. They have just broken the window.
f She has just burnt the cake.
g My little sister has just won a prize.
h He has just fallen off his horse.

Present Perfect for duration (page 23)

**Aim**

■ to review the Present Perfect Simple and Continuous to talk about duration

- 1 Write these sentences on the board: *I've travelled round Europe by train. I've been travelling round Europe by train for two months.* Ask what tenses are used (the Present Perfect Simple and the Present Perfect Continuous) and elicit that the first sentence refers to an experience (something I have done in my life) or news (something I have done recently), whereas the second sentence emphasises that something has been going on for some time and is still continuing (duration). You can refer once again to the timeline and how it can be used to visually represent both sentences. Again, this helps students to see that the general principle of the Present Perfect holds true for all uses: the Present Perfect connects a past event, condition or state to the present moment.

ANSWER KEY

b

- 2 Students copy the grammar table in their notebooks and complete it in pairs. You may want to include a fourth column for short answers. When they are finished, ask them to compare their work with the *Quick Reference Grammar Tables* on page 117.

- 3 Elicit the correct options.

ANSWER KEY

1 for 2 since

- 4 Elicit the correct rules.

ANSWER KEY

1 since 2 for

**Extra activity**

Divide the class into teams. Say a time expression e.g. *last December*. Students raise their hand when they can make a sentence with *for* or *since* and the time expression. Teams with a correct sentence win a point.

- 5 Students complete the dialogues. Remind students that some verbs e.g. *know*, are stative and are not used in the continuous form.

ANSWER KEY

- 1 have you been travelling / have been travelling since
- 2 have you known / have known... for
- 3 Have you been learning / have been learning... for

- 6 Students write a dialogue using all the words in the box.



Language Reference pages 7-9.

**Fine Tuning** (page 23)

Dictate the dialogue on page 86, but don't read the answers in bold and ask students to leave blank spaces instead. Tell students to complete the gaps with *still*, *yet*, *already* and *just* and to guess where Jim, Debra, Pete and Susan are. Students turn to *Fine Tuning* page 86 to check the dictation and their answers. For more practice, students do the rest of the activities.

ANSWER KEY Fine Tuning (page 86)

- 1 Debra airport; Jim bed; Pete café (at the airport); Susan taxi
- 2 a still b just c already d yet
- 3 1 yet 2 just 3 yet 4 still 5 already
- 6 yet 7 already

Tune in to Vocabulary and Grammar worksheet. Resource Book page 18.

Speaking: Interaction (page 24)

Travel experiences

**Aim**

■ to practise interviewing someone about their travel experiences

**Lead-in**

Point out the *On Air* task and tell students that the aim of this section is to enable them to interview someone about their travel experiences. Write the word **ADVENTURE** on the board and brainstorm words associated with travel that start with each of the letters of 'adventure'.

- 1 Students do the questionnaire, total their points and read the key. Elicit or explain the meaning of these idioms from the key: *Don't bite off more than you can chew! Look before you leap. Safe and sound. It takes all sorts to make the world.*
- 2 Students ask and answer the questions in groups. Ask them if they think the key is a good reflection of their personalities.

Vocabulary (page 24)

Phrasal verbs

 **Aim** ■ to practise literal and non-literal phrasal verbs

★ Lead-in

Give students one minute to brainstorm phrasal verbs and write them on the board. Do not rub out the verbs as you can use them later in the lesson.

- 1 Give students time to read the sentences; then elicit the meaning of the different verbs.

ANSWER KEY

- 1 I removed my coat. / The plane left the ground.
- 2 I left the room quickly. / I finished all my money.
- 3 John collected me from the airport (probably in his car). / He physically lifted his suitcase.

- 2 Students determine which verbs have literal and non-literal meanings. You can also refer students to the list of verbs they brainstormed earlier and ask which are literal and non-literal.

ANSWER KEY

- 1 I took off my coat. (literal) The plane took off. (non-literal)
- 2 I ran out of the room. (literal) I ran out of money. (non-literal)
- 3 John picked me up from the airport. (non-literal) He picked up his suitcase. (literal)

- 3 Students complete the anecdote with the phrasal verbs.

On Air (page 24)

- 1 Ask students to turn to *On Air* page 100. Read through the information with them, drawing attention to the Present Perfect Simple and Past Simple.
- 2 Elicit some possible questions in the Present Perfect Simple and write them on the board, e.g. *Have you ever been to an English-speaking country? Have you ever flown in an aeroplane?*
- 3 Tell students to write at least five questions and interview people sitting near them.
- 4 Ask students to report any particularly interesting information they discover.

- 4 Students listen and check their answers.



I've been travelling round Malaysia for two months now. I've been having a great time, but I've had some funny experiences too. One day I ¹**got up** early to go on an elephant safari. It took me ages to ²**get on** my elephant, but eventually we ³**set off**. Then – disaster! My elephant slipped and I ⁴**fell off**! Luckily, I landed in something soft – the elephant's breakfast! When I ⁵**got back** to the youth hostel, everybody ⁶**ran away** from me! I ⁷**took off** my clothes and ⁸**got into** the shower. Unfortunately, there was a giant lizard in the shower. I ⁹**ran out** screaming. Everybody ¹⁰**came in** to see what was wrong. I have never been so embarrassed in all my life!

- 5 Go through the verbs orally.

ANSWER KEY

Literal: get on, fall off, run away, take off, get into, run out, come in
Non-literal: get up, set off, get back

Extra activity

Phrasal verbs make excellent items for vocabulary cards. Students can make cards (pieces of paper will do) with the phrasal verb on one side and a definition or translation on the other. Collect the cards and keep them in a bag or box. At the start or end of a lesson, distribute the cards at random. Students hold up the translation or definition to their partner, who has to say the English verb and make a correct sentence with it.

Speaking: Production (page 25)

Telling travel anecdotes

- Aims**
- to practise telling a travel anecdote
 - to make students aware of tone groups

Lead-in

Brainstorm a list of travel problems on the board. In groups ask students to consider which problems they think are the worst or most serious and rank them accordingly. Check with all groups to see if they agree or disagree.

- 1 Students work in pairs carrying out short dialogues about the travel problems. Read the example dialogue and remind students to use the Present Perfect Simple to ask about general experience and the Past Simple to ask for or provide details.
- 2 Students work in pairs ordering the pictures.

ANSWER KEY

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

- 3 Ask students to say what is happening in each of the pictures; then elicit which phrasal verb goes with each one.

ANSWER KEY

1 get up 2 get on 3 set off 4 trip over
5 fall off 6 sail away

- 4 Pairs write a story to narrate the pictures. Encourage them to write a brief introduction before writing about the first picture and refer them back to the example in the book.
- 5 When most of the students have finished writing their stories, ask them for ideas about how the story ended. Students then write a short ending.
- 6 Students listen and compare what they have written with what they hear.



I've visited a lot of countries in my life // and I've had a lot of interesting experiences, // but I remember one rather scary thing // that happened to me last year. // I was going out on a boat // with a friend. // I got on the boat early in the morning // and we set off. // I waved goodbye to some people on the dock. // A little later // I was walking across the deck, // when I tripped over a rope. // I fell off the boat and into the water. // When I

came to the surface, // the boat was sailing away. // My friend hadn't seen me! // Luckily, he noticed a few minutes later // and came back for me. // When I got back on the boat, // he asked me if I had enjoyed my swim. // I didn't think he was very funny.

- 7 Read through the **Tune in to Speaking** box with the class. Explain that tone groups are sections of meaning. As an example, read the box aloud pausing at the slashes, as follows: *To help a listener understand you // divide what you say // into short sections // with short pauses in between. // These sections // are called tone groups.* Ask students where the boundaries between tone groups occurred. Point out that tone groups do not only start and finish at full stops and commas, but that they occur at other places as well. Students work in pairs marking the tone groups in tapescript 3.5 on page 122.
- 8 Students listen to the story and check their work. Write the tapescript on the board and put slashes where the tone groups occur. Students listen again and follow the tapescript on the board. Students then read the tapescript aloud in pairs.
- 9 In pairs, students mark the tone groups in their versions of the ending to the story. Then put students into different pairs and ask them to read their endings to one another.

On Air (page 25)

- 1 Ask students to turn to *On Air* page 100. Read through the information with them, drawing attention to the Present Perfect Continuous, *for* and *since*, and the Past Continuous.
- 2 If students cannot think of a travel anecdote of their own, remind them of the situations they brainstormed in the lead-in. Tell them to choose one of the situations and make up a story.
- 3 Students write out their anecdotes. Encourage them to keep them short.
- 4 Tell students to mark the tone groups and tell their anecdote to a partner.
- 5 Ask students with interesting anecdotes to tell them to the rest of the class.

Tune in to Culture worksheet. Resource Book page 21.



Fine Tuning (page 25)

Read the beginning of the story aloud, inserting hesitation expressions: *I've visited a lot of countries in my life, and erm, I've had a lot of interesting experiences, you know, but I remember one rather scary thing, erm, that happened to me last year.* Ask students what extra expressions you used (*and erm, you know, erm*) and why (to give yourself time to think). For more practice, students work through the activities on page 86.

POSSIBLE ANSWER Fine Tuning (page 86)

3 I've visited a lot of countries in my life, *like really a lot*, and I've had a lot of interesting experiences, *you know*, but I remember one rather scary thing, *erm*, that happened to me last year. I was going out on a boat with a friend. I got on the boat early in the morning, *and well*, we set off. I waved goodbye, *erm*, to some people on the dock. A little later I was walking across the deck of the boat, when I tripped over a rope. *Really*, I fell off the boat and into the water. When I came to the surface, *you know*, the boat was sailing away. *I mean* my friend hadn't seen me! Luckily, he noticed a few minutes later, *a few minutes*, and came back for me. When I got back on the boat, *yeah*, he asked me if I had enjoyed my swim. I didn't think he was, *erm*, very funny.

Writing (pages 26-27)

A formal letter



Aims

- to practise writing a formal letter
- to practise proofreading a piece of writing



Lead-in

Brainstorm a list of non-governmental organisations. Write the names on the board and ask students what each organisation does.

- 1 Students match the texts with the web addresses.

ANSWER KEY

1 a 2 c 3 b

- 2 Students skim Sara's letter to find out what organisation she is writing to.

ANSWER KEY

EcoAfrica Experience. We know this because of her question about Africa in the last paragraph.

- 3 Students mark each mistake with the appropriate symbol and then correct the errors.

ANSWER KEY

- 1 Grammar: *I am writing to*
- 2 Wrong word: *at the moment*
- 3 Grammar: *I saw*
- 4 Spelling: *advertisement*
- 5 Grammar: *I have visited*
- 6 Other (missing word): *finding out more*
- 7 Wrong word: *interested*
- 8 Spelling: *particularly*
- 9 Wrong word and spelling: *course / studies*
- 10 Wrong word: *languages*
- 11 Wrong word: *friendly and open*

- 4 Read through the teacher's comments with the class, then write the letter on the board together.

MODEL ANSWER

Constitución 23, 4ºG
40100 Gijón
10 February 2007

EcoAfrica Experience,
32 Great North Road,
London N76 BZ56

Dear Sir or Madam,

I am writing to introduce myself and to find out more about your organisation. My name is Sara Cortés and I am 17 years old. I saw an advertisement for your organisation in our school magazine last week.

I am at school at the moment, but I would like to take a gap year before going to the University of León next year to study Biology. I am very interested in animals, particularly marine animals. I live by the sea and have had some experience of sailing. I speak two languages and my friends say that I am friendly and open. I have never lived abroad before but I am very keen to try.

Could you please tell me more about your organisation? Where are you based in Africa? What is the weather like there? What animals do you study? Can I choose which animals to work with? What is the food like? What about the political situation? I would really appreciate answers to all of these questions.

I am looking forward to hearing from you.

Yours faithfully,

Sara Cortés

- 5 Once students have read the advertisements, check comprehension by asking them to tell you what each organisation does.

ANSWER KEY

CSV provides social care throughout the UK for people in need.
Project Trust offers a range of different types of placements in Africa.
Gap Sports trains volunteers to help run children's sports projects in Africa and Latin America.

- 6 Pairs draft a letter to their chosen organisation. Before they start, write the paragraph structure that Sara's teacher suggests on the board. Refer to it as you go round helping pairs with planning their letters. Encourage students to use as many phrases as possible from Sara's letter.

- 7 When most pairs have finished their first draft read through the **Tune in to Writing** box with the class. Explain that they are going to proofread each other's work. Remind them of the correction code symbols Sara's teacher used and tell them to read the letters four times, looking for a different type of mistake each time. Pairs exchange letters and proofread each other's work.

- 8 Students read their classmates' comments and then write their final version.



On Air (page 27)

- 1 Ask students to turn to *On Air* page 101. Read through the information with them and clarify doubts as necessary.
- 2 Refer students back to the list of non-governmental organisations they thought of at the beginning of the writing section. They can choose one of these to write to.
- 3 When they finish writing their first draft, insist that students proofread their work and produce a final draft.



Tune in to Writing worksheet. Resource Book page 20.



Fine Tuning (page 27)

Brainstorm when we use full stops in English and ask students to turn to *Fine Tuning* page 87 to check. Students work through the rest of the activities.

ANSWER KEY Fine Tuning (page 87)

- 1 a 4 b 2 c 1 d 3
- 2 1 People were very friendly.
2 I shared a house on Claridge Sq. with some other students.
- 3 We work in Latin American countries, e.g. Peru and Brazil.
- 4 17 Wells Ave is where Dr and Mrs Black live.
- 5 The inflation rate in the United Kingdom is 1.9%.

- Unit 3 test. Resource Book page 60.

Check and Test 1 (pages 28-29)

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

2 1 illegal 2 unfriendly 3 disobedient
4 impossible 5 immature 6 insecure
7 irrational 8 impatient 9 disagreeable

3 1 come 2 visited 3 are you staying
4 Have you ever visited 5 I'm running
6 used to be 7 was waiting 8 haven't seen

4 1 While they were on their way to the park, they met their friends. / They met their friends while they were on their way to the park.
2 Do you study here?
3 Before I went on holiday, I broke my leg. / I broke my leg before I went on holiday.
4 By the time I finished making dinner, the guests had arrived. / The guests had arrived by the time I finished making dinner.
5 I have been to Paris two times/twice in my life.
6 You were already in bed when I phoned. / When I phoned, you were already in bed.
7 I used to love heavy metal music when I was young.

5 1 A film actor 2 London 3 United Nations International Children's Emergency Fund (UNICEF)

6 1 b 2 b 3 c

7 1 quest 2 flooding 3 being away from
4 teamed up with 5 screened

8 1 a 2 b 3 c 4 a 5 c



Check and Test 1

JOURNALIST: Helen, I'm from Istanbul's English newspaper. Can I ask you some questions about your cycling trip round Europe?

HELEN: Of course.

JOURNALIST: First of all, how long have you been cycling?

HELEN: Let's see, I left London about eighty days ago, so for just over eleven weeks.

JOURNALIST: What made you decide to take this trip?

HELEN: Well, I'm a teacher in a big secondary school and I decided I needed a break. I had a chat with my headteacher and she agreed to give me time off work.

JOURNALIST: Had you done a lot of cycling before this trip?

HELEN: Oh yes, I love cycling and I've travelled in a lot of different countries with my bike.

JOURNALIST: And how's your trip going?

HELEN: Really well, I've cycled through France, Italy, Austria, Hungary then Serbia and Bulgaria. I arrived in Turkey yesterday.

JOURNALIST: That's really impressive! Have you had any problems?

HELEN: No, not so far. What I've found is that big cities are the worst places to cycle. Rural areas are much easier; people in small villages are really friendly and try to help you. As soon as you get into cities, things change. It's not just the heavier traffic; city people are more aggressive too.

JOURNALIST: And where do you go from here?

HELEN: After Turkey I'm going to take a ferry to Greece and then head back to the UK cycling along the coast.

JOURNALIST: Wow... So how long is your journey altogether?

HELEN: Let me think... in total it's over seven thousand kilometres.

JOURNALIST: How long will your trip take?

HELEN: Well, if everything goes to plan, about six months.

JOURNALIST: Well, thanks a lot Helen, and enjoy your time in Turkey!

HELEN: Thank you.

9 a The most interesting journey I have ever made.

Check for the correct use of the Past Simple and Continuous, *used to* and the Present Perfect.

b You are on holiday. Write a letter to a friend. Check for the different stages of an informal letter (greeting, introduction, description of holiday, conclusion) as well as the correct use of tenses (Present Simple and Continuous to describe current situations, Present Perfect to describe things they have done, Past Simple and Continuous to provide details of finished activities).

10 a A trip you took recently

Check for the correct use of the Past Simple, Past Continuous and the Present Perfect.

b What is happening in the picture?

Check for correct usage of the Present Simple and Continuous.

In both cases, listen for vocabulary, level of fluency and pronunciation.

4 Visions

Contents

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will, Future Perfect and Future Continuous
will and *going to*
going to and Present Continuous

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Reading (pages 30-31)

Space travel



Aims

- to practise scanning and skimming a text
- to practise guessing the meaning of unknown words in texts
- to extend vocabulary



Background information

Richard Branson is Britain's most famous businessperson. Born in 1950, he started Virgin Records when he was twenty-two. The company's first project was the extremely successful *Tubular Bells* by Mike Oldfield. Branson is well-known for his casual image (he almost never wears a suit and tie), his love of spectacular media events and his maverick approach to business.



Lead-in

Write these names on the board: *Richard Branson, J.K. Rowling, Bill Gates, Paris Hilton and Muiccia Prada*. Elicit that they are all millionaires and ask how each one made their money (Branson: music and an airline, Rowling: Harry Potter books, Gates: computers, Hilton: inherited a hotel chain, Prada: shoes and clothes).

- 1 Students read the sentences and discuss whether they are true or false in pairs.
- 2 Students scan the article to check their answers. Ask them to indicate where in the article they found the information.

ANSWER KEY

- 1 False. He is British. (line 1)
- 2 True (lines 3-4)
- 3 True (line 11)
- 4 True (lines 24-25)
- 5 False. He wants to make space travel affordable to the regular tourist. (lines 39-42)

- 3 Students skim the text and choose the best title.

ANSWER KEY

c is the best title. **a** is not appropriate because the article does not talk about Branson failing. **b** is not correct because the flight of the VSS Enterprise is just one small part of the article.

4 Students read the text more carefully and answer the questions in pairs.

ANSWER KEY

- 1 £110,000 (approximately €162,800)
- 2 The 2-3 hour flights will climb to about 130 kilometres above the Earth. Passengers will experience weightlessness for four minutes and have views of the Earth's horizon from 1,200 miles away.
- 3 No. They will not be dangerous or limited to young super-fit passengers. Older passengers will also be allowed to travel.

- 5 Read through the **Tune in to Reading** box with the class. To prepare students for this exercise write this sentence on the board: *I want to glush when I leave school.* Elicit that to understand this sentence you need to know what *glush* means. Ask them what part of speech it is (verb) and elicit that *glush* means *travel*. Then write the next sentence on the board: *I'd like to go to India grock Nepal.* Point out that *grock* (and) is not very important to understanding the meanings of the text. Students guess the meanings of the unknown words from the exercise in pairs. When you check, ask what part of speech each word is and how the context helps to work out its meaning.

ANSWER KEY

- | | |
|-------------------------|-----------------------|
| 1 businessperson (noun) | 4 spaceships (noun) |
| 2 introduce (verb) | 5 zero-gravity (noun) |
| 3 regular (adjective) | 6 the sights (noun) |

- 6 Students choose five more words from the text for their partners to guess the meanings of. Remind them to identify what parts of speech they are. When they are finished, allow them to consult a dictionary to check.

- 7 Students complete the compound words from the text and determine they are all adjectives. NB: students may identify adjectives ending in -ed as verbs.

ANSWER KEY

- 1 best-known (adjective)
- 2 part-time (adjective)
- 3 zero-gravity (noun used as an adjective)
- 4 fish-shaped (adjective)
- 5 well-heeled (adjective)

- 8 Students match the words in exercise 7 with a meaning.

ANSWER KEY

- best-known: most famous
fish-shaped: shaped like a fish
zero-gravity: without gravity
well-heeled: rich
part-time: not full-time

- 9 Pairs discuss why they would or would not fly on the VSS Enterprise.

Vocabulary (page 31)

Compound nouns



Aim

■ to make students aware of how compound nouns are formed



Lead-in

Point to the following items and write them on the board: *table leg, classroom window, shoe lace, door handle, light switch*. Elicit that these words are all nouns and explain that when we put two nouns together in this way, they are called compound nouns. Point out how the second noun in each combination refers to the item itself and the first one describes what kind of leg, window, lace, etc. the item is.

- 1 Students match the words to make compound nouns. In a few cases, more than one match is possible.

ANSWER KEY

- | | | |
|---------------------|-------------------------|---------------------|
| 1 plane ticket | 3 spacecraft | 5 airline; aircraft |
| 2 adventure holiday | 4 power line; powerboat | 6 daredevil |

- 2 Students complete the definitions with the compound nouns.

ANSWER KEY

- 1 daredevil 2 power line 3 aircraft 4 powerboat 5 plane ticket 6 spacecraft 7 adventure holiday

- 3 Students work in pairs matching the words to form compound nouns. Ask students which things they would take to the moon and why.

ANSWER KEY

1 spacesuit 2 cellphone 3 penknife 4 backpack 5 sunglasses 6 football

- 4 Students work in teams to think of three more items they would take to space and explain why. The students with the most imaginative items and the best reasons are the winners.

🔊 Language Reference page 40.



Fine Tuning (page 31)

Write these compound nouns on the board: *spacesuit, businessperson, football*. Tell students to read the words aloud. Point out that the stress on compound nouns is always on the first noun. For more work on this, students turn to *Fine Tuning* page 87 and work through the activities in this section.



aircraft, handball, skateboard



airline, backpack, cellphone, daredevil, football, headphones, penknife, powerboat, spacecraft, spacesuit, sunglasses

ANSWER KEY Fine Tuning (page 87)

- 2 The first part of each noun is stressed.
- 3 See *tapescript 4.2*

🔊 Tune in to Reading worksheet. Resource Book page 25.

Listening (page 32)

A discussion



Aims

- to practise listening for opinions
- to practise listening for specific information in a discussion
- to practise asking for and giving explanations and opinions



Lead-in

Write the word *predictions* on the board. Give pairs of students three minutes to make as many words as they can from the letters in *predictions*. Possible words include: *red, dice, not, rise, sit, son, nose, tired, rope, ride, tried, credit, doctrine*.

- 1 Students discuss the predictions in pairs and report back to the class.
- 2 Read through the *Tune in to Listening* box with the class, then write up a short dialogue like:
A *I think scientists will discover how to stop global warming.* B *I agree.* C *What! You're crazy! Elicit what B and C say next to support their opinions, e.g. B They've been studying ways to repair the ozone layer. C It's too late to stop global warming. The icebergs are already melting.*

Tell students to read through the predictions in exercise 1 again. Students listen to two scientists discussing these predictions and note down which opinions each of the speakers agrees with.



MAN: Hello Jean. What are you up to?

WOMAN: I've been reading about space travel.

MAN: Space travel? It'll never happen!

WOMAN: It is happening now! I think that in a hundred years' time people will be living on the moon, not just touring space.

MAN: On the moon? No way.

WOMAN: What do you think will happen then?

MAN: Well, I reckon that by then we'll have moved underground.

WOMAN: Underground? Like ants? That's crazy!

MAN: Not exactly like ants, but similar.

WOMAN: But why underground?

MAN: Climate changes are making the environment so hostile that people will have to go underground.

WOMAN: But don't you think new technologies will change that?

MAN: I don't agree with you there. We won't be able to stop climate change. Anyway, these communities will take advantage of natural energy resources... they'll be more in harmony with the environment.

WOMAN: Harmony? I don't understand. What do you mean?

MAN: Well, people will be less dependent on technology. They'll grow their own food and travel less.

WOMAN: Yes, and they'll have to work all day! What a nightmare! No, I don't think that will

happen. Anyway, robots will probably do most of the work. People will actually have more leisure time.

MAN: Do you think so? I don't.

WOMAN: You're a pessimist!

MAN: A realist... not like you!

WOMAN: Let's just agree to differ on this...

By the way, I'm going to the cinema tonight.

Do you want to come?

MAN: What's on?

WOMAN: *I, Robot!*

MAN: No thanks! *Antz* is on telly tonight!

ANSWER KEY

The man agrees with predictions 2, 3, 4
The woman agrees with predictions 1, 5, 6

- 3 Students read the questions and then listen to the conversation once more for the answers.

ANSWER KEY

- 1 Reading about space travel.
- 2 Because climate changes will create a very hostile environment.
- 3 Watch *Antz* on telly (TV).

- 4 Students match the questions with the answers and listen once more to check.

ANSWER KEY

1 c 2 a 3 b

- 5 Students identify the expressions used to ask for an explanation, introduce an explanation and express disagreement in the questions and answers from exercise 4. As an extension you could read through tapescript 4.3 to find more examples.

ANSWER KEY

Ask for an explanation:

What do you think will happen then? But why...?

But don't you think that...? What do you mean?

Introduce an explanation:

Well... I reckon...

Disagreement:

I don't agree with you there. Do you think so?

I don't. Let's just agree to differ on this...

- 6 Students work in pairs and discuss their opinions about the future.

Vocabulary (page 32)

Noun suffixes



Aim

■ to draw students' attention to different noun suffixes



Lead-in

Write these words on the board: *agreement, explanation, criticism, pessimist*. Ask what they have in common. Elicit that they are all nouns and highlight the suffixes.

- 1 Before students do the activity, explain that some of the prompts can combine with more than one suffix. Pairs make as many nouns as they can with the suffixes and word stems.

ANSWER KEY

ability / biology, biologist / community, communism, communist / demonstration / development / ecology, ecologist / environment / explanation / humidity / investigation / optimism, optimist / scientist, Scientology

- 2 Students work in pairs writing gapped sentences. Make sure they do their work on separate pieces of paper.
- 3 Students exchange sentences with another pair and complete them. Finish by asking some students to read the most difficult gapped sentences aloud and ask the rest of the class to complete them.

Grammar (page 33)

Future forms: will, Future Perfect, Future Continuous



Aims

■ to review the use of *will* for predictions

■ to present and practise the form and use of the Future Perfect and the Future Continuous

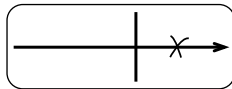
- 1 Students match the uses of *will* with the example sentences.

ANSWER KEY

1 c 2 a 3 b

⊕ Extra activity

To explain the difference between the three tenses, draw the first diagram below on the board and ask the students which sentence the timeline corresponds to. Write the sentence below the timeline and elicit that the X indicates a predicted moment in the future when the speaker will be rich. Continue in the same way for the following two sentences.

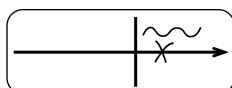


I'll be rich one day.



By the time I'm twenty, I'll have travelled around the world.

Elicit that the X represents when the speaker will be twenty and the wavy line represents when the speaker travelling around the world.



This time next week, I'll be lying on a beach in the Caribbean.

Elicit that the X represents *this time next week* and the wavy line *I'll be lying*.

- 2** Students complete the rules. If students need help mastering the form, refer them to the *Quick Reference Grammar Tables* on pages 117-118.

ANSWER KEY

- 1 We form the Future Perfect with *will + have + the past participle of the verb*.
- 2 We form the Future Continuous with *will + be + the present participle of the verb*.

- 3** Students complete the predictions about themselves.

ANSWER KEY

- 1 I will / won't be famous when I grow up.
- 2 By the end of the year, I will / won't have learnt English.
- 3 This time next week, I will / won't be sitting on a train travelling to Paris.
- 4 I will / won't pass all my exams this year.
- 5 I will / won't have finished dinner by 10 o'clock tonight.
- 6 I will / won't be flying to Germany this time tomorrow.

- 4** Students find the time expressions in the sentences. When checking, write the expressions on the board in three columns and elicit more examples: 1 *in ten days' time*, *in four months' time*, 2 *by next Thursday*, *by 2012*, *by next December*, 3 *This time next month / year*. Students can look back at exercise 3 and identify more time expressions: *when I grow up*, *by the end of the year*, *this time next week*, *this year*, *by 10 o'clock tonight*, *this time tomorrow*.

ANSWER KEY

- 1 in two weeks' time
- 2 by Monday
- 3 This time next week
- 4 In twenty years' time

- 5** Ask pairs to write three predictions about their classmates: one believable, one humorous and one as imaginative as possible.
- 6** Go round the class, asking pairs to read their believable predictions aloud. When everybody has finished, students vote on the most believable prediction. Do the same for the humorous and imaginative predictions.

Future forms: will and going to (page 33)



Aim

■ to review the difference in use between *will* and *going to*

- 1** Students write the dialogue in full.

ANSWER KEY

SARA: What are you going to do when you leave school?
DAN: I don't know yet! I think I'll take a gap year.
SARA: I'm going to travel around the world.

- 2** Students match the sentences with the uses.

ANSWER KEY

- 1 (plan): I'm going to travel around the world.
- 2 (asks about a plan): What are you going to do when you leave school?
- 3 (spontaneous decision): I don't know yet! I think I'll take a gap year.

3 Elicit the dialogue.

ANSWER KEY

A: What **are you going to do** this weekend?
B: I don't know. I think I'll **visit** my family.
A: I'm **going to play** tennis.

+ Extra activity

If students are not clear on the difference between a plan and a spontaneous decision, write these short dialogues on the board and elicit the correct form of the verbs in brackets:

A: This suitcase is really heavy.
B: I ____ (carry) it for you. (I'll carry)

C: What ____ (you do) tonight? (are you going to do)

D: I'm not sure. I think I ____ (try) to get a ticket for that hip-hop concert. (I'll try)

E: What ____ (you do) when you leave school? (are you going to do)

F: I've already decided that I ____ (not get) a job when I leave school. I ____ (spend) a year travelling. (I'm not going to get; I'm going to spend)

4 After students finish writing and practising their dialogues, ask some pairs to act out their dialogues for the rest of the class. The other students listen carefully for time expressions.

Future forms: going to and the Present Continuous (page 33)



Aim

■ to review the difference in use between *going to* and the Present Continuous

1 Read through the dialogues with the class. Ask students to say why we use the Present Continuous in the first dialogue and *going to* in the second. Do not correct or confirm their answers yet.

2 Students circle the correct option to complete the rule. Explain that we use the Present Continuous with future meaning when we have made an arrangement, usually involving other people and a fixed time. *going to* is used for personal intentions.

ANSWER KEY

We use the Present Continuous with future meaning when we are talking about an arrangement we have made.

3 Students work in pairs and write the dialogue. Before they begin, board the following sample dialogue to help get them started.

A: What are you doing tonight?
B: I'm meeting (e.g.) Edu and Maite.
A: What time are you seeing them?
B: At nine. What about you? What are you doing?
A: I'm taking Raquel to the cinema. / I'm not sure. I think I'll (e.g.) just stay at home and watch TV.



Extra activity

True or false? Students write a sentence about what their partner is going to do some time in the future. Students read their sentences to the rest of the class. The students who are listening say if they think the sentences are true or false.

➡ Language Reference pages 11-12.



Fine Tuning (page 33)

Write the following sentence on the board: *I'll have learnt English before I ... (leave) school.* Ask students what the correct form of the verb in brackets is. Students turn to *Fine Tuning* page 87 to check and work through the rest of the exercises.

ANSWER KEY Fine Tuning (page 87)

- 1 Before
- 2 Present Simple (*finish*)
- 3 1 go 2 arrive 3 finish 4 do 5 arrives
- 4 and 5 Students' own answers

➡ Tune in to Vocabulary and Grammar worksheet. Resource Book page 24.

Speaking: Interaction (page 34)

Plans and arrangements



Aims

- to practise making arrangements
- to review making and responding to suggestions

★ Lead-in

Refer students to the *On Air* box and tell them that the aim of this section is to practise making arrangements. Ask some students if they have any arrangements at the moment, e.g. *Yes, I'm playing tennis this afternoon. Yes, my dad's picking me up after school. Yes, I'm going to the dentist tomorrow.*

- 1 Students work in pairs to put the dialogue in the correct order.

- 2 Students listen to the dialogue to check the order. Divide the class into two, one half of the class takes the boy's role and the other takes the girl's. Drill the dialogue first as a class and then ask students to practise in pairs.



Boy: Why don't we go out tonight?
 Girl: I can't. I'm meeting Julie at the station.
 Boy: What about tomorrow?
 Girl: Good idea!
 Boy: Why don't we go to the cinema?
 Girl: What's on?
 Boy: *I, Robot!*
 Girl: I've seen it!
 Boy: What about going to the Science Museum?
 There's an exhibition about new technologies.
 Girl: That sounds interesting.
 Boy: What time shall we meet?
 Girl: What about six?
 Boy: Sorry, I can't. I'm rehearsing with the band.
 Girl: OK, how about seven?
 Boy: That's fine. See you tomorrow then.

ANSWER KEY

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

- 3 Read through the *Tune in to Speaking* box with the class and write the expressions for making suggestions and declining invitations on the board. Students complete the phrases with an appropriate expression for making suggestions.
- 4 Students listen and check. Point out that some of the expressions used for making suggestions are followed by a gerund or noun (*How about going...? How about tomorrow? and What about seeing...? What about next week?*) and others are followed by the infinitive (*Why don't we go...?, Shall we see...?, Let's play...*). Students listen again and repeat the phrases. Point out sentence stress and weak forms.



1
How about going tomorrow?
What about going tomorrow?
2
How about tomorrow?
What about tomorrow?
3
Why don't we go tomorrow?
Shall we go tomorrow?
Let's go tomorrow.

- 5 Students write the expressions in the appropriate column.

ANSWER KEY

Saying yes: Good idea! I'd love to! That's fine. Great idea!
Saying no: Sorry, but... Good idea, but... I can't. Yes, but... Unfortunately,...

- 6 Students copy the diary and write the suggested activities into some of the spaces. Elicit a sample dialogue on the board:
 A: Hi (name)... What about going to the cinema next Saturday?
 B: Sorry, I can't. I'm visiting my family.
 A: OK. What about Sunday evening?
 B: That's fine. What time?
 A: How about eight?
 B: Great!

Students go round the class making arrangements to do things together. They cannot arrange to do things at times they have marked for activities from the box. As soon as they make an arrangement, students note it down in their diary. Finish by asking students to say some of the things they are doing next week, and with whom.

★ **On Air** (page 34)

- 1 Students turn to *On Air* page 102. Read through the stages of making arrangements and remind students of the verb tenses they will need.
- 2 Divide the class into groups of around six students. Give students time to think about what their plans are for next week.
- 3 Ask them to tell each other what they are doing next week and decide who has the busiest schedule in the group.
- 4 Finally, students arrange to do an interesting activity with two other students.
- 5 When they are finished, ask the students to tell the rest of the class who has the busiest week in their group and what that person is doing.

Speaking: Production (page 35)

Predicting the future

🎯 **Aim** ■ to practise talking about the students' future

★ **Lead-in**

Point out the *On Air* task and tell students that the aim of this section is to enable them to talk about their futures. Ask: *How many different ways of telling the future do you know?* Elicit, e.g. palm reading, tarot cards, reading tea leaves, a crystal ball. Ask: *Have you ever had your future told? When? Who did it? Did the predictions come true?*

- 1 As students are reading the *Guide to Successful Palm Reading*, draw a picture of a hand on the board and mark the lines on the palm. Do not label them yet. Ask students to tell you the name of each of the lines and write them on the hand. Elicit some possible predictions for each of the lines, e.g. *You will make a lot of money. You will get married six times. You will travel to a lot of exotic places. You will not be very famous.*
- 2 Read through the time expressions with the class and elicit some sample predictions, e.g. *When you are eighty, you will be living in a very beautiful house. You will meet a mysterious stranger in the near future.* Students read each other's hands in pairs. Tell them to note down the predictions their partners make.
- 3 Students discuss their partners' predictions and share the most interesting ones with the rest of the class.

✚ **Extra activity**

In pairs, students think of a famous person and write predictions for him or her. Students read their predictions aloud without saying who the person is. The rest of the students guess who the person is.

Vocabulary (page 35)

Jobs

🎯 **Aims** ■ to review and extend the vocabulary of jobs

★ **Lead-in**

Mime one or two of the jobs from the list and ask students to guess them.

- 1 Students match the jobs with the pictures. When you check, remind students that the stress in compound nouns falls on the first word.
- 2 Students brainstorm more jobs in pairs. Find out which group has the longest list and write their jobs on the board. Then ask the other pairs if they have any more examples to add.
- 3 Students read the job description. Elicit that the job is a palm reader. Students write clues for another job.
- 4 Students take turns reading their descriptions aloud for the rest of the students. Those listening then guess what job is being described.

ANSWER KEY

a film director b firefighter c lorry driver
d taxi driver e window cleaner f street cleaner

On Air (page 35)

- 1 Students turn to *On Air* page 102. Read through the different ways of predicting one's future highlighting the tenses and time expressions. Clarify doubts as necessary.
- 2 Students make notes about their lives over the next twelve months. Encourage them to use the different tenses and time expressions.
- 3 Divide the class into groups of four. Each student tells the others about his or her life while those that are listening take notes.
- 4 Finish by asking groups to tell the rest of the class their most interesting predictions. Alternatively, rearrange the groups and tell the students to refer to their notes and relate the predictions made by their former group members to the students in their new group.

🎧 *Tune in to Culture worksheet. Resource Book page 27.*

Writing (pages 36-37)

An opinion essay

- 🎯 **Aims**
- to practise writing an opinion essay
 - to practise giving the main idea and supporting examples

★ Lead-in

Explain that opinion essays are very common in the university entrance exam. Tell students they can recognise opinion essays because the title will usually consist of a statement, e.g. *People will live on the moon one day*, and the instructions will often ask them to discuss a topic.

- 1 Students read the title and the topics in the box. Ask students to raise their hands to indicate which topics they feel sure will appear in the text.
- 2 Students read and check which things the writer mentions.

ANSWER KEY

The writer mentions: the Earth's population, the Earth's resources, pollution, space travel and technology.

- 3 Students match the descriptions with the paragraphs. Explain to students that this is how they should structure an opinion essay.

ANSWER KEY

a 4 b 1 c 2 d 3

Fine Tuning (page 35)

Write this sentence on the board: *Be careful on hot afternoons.* Ask some students to read it aloud and predict where the words are linked. Ask students to turn to *Fine Tuning* page 88 to check. For more practice, students work through the rest of the activities.

ANSWER KEY Fine Tuning (page 88)

- 1 Consonant sounds (at the end of a word) link with vowel sounds (at the start of the following word).
- 2 See *tapescript 4.6*



- 1 What's on?
- 2 What about eight?
- 3 I can't. I'm at my friend's.
- 4 There's an exhibition about new technology.

- 4 Students find the expressions in the essay that are used to introduce opinions and start new paragraphs.

ANSWER KEY

- 1 I think... I believe... (paragraph a); I would say that... (paragraph d)
- 2 First of all... (paragraph b); Secondly... (paragraph c); In conclusion... (paragraph d)

- 5 Students identify the expressions used in the essay. Explain that we use *what is more*, *in addition* and *besides* at the beginning of a sentence and that they are always followed by a comma.

ANSWER KEY

The writer uses: *what is more*, *and*, *in addition*, *besides*.
All the expressions indicate addition.

- 6 Students write out the paragraph with correct linkers. Point out that *as well* and *too* come at the end of the sentence. *Also* can come at the end of the sentence or before a verb.

ANSWER KEY

Technology will make our lives better **and** we will live longer. **In addition**, new energy sources will be cleaner **too**, which will help us save the world's forests **as well**. **What is more**, it will allow us to live on other planets **and** find new resources that will **also** help us. **Besides**, new technology will give us more free time to solve our problems.

- 7 Read through the **Tune in to Writing** box with the class. Tell students to look at the paragraph in exercise 6 again to find the main ideas and supporting examples.

ANSWER KEY

Main idea: Technology will make our lives better.

Supporting examples: New energy sources will be cleaner. This will help us save the world's forests. New technology will allow us to live on other planets and find new resources. It will also give us more free time.

- 8 Students complete the paragraph. Remind them to use linking expressions.
- 9 Students exchange their work with another student and comment on each other's work. Remind them to check for linkers and logical arguments. Elicit a model paragraph on the board.

MODEL ANSWER


I think technology will destroy us one day. First of all, weapons are becoming more destructive and there is a danger of wars in space. What is more, internet access means that it is easy to learn how to make lethal bombs. In addition, pollution is increasing and the greenhouse effect is leading to climate change.

- 10 Point out the title of the essay and ask students whether they agree or not. Rearrange the class if necessary so that students are sitting with a person who has the same opinion as them. Read through the structure of the essay. In pairs, students brainstorm ideas for each paragraph. Elicit ideas on the board. You will need to do this twice: once for people who agree with the title, and once for people who disagree.

- 11 Students write the essay in pairs. Check that they have used linking expressions and that they have laid out the essay correctly. When they have finished, ask students to exchange their essays with another pair. They will be asked to comment on each other's work in the *On Air* section.

On Air (page 37)

- Students turn to *On Air* page 103. Read through the outline and tips and ask students to use this information as a guide to comment on their classmates' essays. When they have finished, students return their essays to their authors.
- Pairs choose between writing about the internet or global warming. Encourage them to first brainstorm ideas and then write an outline for their essay which can be finished in class or as homework.

 *Tune in to Writing worksheet. Resource Book page 26.*

Fine Tuning (page 37)

Write these sentences on the board: *Robots will be able to talk. They will do most jobs.* Tell students to join the sentences using *and* and *as well*. Students turn to *Fine Tuning* page 88 to check and then work through the rest of the activities in this section.

ANSWER KEY **Fine Tuning** (page 88)

- 1 *and* (mid-position); *as well* (end position)
- 1 *What's more* (initial position) 2 *In addition* (initial position) 3 *also* (mid-position) 4 *too* (end position)
- 1 Tropical rainforests are important for the climate. **In addition**, they contain many different species.
- 2 We lose several plant species every day. Insects are **also** disappearing.
- 3 Plants and insects are part of biodiversity. **What's more**, they are important for medical research.
- 4 Many lifesaving drugs are made from tropical plants. **Besides**, forests are vital for the people who live in them.

 *Unit 4 test. Resource Book page 61.*

5

A good story!

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Reading (pages 38-39)

Fahrenheit 451



Aims

- to practise skimming
- to practise reading intensively
- to extend vocabulary
- to practise discussing the plot of a book



Background information

Fahrenheit 451, by Ray Bradbury, was published in 1953. Although seemingly science fiction, the book was actually highly political, criticising both the anti-communist witch hunt being carried out at the time by Senator Joseph McCarthy, as well as the dropping of the atomic bombs on Hiroshima and Nagasaki in 1945. The title inspired Michael Moore's famous (2004) documentary *Fahrenheit 9/11*.



Lead-in

Ask students what kinds of books they like and if they are reading one at the moment. Elicit some genres, e.g. *comedy*, *romance*, *science fiction* and write them on the board.

- 1 Read through the list and explain any book genres students do not know. Drill pronunciation as necessary. Students skim the summary and then say what type of book *Fahrenheit 451* is.

ANSWER KEY

Fahrenheit 451 is science fiction.

- 2 Read through the **Tune in to Reading** box with the class emphasising the importance of using context and rereading to understand words and sentences they find difficult. Ask students to read the text again more carefully and then answer the comprehension questions in pairs.

ANSWER KEY

- 1 Guy Montag, Clarisse, Millie, Faber
- 2 Because she likes smelling flowers and enjoys the feel of fresh grass under her feet.
- 3 Clarisse makes Guy realise that he does not know if he is happy or not. He also realises that his society is not perfect and he becomes bored.
- 4 Watching television or listening to seashell radios.
- 5 She refuses to leave her books and lights the fire herself, dying a martyr inside her own home.
- 6 Millie is terrified and refuses to accept the situation.
- 7 Faber tells Guy to memorise the contents of his books so that the contents will not be lost.
- 8 They burn Guy's house because Millie has betrayed him.
- 9 Guy goes to Faber's house and then to the country. He meets other intellectual exiles there and tries to memorise as many books as possible.
- 10 A war breaks out and Guy's city is destroyed. Guy and the others walk back to the ruined city. They want to build a new civilisation there.

- 3 Do the first word (*forbid*) as an example. Ask students which line the word is on (line 4) and elicit that it is a verb. Tell them to try both meanings a and b in context and elicit that a (*prohibit*) is correct. Explain that, even if students think they know the meaning, it is important to check the two possible answers in context in this way.

ANSWER KEY

- | | |
|---|-------------------------|
| 1 a verb (line 4) | 4 a adverb (line 18) |
| 2 b verb (line 5) | 5 a adjective (line 26) |
| 3 a noun (line 17) | 6 b verb (line 39) |
| (Note: <i>parlour</i> is an old-fashioned word) | 7 b verb (line 44) |
| | 8 a adjective (line 46) |

- 4 Students write a sentence for each of the words. Weaker students can choose three words and write sentences for them.

ANSWER KEY

Students' own answers

- 5 Stronger students can choose five words and weaker ones can choose one or two. When they are finished, ask some students to read out their definitions and sentences.
- 6 Students discuss who they consider to be the heroes and villains of the story using information from the text.

- 7 Students say why they would or would not like to read *Fahrenheit 451*.



Extra activity

Students discuss in groups their favourite fictional character (from a novel, film or TV series) and explain why they admire him/her.

Vocabulary (page 39)

Adjectives ending in -ed and -ing



Aim

■ to review the difference between adjectives ending in -ed and -ing



Lead-in

Write this sentence on the board: *I am very ... (interest) in historical novels*. Elicit that the correct word to complete the sentence is *interested*. Ask students to rewrite the sentence with *interesting* and elicit: *Historical novels are very interesting*.

- 1 Students match the adjectives and the descriptions. Explain that the present participle (-ing) expresses an active meaning (novels *interest* me so they are *interesting*; Guy *bore*s other people so he is *boring*) whereas the past participle (-ed) expresses a passive meaning and is often used to describe the way people feel (I am *interested* in novels; Guy is *bored* by something).

ANSWER KEY

1 a 2 b

- 2 Students choose the correct form of the adjectives.

ANSWER KEY

- | | | | |
|--------------|----------------|--------------|------------|
| 1 exciting | 3 frightening | 5 depressing | 7 amusing |
| 2 interested | 4 disappointed | 6 bored | 8 relaxing |

- 3 Students interview each other. Encourage them to answer truthfully about themselves.
- 4 Students work in pairs making a list of adjectives ending in *-ed* and *-ing*. Write their answers on the board in a list.

POSSIBLE ANSWERS

surprised / surprising; tired / tiring; exhausted / exhausting; confused / confusing; amazed / amazing; embarrassed / embarrassing; disappointed / disappointing; fascinated / fascinating; frustrated / frustrating; annoyed / annoying; shocked / shocking; satisfied / satisfying; terrified / terrifying; thrilled / thrilling

✚ Extra activity

Divide the class into two teams. One team says an adjective ending in *-ed* or *-ing*. The other team has ten seconds to make a sentence that uses the adjective correctly. They then say another adjective. Teams win a point for each correct sentence.

🔊 Language Reference page 41.

🎧 Fine Tuning (page 39)

Elicit as many phrasal verbs with *take* as possible from the class. Write the verbs on the board and check meaning. Students turn to *Fine Tuning* page 88 and work through the activities.

ANSWER KEY Fine Tuning (page 88)

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

🔊 Tune in to Reading worksheet. Resource Book page 31.

Listening (page 40)

A conversation about a book

🎧 **Aim** ■ to practise listening to a conversation for gist and specific information

👤 Background information

The book discussed by the speakers in this section is called *The Edge*, by Alan Gibbons, a teacher and writer who specialises in writing for teenagers. For reviews of an interesting range of teen literature, as well as author interviews and recent titles, see www.teenreads.com.

★ Lead-in

Write the titles of the following books, their authors and publication dates on the board in random order and ask students to match them together: *The Lord of the Rings* (J.R.R. Tolkien, 1954-1955), *Frankenstein* (Mary Shelley, 1818) *Nineteen Eighty-Four* (George Orwell, 1949), *Little Women* (Louisa May Alcott, 1868), *Harry Potter and the Order of the Phoenix* (J.K. Rowling, 2003).

- 1 Students listen to the conversation and say what the book is about.



BOY: What are you reading?

GIRL: *The Edge*. Actually, I've just finished it!

BOY: Was it any good?

GIRL: Brilliant!

BOY: So what's it about?

GIRL: Well, there are three main characters really, Danny and his mother Cath who live with Chris, the villain.

BOY: Who is Chris?

GIRL: He's Cath's boyfriend, but he's violent and hits Danny and Cath.

BOY: That sounds bad.

GIRL: It is. One day Cath and Danny decide to run away to The Edge, the town where Cathy was born, and live with Danny's grandparents.

BOY: Do they get to The Edge?

GIRL: Yes, but there are problems there too.

BOY: Oh yeah?

GIRL: Yes. Danny's father was black and Danny is the only black boy in The Edge. His grandfather is racist and he doesn't like Danny.

BOY: Oops!

GIRL: It gets worse... Danny gets into lots of fights with the local boys because they're also racist.

BOY: What happens next?

GIRL: Well, Chris decides to find Danny and Cath. He realises where they've gone after he finds an old newspaper from The Edge... so he decides to follow them.

BOY: And does he find them?

GIRL: Yes, he does!

BOY: Oh no! What happens in the end? Is it a sad ending?

GIRL: No, it's happy. Chris eventually gets arrested by the police and Cath and Danny

find a place to live where they're free from violence and racism.

BOY: Was the book easy to read?

GIRL: Yeah, it's got a lot of dialogue, which makes it very easy to read. It's a great story.

ANSWER KEY

The book is about human relationships.

2 Ask students if the reader enjoyed the book and why.

ANSWER KEY

The reader enjoyed the book. She says it was brilliant and easy to read.

3 Read through the *Tune in to Listening* box with the class and explain that they are going to practise listening for specific information in the next activity. Ask students to read the questions before they listen.

ANSWER KEY

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

4 Divide the class into small groups. Each group chooses one of the characters and writes the story from that character's point of view. Groups tell their stories to the rest of the class, without saying who their character is, and the rest of the students listen and identify the character. You can also ask groups to include some invented details in their stories. After each group tells its story to the rest of the class, the other students identify what part of the story was made up.

Vocabulary (page 40)

About books



Aim

■ to extend vocabulary related to books



Lead-in

Build up a mind map on the board and elicit as many words as possible related to books: adjectives describing books, types of books, characters, etc.

1 Students read through the sets of words and choose the odd one out. Remind students of the difference between library and bookshop, and between story (a series of imagined events in e.g. a novel) and history (a series of real events in the past).

ANSWER KEY

- 1 library (the other words are formats of books)
- 2 author (the other words are characters in books)
- 3 history (the other words are synonyms for plot)
- 4 unit (the other words refer to parts of novels)
- 5 last (the other words are all nouns)
- 6 character (the other words refer to events in the plot)
- 7 setting (the other words refer to comments about a book)
- 8 critic (a critic is a person; the other words give technical details about a book)

2 Students choose one word from each group and write sentences which illustrate their meanings.

3 Go through the words and write students' sentences on the board. If there is more than one sentence for a particular word, ask students to decide which one best illustrates the meaning of the word.

4 Students work in pairs answering the questions and explaining their choices.



Extra activity

Students write new odd word out puzzles on a piece of paper. They exchange their puzzles with a partner and spot the odd word out in each group.

Grammar (page 41)

Relative clauses: defining and non-defining

**Aims**

- to review defining relative clauses
- to present and practise non-defining relative clauses

- 1** Write the sentences on the board and ask students to identify the relative clauses.

ANSWER KEY

He gets into fights with local boys **who are racist**.
He meets a girl **who really likes him**.

- 2** Students match the sentence halves. Ask them to identify the relative pronoun in each sentence.

ANSWER KEY

1 c (whose) 2 b (where) 3 d (who) 4 a (which)

- 3** Tell students to refer back to the sentences in exercises 1 and 2 for help with completing the rules.

ANSWER KEY

who, which, whose, where

- 4** Students rewrite the sentences using a relative pronoun.

ANSWER KEY

- 1 That is the book which / that the English teacher recommended.
- 2 That is the shop where John bought the book.
- 3 That is the woman who / that wrote the book.
- 4 There is the teacher whose sister is a famous writer.

- 5** Students read sentences a-e and determine whether they contain essential or non-essential clauses. To help them decide, tell students to read each sentence without the relative clause. If the sentence makes sense, the clause is not essential.

ANSWER KEY

1 d, e 2 a, b, c

- 6** Explain that when the relative clause is essential to the meaning of a sentence, we call it a defining clause. When the relative clause is not essential to the meaning of the sentence, we call it non-defining. Students discuss the questions in pairs.

ANSWER KEY

- 1 d and e contain defining clauses. a, b and c contain non-defining clauses.
- 2 Non-defining relative clauses always start and end with a comma.
- 3 No. We cannot use *that* in non-defining relative clauses. We have to use *who* or *which*.

- 7** Look at the example with the class. Point out the commas and the fact that we cannot use *that* in the relative clause in this example. Students write the rest of the sentences.

ANSWER KEY

- 2 Greene, whose father was the headmaster, did not enjoy school.
- 3 When he started out, Greene worked for *The Times*, which he left when his novels became successful.
- 4 He travelled to Mexico in the 1930s, where he got inspiration for *The Power and the Glory*.
- 5 He lived the last years of his life in Switzerland, where he was very happy.

- 8** Students write sentences about a book or writer and then exchange them with a partner to check each other's work.

Comparisons (page 41)

**Aims**

- to review comparative and superlative forms
- to present and practise *less* + adjective + *than*; (not) *as* + adjective + *as*

**Background information**

Eragon, a fantasy novel, was written by Christopher Paolini when he was 15 years old. It was criticised for apparently drawing on *The Lord of the Rings* and *Star Wars* for its plot and characters. Nonetheless, it has enjoyed great success with young readers and was made into a film in 2006.

- 1 Students discuss the statements in pairs. Explain the meaning of unknown words as necessary.
- 2 Tell students to refer to the sentences in exercise 1 to help them answer the questions.

ANSWER KEY

- 1 We form comparatives and superlatives with short adjectives by adding *-er* or *-est*. With longer adjectives we use *more* or *the most* before the adjective. (Note: When we want to make negative comparisons we use *not as* + (e.g. *big*) + *as* with all adjectives and *less* + (e.g. *expensive*) with longer adjectives.)
- 2 Irregular adjectives are: *good* – *better* – *the best*; *bad* – *worse* – *the worst*; *far* – *further/farther* – *the furthest/farthest*.
- 3 We use *as* + adjective + *as* to compare things that are similar.

✚ Extra activity

Ask students to choose two famous people and write their names on the board. In pairs students have two minutes to write as many comparative sentences about these people as possible. When they finish, ask them to read their sentences. Ask for another set of names, places or things and continue the activity.

- 3 Elicit some adjectives to describe books or films, e.g. *exciting, boring, interesting, sad, funny, violent, unbelievable*, etc. Write the example on the board and point out the use of *ever* to add emphasis. Students choose four adjectives and write questions.
- 4 Students use their questions to interview a partner.

🔗 Language Reference pages 23-24, 29-30.

🎧 Fine Tuning (page 41)

Write these sentences on the board: *The film that I saw was about spies. The actor who played the hero was really brilliant.* Tell students we can omit the relative pronoun in one of the sentences and ask them to identify which one. Students turn to *Fine Tuning* page 89 to check and then do the rest of the activities.

ANSWER KEY Fine Tuning (page 89)

- 1 The relative pronoun is the object of the relative clause.
- 2 I don't like books that have a sad ending.
The relative pronoun is the subject so we can't omit the relative pronoun.
- 1 She is the girl ~~that~~ I told you about.
2 What is the name of the film ~~which~~ you recommended?
6 The book ~~that~~ you lent me is great.
3, 4 and 5 stay the same

🔗 Tune in to Vocabulary and Grammar worksheet. Resource Book page 30.

Speaking: Interaction (page 42)

A present for a friend

- 🎯 **Aims**
- to practise choosing a book for a friend
 - to practise using stress to emphasise an opinion

★ Lead-in

Ask students what kinds of presents they buy for their friends. Read the *On Air* box and elicit that the aim of this section is to choose a book for a friend.

- 1 Students listen to the dialogue and determine that the speakers bought their friend a book token. Ask students if they would like to be given a book token as a present.



GIRL: It's **Sofia's birthday** on **Saturday**. What should we **get** her?
 BOY: How about a **book**?
 GIRL: That's not a **bad idea**. She might prefer a **DVD**, though.
 BOY: DVDs are **expensive**...
 GIRL: That's true... **let's** make it a **book** then. **Which one**?
 BOY: What about **Sophie's World**? She'd like that.
 GIRL: No, it's **really hard** to **get into**! The **Da Vinci Code** is a **better read**.
 BOY: It's **great**, but she doesn't like **detective stories**.
 GIRL: Mmm... The **best book** I've read lately is **The Life of Pi**. It **really** held my attention.
 BOY: It's not **bad**... it **starts** a bit **slowly**, though, and it's got a **disappointing ending**.
 GIRL: You only like **comics**!
 BOY: That's not **true**! Anyway, my comics aren't as bad as some of the books **you** like!
 GIRL: OK, OK... I'll tell you what, why don't we get a **book token**? That's the **easiest** present to buy a friend.
 BOY: **Now** you're talking!

- 2 Students copy and complete the table.

ANSWER KEY

The writer: He writes really well. His style is difficult to get into.
The plot: It ends really well. It is very complicated. It starts really slowly. It's got a very disappointing ending. It really holds your attention.
The characters: I really identify with them. They are very believable.

- 3 Read the **Tune in to Speaking** box with the class pointing out how we can emphasise our opinions with words like **very** and **really** and by using word stress. Write this dialogue on the board (do not include the underlining yet):

A: What about getting Kerry the new Robbie Williams CD? It's really good.

B: No, it's too expensive.

A: Expensive? Your idea of some jewellery is even more expensive!

B: Yeah, but she's really into jewellery.

Encourage students to read the dialogue aloud and say which words are stressed.

Read the dialogue yourself and mark the stressed words. Students then read the dialogue in their books aloud in pairs and mark the stress.

- 4 Students listen to the dialogue and check their answers.

ANSWER KEY

See tapescript 5.2

- 5 Students practise the dialogue in pairs. Alternatively, assign a section of the dialogue to each pair and ask them to learn it by heart. Then go round the class and ask each pair to recite their part in the correct order.



On Air (page 42)

- Students turn to *On Air* page 104. Read through the information with them, pointing out the different stages in the dialogue and highlighting the tips.
- Pairs list five books they like and decide which classmates they are going to buy a book for.
- Students discuss the books in pairs using some of the language from the dialogue.
- Finish by asking different pairs what books they chose for different people in the class.

Speaking: Production (page 43)

Talking about books



Aim

■ to practise talking about a book you have read



Lead-in

Point out the *On Air* task and tell students that the aim of this section is to enable them to talk about a book they have read. Brainstorm the titles of some of the class's favourite books and write them on the board.

- 1 Find out how many people have read *Harry Potter and the Order of the Phoenix* or any *Harry Potter* book. Ask the questions orally and write some useful replying language on the board: *It's about a boy who... It's about a school where... I think it's great / OK / a bit boring. My favourite character is ... because ... It has a great / exciting / disappointing ending.*

2 Students read the two book reviews. If they have read the book, they decide which speaker they agree with. If they have not, they say which review was more influential and whether they want to read the book now.

3 Students listen to the book review and try to guess the name of the book.



This is the funniest classic novel I have read. It is set in Spain during the 16th century and it tells the story of a young boy whose mother gives him as an apprentice to a cruel blind beggar who beats and starves him. The book has some very funny parts. The best bit is when the boy uses straw to drink from the blind man's wine jug. Another part that I enjoyed, is when he tells the blind man to jump over a river, which he does but he bangs his head. The boy has seven masters in total and the book tells his adventures with them in seven chapters. The masters, who represent a cross-section of Spanish society of the time, (a priest, a friar, a bailiff, a teacher and so on), are all cruel to the boy except one. The master who is good to him is a squire. The squire tries to marry the daughter of a local nobleman but people laugh at him for trying to pretend to be rich when in fact he is very poor. The main character in the book is the classic example of an 'antihero' who is forced to survive by learning fast. The novel is a social satire, which is full of really funny moments.

ANSWER KEY

The title of the book is *Lazarillo de Tormes*.

4 Students discuss the questions in pairs. Elicit that the speaker uses the Present Simple to talk about what happens in the book.

ANSWER KEY

- | | |
|---|--|
| 1 A social satire | masters (a priest, a friar, a bailiff, a teacher, a squire and so on). |
| 2 In Spain, during the 16 th century | |
| 3 The adventures of a young boy whose mother gives him as an apprentice to a cruel blind beggar, who beats and starves him. | 5 The best bits are when the boy uses straw to drink wine from the blind man's wine jug, and when he tells the blind man to jump over a river and he bangs his head. |
| 4 The boy, the blind beggar and the boy's other | |



On Air (page 43)

- Students turn to *On Air* page 104. Read through the different stages of discussing a book, point out useful expressions and highlight the fact that we use the Present Simple when discussing the plot.
- Students decide what book they are going to talk about and list the things they liked about it.
- Pairs practise talking about the book and, if there is time, share their ideas in small groups.

🔊 Tune in to Culture worksheet. Resource Book page 33.



Fine Tuning (page 43)

Write this sentence on the board (without underlining): *The beginning was interesting, but I didn't like the main character.* Ask some students to read it aloud and then underline syllables containing weak forms of vowels and elicit that what they have in common is that they are all pronounced as a schwa /ə/. Students turn to *Fine Tuning* page 89 and work through the activities there.



- | | |
|-----------------------------|------------------------------------|
| 1 It's cheaper than before. | 2 It's more interesting than that. |
|-----------------------------|------------------------------------|



- This story is a lot longer than the last one. /ðɪs stɔːri ɪz ə lɒt lɒŋə ðən ðə lɑːst wʌn/
- I was reading a good book last night. /aɪ wəz rɪːdɪŋ ə gʊd bʊk lɑːst naɪt/
- It was the most entertaining film I've ever seen. /ɪt wəz ðə məʊst entəteɪnɪŋ fɪlm ɪv evə siːn/
- You should read his latest novel. /juː ʃəd rɪːd hɪz leɪtəst nɒvəl/
- The book has a really disappointing ending. /ðə bʊk həz ə rɪəli dɪsəpɔɪntɪŋ endɪŋ/

ANSWER KEY Fine Tuning (page 89)

- The schwa /ə/ sound in English appears in a (unstressed syllables) and c (weak forms).
- See tapescript 5.5

Writing (pages 44-45)

A biography

**Aims**

- to practise writing a biography
- to practise working from a model

**Lead-in**

Ask students if they could choose to read the biography of just one person, who would they choose? Why?

- 1 Write the name George Orwell on the board. Elicit anything students know about him. You can remind students that he wrote *1984* in 1949.
- 2 Students decide if the statements are true or false and then read the text to check.

ANSWER KEY

1 False. He was British. 2 True 3 False. He worked as a police officer in Burma. In Paris he lived with tramps and washed dishes. 4 True 5 True 6 False. He died when he was forty-seven.

- 3 Students rewrite the sentences so that they are correct.

ANSWER KEY

- 1 George Orwell went to various exclusive public schools, including Eton.
- 2 He did not enjoy the company of other pupils while he was at school.
- 3 He resigned from the police because he thought he was supporting an oppressive colonial regime.
- 4 He wrote a book, *Down and Out in Paris and London*, about his experiences in Paris.
- 5 He also joined the fighting in Spain.
- 6 He was sad that the left-wing groups attacked each other.
- 7 *Animal Farm* is about the dangers of totalitarian states.
- 8 Orwell died of tuberculosis in 1950.

- 4 Tell students to read the text again and decide what order the topics appear in.

ANSWER KEY

- 1 His birth 2 His education 3 His first job 4 His first book 5 The Spanish Civil War
6 His most famous books 7 His death

- 5 Students study the text again and find examples of verb tenses, time expressions and linkers.

ANSWER KEY

Tenses: The whole text is in the Past Simple except for the penultimate sentence (line 42). We use the present tense in biographies when we talk about what a person is doing now (if he or she is still alive) or about his or her work.

Time expressions: *in + year* (lines 2-4 etc.), *While he was at Eton...* (line 10), *After some years...* (lines 14-15), *When the Spanish Civil War broke out...* (lines 26-27), *During this period...* (lines 29-30), *while he was recovering...* (line 31), *After working for the BBC...* (lines 39-40)

Linkers: *and* (for addition), *but* (for contrast), *instead* (for contrast: lines 12 and 19), *and then* (for sequence: line 41)

- 6 Read through the **Tune in to Writing** box with the class. Tell students they will be using this model in the biography they are going to write. Elicit who the women in the photos are: *Madonna*, *J.K. Rowling* and *Isabel Allende*. Give students some time to suggest what the women have in common then explain that as well as being a singer, Madonna also writes books for children.

- 7 Tell students to work in pairs and to follow the George Orwell text as closely as they can when they write the biography. Encourage pairs who finish first to exchange their biographies with other students and comment. When they have finished, build up a sample biography on the board with the students' help.

MODEL ANSWER

Madonna is a hugely successful singer, actress and writer of children's books. Her real name is Madonna Louise Veronica Ciccone and she was born in Michigan, USA, in 1958. Her mother died when she was six.

Madonna studied dance at the University of Michigan for two years, but then she dropped out and moved to New York in 1977. Her first album *Madonna* was released in 1983 and sold a million copies. Her next album, *Like a Virgin*, was even more successful. In total, Madonna has sold more than 250 million albums and has won three Grammys. She released *Confessions on a Dance Floor* in 2005.

Madonna has also starred in several films. She won a Golden Globe in 1996 for her role in *Evita*. She published her first children's book *The English Roses* in 2004, and has written four more since then.

Madonna married actor Sean Penn in 1985. The couple divorced in 1989 and Madonna married film director Guy Ritchie in 2000. She has three children: Lourdes, aged 11, Rocco, aged 7, and David, aged 2. (NB The children's ages will depend on the year.)

On Air (page 45)

- 1 Students decide who they are going to write about. Set a date when they should bring information about the person to class. Encourage them to consult books, magazines, newspapers and the internet. Tell them to bring in a photograph as well, if possible.
- 2 After students have done their research and brought their information to class, ask them to turn to *On Air* page 105. Read through the information with them, highlighting the stages of a biography and what information should be included in each one.
- 3 Students follow the procedure to write their biographies.
- 4 Encourage students to pass their biographies round the class before you collect them for correction.

 *Tune in to Writing worksheet. Resource Book page 32.*

Fine Tuning (page 45)

Write this sentence on the board: *I didnt see Johns book on the table and I havent got it in my bag.* Elicit that what is missing from the sentence are the apostrophes and ask students to suggest where they should be added. Students turn to *Fine Tuning* page 89 and work through the activities there.

ANSWER KEY **Fine Tuning** (page 89)

- 1 1 b 2 a
- 2 1 It is a book about Dave's desperate struggle to survive.
2 You will not want to put it down!
3 If you have not read Jilly's latest novel, you should, you will love it!
4 He has gone to speak to Terry's teacher.
5 I am reading this really good book.

 *Unit 5 test. Resource Book page 62.*

6 Sleep on it!

Contents

Topic

Sleep and sleeping habits

Grammar

Modals and semi-modals:
must / mustn't; have to / don't have to; can / can't; could / couldn't

Vocabulary

Expressions with *sleep*
Mind and body
Sleeping

Reading

Teens need sleep
Strategy: Inferring
Fine Tuning: Phrasal verbs with *up*

Listening

A lecture
Strategy: Drawing conclusions
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Problems and advice

Speaking: Production

Describing dreams
Strategy: Using simple linkers
Fine Tuning: Adverbs of manner

Writing

A for and against essay
Strategy: Brainstorming
Fine Tuning: Spelling rules

Reading (pages 46-47)

Teens need sleep



Aims

- to practise inferring information in a text
- to practise reading an article for specific information
- to extend vocabulary
- to practise talking about school hours



Lead-in

Write the following countries on the board and ask students to guess in which ones people get the most and least sleep: *Austria, Belgium, Brazil, China, Germany, Japan, Portugal, Slovakia, Spain, South Africa*. After students report back to the class, tell them that the results of a survey carried out by Washington University in 2002 indicate that the Portuguese sleep the most (8 hours and 24 minutes) whereas the Japanese sleep the least (6 hours and 53 minutes). For more information see: <http://faculty.washington.edu/chudler/worldsl.html>.

- 1 Students work in pairs answering the questions.
- 2 Give students thirty seconds to skim the article. Ask them to justify their answer.

ANSWER KEY

b a general interest magazine. No mention is made of fashion or computer games and the topic, sleep, addresses a wide audience.

- 3 Students read the text and answer the questions.

ANSWER KEY

- 1 They go crazy. (*line 1*)
- 2 They are suggesting a later start to the school day. (*lines 12-13*)
- 3 They said that they often felt sleepy during the day and many of them said that they needed a daytime nap. (*lines 19-22*)
- 4 They sleep on average 8.5 hours during the week and more than 9.5 hours at the weekends. (*lines 25-27*)
- 5 Teenagers need more sleep because of hormonal changes associated with puberty. (*lines 28-30*)
- 6 Teenagers need more sleep than both children and adults, but they get less than either. Also, teenagers often behave in a way that adults find irritating because they are not getting enough sleep. (*lines 38-44*)

- 4 Read through the **Tune in to Reading** box with the class and then ask students to choose the correct endings for the sentences by inferring from the text.

ANSWER KEY

- 1 **b** When the text says, 'This may be more than just laziness and bad behaviour' we can infer that this is what many people think.
- 2 **c** Irritating behaviour is only mentioned in the last paragraph and the Denver study found that only half the teenagers felt sleepy during the day.
- 3 **b** There is no evidence for either **a** or **c** in the text. The overall tone of the text allows us to infer that answer **b** is correct.

- 5 Students rewrite the sentences using the words in brackets. Correct and then review expressions of quantity if necessary.
- **Not enough** means the same as **insufficient**. The structure is: **not + verb + enough + noun**.
 - **Too few** is the opposite of **too many**. We use **too few** and **too many** with countable nouns. With uncountable nouns we use **too little** and **too much**.
 - We use **too** before an adjective (too small) or an adverb (too slowly). The opposite of **too** is **not + adjective/adverb + enough** (not big enough / not quickly enough).

ANSWER KEY

- 1 Some experts think students do not get enough sleep during the week.
- 2 Sleeping for too few hours during the week can be harmful.
- 3 Many teenagers find it hard to sleep if they stay up too late playing computer games.

- 6 Students complete the table with words and expressions from the text.

ANSWER KEY

Young people: adolescents, teens, teenagers
Sleep: lie in, sleep patterns, rest, sleepiness, nap, sleep deprivation, snooze
Emotions: depressed, unmotivated, low, irritating

- 7 Ask students if they think it is a good idea to start school later in the day. Ask half the class to note down reasons why it is a good idea and the other half why it is a bad idea. Then put students into for and against pairs and ask them to debate the topic.

✚ Extra activity

Make a photocopy of the text on page 46 and cut it up into as many sections as you have students in the class. (If you have a very large group, divide the class in half and divide up one copy of the text for each group.) Give out the sections at random so that each student has one. Students walk around reading their section aloud with the aim of lining up in order and making sure the students on each side of them have the section of text which precedes and follows their own. Check by having students read the text aloud in the correct order.

Vocabulary (page 47)

Expressions with sleep

🎯 **Aim** ■ to teach expressions with *sleep*

★ **Lead-in**

Ask students what expressions with *sleep* they know. Elicit *go to sleep, fall asleep, get enough sleep, be fast asleep* and write them on the board.

- 1 Students read through the expressions in pairs and use a dictionary to check words they are unsure of.
- 2 Students complete the sentences.

3 Students listen to check their answers.



- 1 My car broke down, so I had to **sleep over** at my friend's house.
- 2 I like to **sleep in** on Saturday, but my dad gets up early.
- 3 My friend is a real **sleepyhead**. She's always tired.
- 4 My little sister **sleepwalks** every night. Our parents worry about her.
- 5 I need my **beauty sleep** otherwise I look awful.
- 6 I didn't hear the telephone – I was **fast asleep**.
- 7 I don't want to decide what to do yet. I'm going to **sleep on it**.
- 8 My baby brother cried all night, so I couldn't **get to sleep**.

4 Give one or two examples and then ask students to write sentences about themselves.

5 Students work in pairs using their sentences to ask each other questions. Finish by asking some students to say in what ways they are similar or different to their partners.

🔄 Language Reference page 40.



Fine Tuning (page 47)

Elicit as many phrasal verbs with *up* as possible and write them on the board. Students turn to *Fine Tuning* page 90 and identify the phrasal verbs with *up* in the sentences in exercise 1. How many of them are the same as the verbs they thought of? What do the rest of the verbs mean? Students work through the rest of the activities.

ANSWER KEY Fine Tuning (page 90)

Students' own answers

🔄 Tune in to Reading worksheet. Resource Book page 37.

Listening (page 48)

A lecture



Aims

- to practise drawing conclusions
- to practise listening to a lecture for specific information
- to practise taking notes



Background information

Sleep researchers study sleep disorders, dreaming, driver sleepiness, differing sleep patterns across ages and the effects of such things as exercise or aircraft noise on sleep. They also try to answer basic questions like: *Why do we sleep?* and *What happens when we sleep?*



Lead-in

Write the word *sleep* on the board. Build up a mind map with the students; writing down words they associate with sleep.

1 Students discuss the statements in pairs.

2 Students listen and check their answers.



When we sleep, our minds and bodies relax and get ready for another day. This doesn't mean that our brains stop working; in fact our brains remain active during the process of sleep. There are two different types of sleep: REM and non-REM. Both types of sleep have different stages which make up a sleep cycle. A complete sleep cycle lasts for between ninety and 120 minutes and is repeated several times a night. Each stage of the cycle is different. Stage one is very short, about five minutes. This is when your muscles start to relax, your heart rate slows down and you fall asleep. This stage is not repeated during the night – unless you wake up of course. Stage two is the longest stage – it can last for forty minutes. During stage two sleep we are unconscious of our surroundings, our temperature drops and our immune system starts to repair any damage to our bodies. You can be easily woken at this second stage.

Stage three is a short transition stage of about five minutes. During stage three our brains slow down and we move into deep sleep. Stage four is characterised by this deep sleep; our eyes stop moving and no muscle activity is visible. It's very difficult to wake a person up in stage four sleep and it is during this stage that sleepwalking can occur. Stage four can last for between fifteen and twenty minutes. Stage five is called REM sleep. REM stands for rapid eye movement. It's during this stage that our eyes start to move quickly, our heart rate increases and our blood pressure rises. Our brains become more active and we start to dream; we don't dream during the other stages. The REM stage can last for about twenty minutes in our sleep cycle and, overall, about twenty to twenty-five percent of our sleep is REM.

ANSWER KEY

- 1 False. Our brains do not stop working. 2 True 3 True 4 False. Sleep cycles last for 90-120 minutes. 5 False. REM stands for rapid eye movement. 6 False. We only dream during stage five sleep.

3 Students copy the table and listen again to complete it. You will need to play the CD more than once.

ANSWER KEY

- Stage 1: About 5 minutes / Your muscles start to relax, your heart rate slows down and you fall asleep.
 Stage 2: About 40 minutes / We are unconscious, our temperature drops and our immune system starts to repair any damage to our bodies.
 Stage 3: About 5 minutes / Our brains slow down and we move into deep sleep.
 Stage 4: About 15-20 minutes / We sleep most deeply, our eyes stop moving and no muscle activity is visible. Sleepwalking can happen.
 Stage 5: About 20 minutes / Our eyes start to move quickly, our heart rate increases and our blood pressure rises. Our brains become more active and we dream.

4 Students listen to the rest of the lecture and identify the topics that are mentioned.



Having looked at the sleep cycle, let's move on to examine why we sleep. The main reason for sleeping is that our organisms grow during sleep; this is especially important in early life. If babies and young children do not have enough sleep, their brains will not develop properly; they can have lower levels of intelligence and, in some cases, smaller brains. Children who are deprived of sleep often have behavioural problems when they are older.

Sleep is important for adults as well. Our brains actually repair themselves during sleep. By this I mean the body manufactures new proteins and chemicals which are used to repair brain cells and neurons. Most of this repair work happens in non-REM sleep.

Sleep, particularly REM sleep, is vital for our memories. During REM sleep, our brain organises our experiences and perceptions by filing them into our long-term memories; just like the filing systems in a computer. If we don't have enough REM sleep, our memories suffer. So it's not just dreaming that's happening during REM sleep.

That is another interesting question of course – why do we dream? There are a lot of theories about dreaming, but no clear answers. One thing is sure, we dream for about two hours a night – that's about six years of our life, so dreaming is obviously important.

ANSWER KEY

a and c

5 Ask students to read the questions before they listen again. You will need to play the CD more than once.

ANSWER KEY

- | | |
|--|---|
| 1 Because it allows our organisms to grow. | 3 They manufacture new proteins and chemicals. |
| 2 Their brains do not develop properly; they can have smaller brains and lower levels of intelligence. They often have behavioural problems when they get a bit older. | 4 Our brains reorganise our experiences during REM sleep; the brain uses this time to file things away in long-term memory. |
| | 5 About 6 years in total. |

6 Read through the **Tune in to Listening box** with the class. Ask if this is like any of the other strategies they have studied and elicit that it is the same process as inferring from a reading text. Read the conclusions with the class, and discuss which ones are correct based on what they have heard in the lecture. Play the CD again, stopping when appropriate, to highlight the answers.

ANSWER KEY

- 1 Yes. Without enough sleep they may develop problems.
- 2 No. The speaker says that sleep is important for adults as well.
- 3 No. The speaker says that REM sleep is particularly important for memory, but she never says that one type of sleep is more important than another in general.
- 4 Yes. The speaker says that if we don't get enough REM sleep, our memories suffer.
- 5 No. The speaker only mentions two reasons, but there may be others.
- 6 Yes. The speaker says that researchers still don't know why we dream and that dreaming is clearly important.

Vocabulary (page 48)

Mind and body

- 1 Students identify the odd word out and justify their choice. They may be able to make a case for alternatives to the suggested answers.

POSSIBLE ANSWERS

- 1 body (the others are parts of the body)
- 2 organism (is made up of proteins and neurons)
- 3 relax (the other actions take place when you are asleep)
- 4 dream (the others are processes relating to the body's growth and health)
- 5 unconscious (a state)
- 6 process (is made up of cycles and stages)

- 2 Students choose the correct word from each group to complete the sentences.

ANSWER KEY

- | | | |
|-----------|-----------|----------|
| 1 brain | 3 relax | 5 memory |
| 2 protein | 4 develop | 6 stage |

- 3 Students read through the tapescripts in the *Student's Book* to find more words to make their own odd word out puzzles.
- 4 Students exchange puzzles with their partners.

✚ Extra activity

Ask students to note down three things they learnt about sleep from the listening. Students compare what they learnt. Ask them if they found the lecture interesting.

Grammar (page 49)

must or mustn't

🎯 Aim ■ to review the uses of *must* and *mustn't*

- 1 Students match the sentences to the descriptions. Point out that we form the negative with modals by adding *not* to the modal.

ANSWER KEY

- 1 b 2 a

- 2 Students complete the instructions.

ANSWER KEY

- | | | |
|------------|------------|------------|
| 1 must | 3 must not | 5 must not |
| 2 must not | 4 must | |

✚ Extra activity

Write these sentences on the board: *You must go and see a doctor. I have to leave now – I've got a dentist's appointment.* Elicit or explain the difference between *must* and *have to* (we use *must* when the speaker imposes the obligation; we use *have to* when the obligation is imposed on the speaker from outside).

- 3 Elicit that the sign is from a hospital. Students write rules for each picture. Stronger students can write two instructions for each picture, one with *must* and the other with *mustn't*.

POSSIBLE ANSWERS

Visitors must turn down their music. Visitors must not play loud music.
 Visitors must extinguish their cigarettes.
 Visitors must not smoke.
 Visitors must turn off their mobile phones.
 Visitors must not use their mobile phones.
 Visitors must throw their litter/rubbish in the bin. Visitors must not drop their litter/rubbish on the floor.
 Visitors must walk. Visitors must not run inside the building.
 Visitors must leave their pets outside the building. Visitors must not bring their pets into the building.



Aim

■ to review the uses of *have to*, *don't have to*, *can*, *can't*

- 1 Check that students know what a boarding school is and read through the rules with the class. Ask them if they would like to go to the Nightmare Boarding School. Write the verbs *can*, *can't*, *have to*, and *don't have to* on the board. Tell students to use them to complete the rules.

ANSWER KEY

We use *can* and *can't* to talk about permission, *have to* to talk about obligation and *don't have to* to talk about the absence of obligation.



Extra activity

Write these sentences on the board: *Pupils don't have to clean the school. Pupils mustn't clean the school.* Elicit or explain the difference between *mustn't* and *don't have to* (*mustn't* is a prohibition; *don't have to* is a choice – you can do the thing or not, as you wish).

- 2 Students order the words in the sentences to make more rules.

ANSWER KEY

- 1 You have to take a cold shower every morning.
- 2 You don't have to play rugby every day.
- 3 You can run ten miles instead.
- 4 You can't have parties at the weekends.

- 3 Write a skeleton dialogue on the board to get students started. In pairs they write out the complete dialogue between a new student and the headmaster.

PUPIL: Do I have to (wear a uniform)?

HEADMASTER: No, you don't have to (wear it every day).

PUPIL: Good!

HEADMASTER: You have to (wear it if you leave the building).

PUPIL: Oh no!



Extra activity

Students make a list of things they *have to*, *don't have to*, *can* and *can't* do in their ideal school. Students compare lists in pairs and groups, and the class agrees on a list of ten things.



Aim

■ to review *could* as the past of *can*

- 1 Students read the sentences. Ask them if *can* is used for permission here and elicit that it is used for ability.

ANSWER KEY

The first sentence is in the present and the second sentence is in the past.

- 2 Tell students to read the letter quickly and say where it is from (the Agony Aunt column of a magazine). Students complete the letter.

- 3 Students listen and check their answers.



Dear Ashley,

I **can't** sleep properly and it's a real problem.

I had a really important exam yesterday and

I **couldn't** concentrate. I **couldn't** remember

what I had studied. I go to bed early every night,

but I **can't** fall asleep. Last night I **couldn't** get to

sleep until three a.m. I **could** hear every noise in

the house. It was horrible. I've tried reading and

listening to music, but I **can't** relax.

Could you recommend anything?

Yours sincerely,

Insomniac

- 4 Write the dialogue on the board and underline the modal verbs. Explain that modal verbs have both a strong and weak form of pronunciation. Write the phonetic script for the weak and strong forms on the board: /kən/ (weak), /kæn/ /kænt/ (strong), /kəd/ (weak), /kud/ /kudənt/ (strong).

- 5 Play the dialogue and ask students to listen for strong and weak pronunciation. Go through the dialogue on the board and ask students how each modal verb is pronounced. Point out that the pronunciation is strong in short answers and negatives. In all other cases, the verbs are pronounced in their weak forms. Students practise the dialogue in pairs.



A: Can you help? B: Could you sleep last night?
 B: Yes, I can. A: No, I couldn't.
 A: I can't sleep! B: Don't worry. I can help you.

➡ Language Reference pages 13-14.



Fine Tuning (page 49)

Write this dialogue on the board: **A** *I can't sleep!*
B *Don't worry. You ... sleep tomorrow.* Ask students how we express ability in the future and elicit *will be able to*. Students turn to *Fine Tuning* page 90 for more practice.

➡ Tune in to Vocabulary and Grammar worksheet. Resource Book page 36.

ANSWER KEY Fine Tuning (page 90)

- 1 Sentences 2 and 4
- 2 **will** / **won't** be able to
- 3 Robots will be able to learn from their mistakes.
 Robots will be able to speak.
 Robots won't be able to cry.
 Robots won't be able to have children.
- 4 Students' own answers

Speaking: Interaction (page 50)

Problems and advice



Aims

- to practise talking about problems
- to review expressions for giving advice
- to practise giving advice to a friend



Lead-in

Point out the *On Air* task and tell students that the aim of this section is to enable them to give advice to a friend. Ask: *When do you ask your friends for advice?* Elicit some examples and write them on the board, e.g. *what clothes to wear to a party, hairstyles, problems with a boy/girlfriend, feeling tired or unwell, etc.*

- 1 Ask students in pairs to make a list of reasons why people suffer from tiredness during the day and write the reasons on the board.
- 2 Students guess why the teenager is tired and listen to see if they guessed correctly.



DOCTOR: Now, what can I do for you?
 TEENAGER: I feel tired all day.
 DOCTOR: Are you eating properly?
 TEENAGER: Oh yes! I eat lots of chocolate, crisps and other snacks to keep me going.
 DOCTOR: You shouldn't eat so much junk food! Why don't you eat more fruit or vegetables?
 TEENAGER: Mmm...
 DOCTOR: And how much exercise do you do?
 TEENAGER: I walk to school!
 DOCTOR: Oh, very good. Is that far?

TEENAGER: Next door.

DOCTOR: That's not enough exercise. What about doing thirty minutes of exercise a day?

TEENAGER: What!?

DOCTOR: Do you fall asleep easily when you go to bed?

TEENAGER: Yeah... no problem.

DOCTOR: Really?

TEENAGER: Yeah... at two o'clock.

DOCTOR: Oh dear, you ought to go to bed earlier.

TEENAGER: [snoring.]

DOCTOR: I don't mean now! Come on, wake up!

ANSWER KEY

The teenager is tired because he eats badly, does no exercise and goes to bed at 2 o'clock.

- 3 Students listen again and note down the doctor's advice. Remind students that *should/shouldn't*, *ought to* and *Why don't you...?* are followed by the infinitive. *What/How about...?* are followed by the *-ing* form.

ANSWER KEY

You shouldn't eat so much junk food.
You ought to go to bed earlier.
What about doing 30 minutes exercise a day?
Why don't you eat more fruit or vegetables?

- 4 Students read the extract. Ask concept questions to check understanding: When do we use *should* and *ought to*? (when we want to give advice) Which is more common? (*should*) If we want to ask a question, which modal do we use? (*should*)

- 5 Students match the problems with the advice.

ANSWER KEY

1 d 2 c 3 a 4 e 5 b

- 6 Students rewrite the advice from exercise 5 using *should* and *ought to*. Ask students if they agree with the advice.

On Air (page 50)

- 1 Students turn to *On Air* page 106. Read through the expressions and point out the grammar tips.
- 2 Students interview one another and give advice. Encourage them to use the expressions and grammar structures suggested on page 106.

ANSWER KEY

- a You should/ought to organise your revision.
You shouldn't leave it all till the last minute.
- b You should/ought to start taking exercise.
You should/ought to go running or join a gym.
- c You should/ought to go to bed earlier.
- d You should/ought to have a glass of warm milk before you go to bed.
- e You should/ought to take up a hobby.

- 7 Write a sample conversation on the board, like this:

DOCTOR: Hello, what can I do for you?

PATIENT: I wake up a lot at night.

DOCTOR: Oh dear. What time do you go to bed?

PATIENT: At 10.30.


DOCTOR: Mm. You are probably worried about something. Why don't you have a glass of warm milk before you go to bed?

PATIENT: Thank you, doctor.

Point out the structure of the conversation: greeting – problem – question – answer – advice – thanks. Students work in pairs practising more conversations based on the situations in exercise 5.

Speaking: Production (page 51)

Describing dreams

-  **Aims**
- to practise describing a dream
 - to practise using simple linkers

Lead-in


Ask: *Do you often remember your dreams? Do you think dreams have a meaning?* Students discuss as a class or in pairs. Explain that the aim of this section is to describe a dream.

- 1 Students read the story and discuss which suggested meaning they agree with. Tell them they can suggest a different interpretation if they want.
- 2 Students read the text. Point out how the writer gives an explanation for each element in the dream. Students in pairs prepare their own explanations of the dream and then compare them in groups. Have some pairs read out their explanations.
- 3 Read through the **Tune in to Speaking** box with the class and then ask students to find examples of the linkers in the dream story in exercise 1 and the explanation in exercise 2. When they are finished, ask them to copy the dream story onto a piece of paper.
- 4 Students complete the first blank. Tell them this is a dream story, so they should make the story as strange as possible.
- 5 Students pass their story on to another student and the new student completes the next blank in the story they are given.

- 6 Students continue passing the story on until it is complete. Keep reminding students that this is a dream story and that it does not have to be logical.
- 7 Put students in groups of four or six to listen to each other's stories. Groups vote on the strangest story and suggest an interpretation. Each group then reads its strangest story to the rest of the class and gives its interpretation.

On Air (page 51)

- 1 Students turn to *On Air* page 106. Read through the information with them and clarify doubts as necessary.
- 2 Give students time to think about a dream they have had and write down a few notes.
- 3 Students tell each other about their dreams in pairs and discuss possible meanings.
- 4 Finish by asking some students to tell the rest of the class about their dreams.

 *Tune in to Culture worksheet. Resource Book page 39.*

Fine Tuning (page 51)


Tell students to look again at the dream story and find the adverbs. Write them on the board: *desperately, suddenly, properly, really, carefully, slowly*. Ask students how we form adverbs (by adding -ly to the adjective). For more practice, ask students to turn to *Fine Tuning* page 90 and work through the activities.

ANSWER KEY *Fine Tuning* (page 90)

- 1 1 quickly 2 healthily 3 friendly way
- 2 a badly b happily c friendly way
d early, fast, well, hard, late
- 3 Possible answers
desperately, loudly, strangely, stupidly,
violently, angrily, completely

Writing (pages 52-53)

A for and against essay

-  **Aims**
- to practise writing a for and against essay
 - to practise brainstorming

Lead-in

Ask students how many hours a day they spend on academic activities (including homework and extra classes). Note the numbers on the board. Tell them they are going to read an article about teenagers in China.

- 1 Students skim the article and choose the best headline.

ANSWER KEY

- c Teens forced to sleep

Extra activity

Write these questions on the board to check comprehension:

- Why is the government bringing in the new law? (To prevent teens becoming ill or short-sighted through overwork.)
- Why do young people in China study so much? (Because places at university are scarce and competition is tough.)
- What schedule does Guan Guangsheng's daughter have? (She wakes up at 5 a.m. and gets to school at 7.30 a.m. She goes to bed at 11.30 p.m.)
- Why do pupils arrive early for school? (To prepare for classes.)

- 2 Ask students if they would like be a student in China. Why? Why not?

- 3 Students skim the text to find the synonyms.

ANSWER KEY

- 1 propose 2 legislation 3 young people
4 congress members 5 pupils 6 arrive

- 4 Read through the *Tune in to Writing* box with the class. Tell students that the most important thing about brainstorming is to write down all your ideas, without deciding if they are good or bad, or organising them. Write this statement on the board: *Teenagers should be forced to sleep more during the week*. Draw two columns and label them *For* and *Against*. Ask students to tell you which columns to write the ideas in and then to think of more ideas in pairs. Make sure they do not discuss the ideas yet. When they are finished, write their ideas in the appropriate columns.

ANSWER KEY

For: wake up refreshed, concentrate more at school, not sleepy

Against: favourite TV programmes are on late at night

- 5 After students read the essay, ask them what ideas are mentioned by the writer.

ANSWER KEY

For: teenagers need more sleep than children or adults, lack of sleep can make them irritable and sleepy at school, they cannot concentrate on their lessons, they forget things, studying becomes more difficult.

Against: an early bedtime won't be effective if the teenager isn't tired, they need to make their own decisions in order to become responsible adults.

✚ Extra activity

Ask students if the writer mentions the same ideas as the ones they brainstormed earlier.

- 6 Students classify the mistakes in the essay.

ANSWER KEY

Grammar 1	Word order 4
Wrong word 6	Punctuation 5
Spelling 2 and 3	

- 7 Students correct the mistakes.

ANSWER KEY

1 are 2 forgetting 3 studies 4 more and more difficult 5 importantly, 6 benefits

- 8 Students match the paragraphs to the descriptions. Explain that this is the structure which a for and against essay should follow.

ANSWER KEY

a introduce the discussion
b list the ideas for
c list the ideas against
d the writer gives a final opinion

- 9 Students find the expressions in the essay.

ANSWER KEY

1 *On the one hand:* list the ideas for
2 *On the other hand:* list the ideas against
3 *In my opinion:* give an opinion
4 *There are good arguments to support both opinions:* introduce a discussion

- 10 Students look again at the essay and decide on the uses of the linking expressions. Then read through the essay with the class and point out the arguments the writer uses and how she uses linkers to join them.

ANSWER KEY

1 however 2 what is more
3 as a result, for that reason, consequently

- 11 Students complete the text.

ANSWER KEY

1 However	4 for that reason
2 As a result	5 What is more,
3 consequently	

- 12 Write the statement on the board and read through the steps (1-7) with the class. Ask students to do the activity in pairs. Encourage students to read each other's work and suggest improvements before they write the final draft.

🎧 On Air (page 53)

- Students turn to *On Air* page 107. Read through the stages of a for and against essay.
- Once students choose their essay topic, make sure they spend plenty of time brainstorming and organising their ideas before they start to write.
- When they finish their essays, insist that they check them and write a final draft before handing them in.

🔊 Tune in to Writing worksheet. Resource Book page 38.

🎧 Fine Tuning (page 53)

Write these words on the board: *dog, church, party*. Ask students how we form the plural of these words. Ask students to turn to *Fine Tuning* page 91 to check and then work through the rest of the activities.

ANSWER KEY Fine Tuning (page 91)

Students' own answers

🔊 Unit 6 test. Resource Book page 63.

Check and Test 2 (pages 54-55)

- 1 1 daredevils 2 spacecraft 3 backpack
4 explanation 5 optimistic 6 investigation
7 street cleaner 8 firefighter 9 palm reader

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

- 3 1 when 2 whose 3 where 4 that (this relative pronoun could be deleted) 5 couldn't
6 had to 7 can't 8 should

- 4 1 By the time I arrive, the exam will have already begun.
2 Joe will be meeting his friends in the park afterwards.
3 The last train will have left by 12.
4 When I finish school, I am going to university.

- 5 1 False (lines 2-4) 2 True (lines 7-11)
3 False (lines 12-14)

- 6 1 ...it will be possible to remove out-of-date parts of buildings.
2 ...hotels will need to have their orbits boosted periodically.
3 ...to measure and control the centre of mass of a hotel as it grows.
4 ...guests will be arriving from different time zones.

- 7 1 remote 2 require 3 increasingly 4 wing
5 second-hand 6 duties 7 slopping

- 8 1 \$10,000 2 2,000 / five 3 oceans / rainforests 4 four 5 \$150,000 6 898



Check and Test 2

For a holiday of a lifetime, try something out of this world!

Get away from the world as you know it and have a holiday in our five star Stella hotel – on the moon! With prices of US\$6,000 for a single room and US\$10,000 for two, it's not as extravagant as you think.

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Getting here is easy with daily flights from Cape Canaveral and a journey time of only four hours. Interested? Try our weekend special; three nights' accommodation and full board for US\$150,000.

Stop looking at the stars and join them. Call 35 467 898 to make your reservation now!

- 9 a New life will be discovered on another planet. Essays should state an opinion and back it up in subsequent paragraphs that include a main idea and supporting examples. Check that students use expressions for giving their opinion and linking words to enumerate ideas, show consequences and draw conclusions.

- b A famous explorer you admire. Essays should be well organised and include information on the explorer's background, personal life, career and achievements and how their life ended. Check for use of time expressions, linkers and relative clauses.

- 10 a Life on Earth in 100 years' time. Check for the correct use of the future structures (*will, going to*, Present Continuous and Future Perfect) and expressions for giving opinions (*I think/reckon*). Also check that opinions and predictions are backed up by logical reasons.

- b What is happening in the picture? Check for correct usage of the Present Simple and Continuous.

In both cases, listen for vocabulary, level of fluency and pronunciation.

7

Helping out

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Reading (pages 56-57)

Scientists warn of ice sheet collapse



Aims

- to practise predicting vocabulary
- to practise reading an article for specific information
- to practise identifying the main ideas in an article
- to extend vocabulary



Background information

Most scientists agree that global warming is taking place, but James Lovelock, creator of the original Gaia theory, says in a new book that 'the worst will happen'. In *The Revenge of Gaia*, Lovelock predicts that the temperature will rise eight degrees this century. This will melt enough ice to cause sea levels to rise several metres, leading to massive human suffering and the desertification of tropical areas. He suggests that only a few million people will survive and that they will live in the Antarctic, which will be the only habitable environment on Earth. The world may take about 100,000 years to recover.



Lead-in

Write the word *environment* on the board. Give students in pairs three minutes to write as many words as they can from the letters of *environment*. Possible words include: *teen, neon, meet, note, more, torn, tie, veto, move, time, iron, event, ever*.

1 Ask students to read the headline and guess what the article will be about. Read through the vocabulary with the class explaining meaning as necessary. Students predict which words they think will appear in the article.

2 Students read the article quickly to check.

3 Students write answers to the questions.

ANSWER KEY

Words that appear: threat (line 1), global warming (line 3), collapse (line 8), forecast (line 16), researchers (line 22), species (line 24), experiments (line 27), sleeping giant (line 35), disaster (line 41)
Words that do not appear: holiday, surfing, greenhouse, tsunami, adventure, skiers, spacecraft

ANSWER KEY

- 1 British scientists have discovered that the WAIS is melting.
- 2 They assumed it was stable.
- 3 250 cubic kilometres of ice a year are entering the sea.
- 4 Global sea levels will rise and large areas of low-lying poor countries will be flooded, as well as much of southern England.
- 5 He calls it a sleeping giant because it has not created any problems for a long time.
- 6 It is especially important because it is rare for a politician to admit that we cannot prevent major damage from climate change.
- 7 Their survival will be threatened.

- 4 Read through the **Tune in to Reading** box with the class and tell students to look at the first paragraph of the article. Identify the topic sentence in the first paragraph (*British scientists...*) and show how the rest of the sentences in the paragraph develop the idea contained in the topic sentence. Do the same for the rest of the paragraphs in the article. Point out how each paragraph introduces a different aspect of the overall topic. Based on what they have read, ask students to then choose the most complete summary.

ANSWER KEY

- c a only mentions low-lying countries but it doesn't mention southern England, or politicians.
b doesn't mention politicians or that global warming cannot be reversed.

- 5 Students look for words in the text with the same meaning.

ANSWER KEY

- | | | | |
|------------|----------------|-------------|-------------------|
| 1 revealed | 3 disintegrate | 5 powerless | 7 concern |
| 2 huge | 4 ominous | 6 remote | 8 enormous chunks |

+ Extra activity

Ask students what they think about the predictions in the article. What parts of their country will be affected if the predictions are correct? What will the effects be?

Vocabulary (page 57)

Extreme adjectives

- Aim** ■ to review and practise extreme adjectives

★ Lead-in

Write this sentence on the board or say it aloud: *The weather is very fantastic today.* Ask: *Is the sentence correct? And then: What's wrong? (We do not say very fantastic).* Explain that this section is about extreme adjectives.

- 1 Students group the adjectives according to their meaning.

ANSWER KEY

- 1 big, enormous, huge, massive
2 cold, freezing 3 small, tiny

- 2 Students choose the correct options. Explain that adjectives like *enormous* and *freezing* are called extreme adjectives.

ANSWER KEY

- 1 very 2 absolutely 3 really 4 really

+ Extra activity

If your students enjoy trying to work out rules, before they move on to exercise 3, tell them to look again at the words and say what kind of words we can use *very*, *really* and *absolutely* with.

- 3 Students complete the rules.

ANSWER KEY

- | | | |
|----------|--------------|-----------|
| 1 very | 3 really | 5 normal |
| 2 really | 4 absolutely | 6 extreme |

- 4 Students decide which adjective is extreme.

ANSWER KEY

- | | |
|-----------|--------------|
| 1 boiling | 3 exhausted |
| 2 soaking | 4 impossible |

- 5 Students write lists in pairs. Ask pairs to read their lists aloud and write their ideas on the board.

ANSWER KEY

Students' own answers

Extra activity

In pairs, students have five minutes to write a story starting with the words: *I went to an absolutely fantastic party last weekend.* Pairs read their stories aloud. The pair who has used the highest number of extreme adjectives with *really* or *absolutely* is the winner.

 *Language Reference page 40.*

Fine Tuning (page 57)

Students find *carry out* in the article (line 26). Ask them if they can define it and then turn to *Fine Tuning* page 91 to check. Students do the rest of the activities.


ANSWER KEY Fine Tuning (page 91)

- | | |
|--|-----------------------------------|
| 1 a | 5 work out: find a solution |
| 2 1 look out: Be careful!/Danger | 6 coming out: be published |
| 2 find out: discover/learn something new | 7 leaves out: omit |
| 3 fall out: disagree/argue | 8 try out: use for the first time |
| 4 breaks out: begin/start suddenly | |

 *Tune in to Reading worksheet. Resource Book page 43.*

Listening (page 58)

Different opinions

 **Aim** ■ to practise summarising a speaker's ideas

Background information

Tree protests regularly make the news in many parts of the world. Actress Darryl Hannah climbed into a tree to save an urban farm in Los Angeles and activist Jill Butterfly Hill spent two years living in a Redwood tree to save a California forest. In Spain, the Baroness Carmen Thyssen recently threatened to chain herself to a tree in front of the Thyssen Museum after learning about the city of Madrid's plans to reroute the Paseo del Prado away from the Prado Museum across the street. To carry out the plan, the trees in front of the Thyssen Museum would be cut down and there would be an increase in traffic flow and exhaust fumes which are damaging to the works of art housed inside.

Lead-in

Ask students if they are aware of any recent environmental protests. Remind them of the Thyssen incident if they do not remember.

- 1 Ask students to read the leaflet. Elicit that the organisation, *Stop the ring road*, are against the construction of a ring road that will destroy a local forest, and are organising a demonstration. Ask students what their reaction to the leaflet would be.
- 2 Students listen and determine who is for and who is against the ring road.



GRANDFATHER: What are you looking at?

GRANDDAUGHTER: It's a leaflet about the demonstration on Saturday. I'm going with some friends.

GRANDFATHER: Ah, so you're against the ring road?

GRANDDAUGHTER: Yes, I am. I think it's terrible that they are going to cut down more trees to build another road.

GRANDFATHER: Well it's not just a road, is it? They're building a new shopping centre as well – that means a lot of jobs for the town.

GRANDDAUGHTER: That's not the point, Granddad; if we keep destroying the woods, we won't have any trees left!

GRANDFATHER: But the people who live here need to be able to move around the town and get to work, it can take ages at the moment. If they build the new road, it will be a lot easier.

GRANDDAUGHTER: It isn't just about getting to work.

GRANDFATHER: That's easy for you to say, you're a student. If you had to get to work every morning, you would think differently.

GRANDDAUGHTER: Well I have to travel to college every day and I don't have any problems.

GRANDFATHER: Building new roads creates employment too. Have you anti-road protesters thought about that?

GRANDDAUGHTER: Protecting the environment can mean jobs as well. If we had a natural park or nature reserve in the town, we would have space for outdoor activities... and that's really big business.

GRANDFATHER: I don't know... that sounds a bit unrealistic to me.

GRANDDAUGHTER: It's true, outdoor activities like trekking, walking, cycling and horse riding, are all really popular, people pay to do them.

GRANDFATHER: But the ring road is progress for the town, you can't stop progress!

GRANDDAUGHTER: Come on Granddad, that's what people said about closing the mines. And you protested then!

GRANDFATHER: That was different... anyway, they closed the mines.

GRANDDAUGHTER: Yes, but you protested against it. If you hadn't protested, your friends would have been angry, wouldn't they?

GRANDFATHER: Yes, but, you and your friends won't stop the road!

ANSWER KEY

The granddaughter is against the ring road and the grandfather is in favour.

- 3 Ask the students to read the sentences and identify who mentions each idea. Students listen again to check.

ANSWER KEY

1 Girl 2 Grandfather 3 Girl 4 Grandfather
5 Girl 6 Girl 7 Grandfather 8 Grandfather

- 4 Read through the **Tune in to Listening** box with the class. Explain that when we read for the main ideas, we look for the topic sentences. When we listen, we listen for words that speakers repeat or stress. Ask students to read the statements in exercise 3 again and identify the most relevant ideas for each speaker.

✚ Extra activity

Write these words on the board: *demonstration, traffic jams, attractive, big business, multinationals, nature reserves, mines, factories*. Play the CD again. Students say which of the words they hear.

ANSWER KEY

Grandfather

2 'If they build the new road, it will be a lot easier (to move around).'

4 'Building new roads creates employment too.'

Girl

1 '...if we keep destroying the woods, we won't have any trees left!'

6 'Protecting the environment can mean jobs as well. If we had a natural park or nature reserve in the town, we would have space for outdoor activities... and that's really big business.'

- 5 Students choose the most complete summary of the girl's argument.

ANSWER KEY

- c a doesn't mention the environment or trees.
b doesn't mention the environment, jobs or travel.

- 6 Students write a short summary of the grandfather's argument.

MODEL ANSWER

The ring road will make it easier for people to travel and will create jobs. Protesting will not stop inevitable progress.

- 7 Write some words from the dialogue on the board. In pairs, students take turns role playing the grandfather and granddaughter using the information on the board as prompts. *What are you looking at? So, you're against... I think it's terrible... It's not just a road, is it? That's not the point! It isn't just about... That's easy for you to say! Have you thought about that? That sounds a bit unrealistic to me. You can't stop progress, etc.*

Vocabulary (page 58)

Prefixes

🎯 **Aim** ■ to present and practise prefixes

★ **Lead-in**

Write these words on the board: *superstar, microwave, ex-teacher*. Tell students that each word has two parts. Elicit the first part (*super-, micro-, ex-*) is called a prefix and ask students what prefixes do. Explain that they expand the meaning of the word rather than change the part of speech as suffixes do.

- 1 Students match the prefixes with their meanings.

ANSWER KEY

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

- 2 Students match the prefixes with their meanings.

ANSWER KEY

1 b 2 e 3 c 4 a 5 d

- 3 Students work in pairs to make ten more words using the prefixes and write sentences with them.

✚ Extra activity

Tell students to choose three of the words and write a sentence for each word. They only write the prefix of the words they have chosen, not the whole word. Students read their sentences aloud, including the prefix. Other students guess the word.

🔄 Language Reference page 40.

Grammar (page 59)

First and second conditionals



Aim

■ to review the form and uses of the first and second conditionals

- 1 Write the first part of the sentences on the board and ask students to finish them.

ANSWER KEY

1 b 2 a

- 2 Read the two sentences and ask concept questions to check understanding: *Does the girl have a job?* (No. She is still a student. The speaker is discussing a remote or unreal possibility.) *Are they going to keep on destroying woods?* (Most likely. This is a real possibility.)

ANSWER KEY

a 1 b 2

- 3 Explain that we use these conditionals to refer to present and future time. However, the first conditional talks about a real possibility while the second conditional talks about a remote or unreal possibility. Students look at the sentences and complete the tables.

ANSWER KEY

First conditional (real condition): *If* + present tense / *will* + infinitive without *to*

Second conditional (unreal condition): *If* + past tense / *would* + infinitive without *to*



Extra activity

To give students more practice with the concept, write two questions on the board, one asking about a real possibility, e.g. *Is Barcelona going to win their next match?* / *Is it going to rain tomorrow?* and another asking about a remote or unreal possibility, e.g. *Are you going to win the lottery?* / *Are you going to have a holiday in Australia next year?* Elicit appropriate conditional sentences, e.g. *If Barcelona wins the League again, I'll...;* *If I won the lottery, I would...*

- 4 Students finish the sentences using the first or second conditional as appropriate.

ANSWER KEY

- 1 If sea levels rise, low-lying countries will disappear. (First conditional)
- 2 If we don't do anything, many species will become extinct. (First conditional)
- 3 If we banned cars, greenhouse gases would diminish. (Second conditional)
- 4 If people had more information, they would be more ecological. (Second conditional)
- 5 There will be less pollution if people recycle more. (First conditional)
- 6 You will save a lot of electricity if you turn lights off. (First conditional)
- 7 You would be healthier if you walked to school. (Second conditional)
- 8 The environment would be protected if all countries implemented the Kyoto Protocol. (Second conditional)

- 5 Read through the questions with the class. Ask what type of conditional each one is, and elicit a sample answer for each. Students ask and answer questions in pairs. Finish by asking students to say some of the things their partners told them.

Third conditional (page 59)

**Aim**

■ to practise the form and use of the third conditional

1 Ask students to read and answer the questions.**ANSWER KEY**

1 yes 2 no 3 a

2 Students complete the table.**ANSWER KEY**Third conditional (imaginary condition): *If + had + past participle / would have + past participle***Extra activity**

To help students with the form, write the following incorrect sentences on the board. Divide the class into pairs or groups and award them one point for each error they can identify and correct.

- 1 If she has woke up on time, she would not had missed the bus. (If she **had woken** up on time, she wouldn't **have** missed the bus.)
- 2 You would have knew the answer if you studied last night. (You would have **known** the answer if you **had** studied last night.)
- 3 If they didn't go to the meeting, they would have not hear the news. (If they **hadn't gone** to the meeting, they wouldn't **have heard** the news.)
- 4 If Paul hasn't trained so hard, he would have won the race. (If Paul **hadn't** trained so hard, he **wouldn't have won** the race.)

3 Students complete the sentences.**ANSWER KEY**

- 1 had not protested / would have continued
- 2 had not closed / would have stayed
- 3 had not found / would have lived
- 4 had not taken place / would not have grown

4 Students write sentences for the situations.**ANSWER KEY**

- 1 If John hadn't hit a patch of ice, he wouldn't have gone off the road and he wouldn't have had the accident.
- 2 If my alarm clock had gone off, I wouldn't have been late for school yesterday.
- 3 If I hadn't met my teacher in the street yesterday, she wouldn't have told me my exam result.
- 4 If it hadn't snowed a lot last winter, I wouldn't have learnt to ski.

**Extra activity**

In pairs, students choose one of the imaginary situations from the last activity and write another third conditional sentence that continues the story, e.g. *If John hadn't gone off the road, Susie wouldn't have stopped to help.* Pairs pass their sentences on to another pair, who continue writing third conditional sentences, e.g. *If Susie hadn't stopped to help, she wouldn't have taken John to the hospital in her car.* Stop the activity when pairs have written four or five sentences and ask some pairs to read out the story they have been given.

Language Reference page 32.**Fine Tuning (page 59)**

Write this sentence on the board: *If you freeze water, it turns into ice.* Elicit that this is a conditional sentence. Ask how it is different to the other conditionals they have been studying, and when we use the zero conditional. Students turn to *Fine Tuning* page 92 to check and then do the rest of the activities there.


ANSWER KEY Fine Tuning (page 92)

- 1 a 1 b 1
- 1 If you heat water to 100°C, it boils.
- 2 If you don't sleep enough, you feel tired.
- 3 If you recycle plastics, you reduce pollution.
- 4 If you lie in the sun too long, you get sunburnt.
- 3 Students' own answers

Tune in to Vocabulary and Grammar worksheet. Resource Book page 42.

Speaking: Interaction (page 60)

Environmental problems

-  **Aims**
- to practise discussing an environmental problem
 - to review structures for giving advice
 - to practise asking for clarification

Lead-in

Point out the *On Air* task and tell students that the aim of this section is to enable them to discuss an environmental problem. Scramble the letters of the following environmental problems and write them on the board: *air pollution, noise pollution, water pollution, desertification, deforestation, global warming*. Students unscramble the words.

- 1 Read through the quiz and explain the meaning of any vocabulary students do not know. Students do the quiz individually, compare the results in pairs and report back to the class.
- 2 Students match the opinions to the corresponding quiz questions.

ANSWER KEY

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

- 3 Read through the *Tune in to Speaking* box with the class and drill the clarification expressions practising rising intonation. Ask two students to read the example dialogue to illustrate the exercise. Students work in pairs taking turns asking for and giving clarification.

On Air (page 60)

- 1 Students turn to *On Air* page 108. Read through the information pointing out the different stages in a discussion.
- 2 Brainstorm some useful vocabulary for each topic and write it on the board, e.g. (water shortage) *dam, to water the lawn, to waste, to cut down, to turn off the tap, to take showers, to flush the toilet*; (overfishing) *fishing boats, fishermen, net, to catch, species, to make a living*; (air pollution) *to breathe, breathing problems, sore eyes, traffic, to ban*.
- 3 Students choose one of the problems and discuss it in pairs or groups. Encourage them to use the language they have been studying. If they finish quickly, encourage them to discuss another topic.
- 4 Finish by asking students to report their solutions to the rest of the class.

Speaking: Production (page 61)

Giving a speech

-  **Aim**
- to practise giving a speech

Lead-in

Ask students to tell you the aim of this section (to give a speech). Ask students if they have ever had to give a speech. If they have, ask: *What did you talk about? How did you feel?* If not, Ask: *When do people normally give speeches?* (at celebrations, during elections, after winning a sports tournament, etc.)

- 1 Write the words *student union* on the board and ask students if they have one at their school. If so, ask students to discuss A. If not, ask students to discuss B. Students discuss in pairs and then report their ideas.
- 2 Ask students to look at the campaign poster and elicit that the girl, Susan Fox, is running for student union president. Students say which issues Susan thinks are the most important.

ANSWER KEY

transport, entertainment and diet

- 3 Students read the speech and answer the questions.

ANSWER KEY

- 1 Transport is important because the school car park is too small and this creates traffic congestion problems.
Entertainment is important because older students do not have enough social facilities.
Diet is important because there is not enough variety in the school canteen and vegetarians do not have a good choice.
- 2 She will suggest the school organises a car rota system for parents.
She will fight to get the old sports shed given to students as a social area.
She will campaign to get more variety on the menu in the school canteen.

- 4 Before they listen, ask students to work in pairs and mark where they think the speaker will pause in the first few sentences. Students listen to check.



Before I start, // I want to thank so many people // for coming along to today's meeting. This is a really important day and I think, // with your help, // I can change things for the better. In my opinion, // there are three important issues in the school at the moment // – transport, // facilities and food. First of all, // let's look at transport. The school car park is too small, and this creates traffic congestion problems. If you vote for me, // I will suggest the school organises a car rota system for parents. This would reduce the number of cars // and maximise the use of public transport. Secondly, // there are not enough social facilities for older students. If you vote for me, // I will fight to get the old sports shed // given to students as a social area. And finally food! // There is not enough variety in the school canteen. Some students are vegetarians // and they do not have a good choice of dishes. If you vote for me, // I will campaign to get more variety on the menu! Thank you for listening // and remember, // a vote for me // is a vote for a better school. Thank you.

- 5 Go round the class, asking students to read a few sentences of the speech aloud. Make sure they pause in the correct places. Students continue in pairs.
- 6 Read through the speech with the class and write useful expressions on the board.

ANSWER KEY

Before I start..., I want to thank..., with your help I can change things for the better, In my opinion, there are xxx important issues..., First of all..., Secondly..., And finally..., Thank you for listening.

- 7 Pairs note down three problems at their school. Ask them to define the problems, explain how they affect the school (students, teachers, parents, etc.) and then propose solutions.

- 8 Pairs prepare their speeches. Encourage them to use the useful expressions noted down in exercise 6 and to refer to the speech in exercise 3 as a model.

- 9 After pairs have given their speeches, the class votes on the best candidate for president of the student union.



On Air (page 61)

- 1 Students turn to *On Air* page 108. Read through the different stages of a speech and remind them of the importance of body language when speaking in public.
- 2 Students prepare their speeches in pairs. Tell them to use the same format as in the last activity.
- 3 Students give their speeches and then vote on the best candidate. Remind them, when voting, to consider how clear and convincing the speech was and if the speakers were effective communicators.

🔊 Tune in to Culture worksheet. Resource Book page 45.



Fine Tuning (page 61)

Write the words *vote* and *boat* on the board. To check students' discrimination skills, ask them to raise their hand when you say *vote*, but not when you say *boat*. Remind them how to pronounce /b/ and /v/ and drill. For more practice with minimal pairs, students can work through the rest of the activities in *Fine Tuning* page 92.



- 1 yes Jess
- 2 vote boat
- 3 wet vet
- 4 thigh die
- 5 ship chip




- 1 /j/ yes yesterday yellow
- 2 /dʒ/ Jess Janet jar
- 3 /v/ vote Venice very
- 4 /b/ boat be berry
- 5 /w/ wet why when
- 6 /θ/ thigh think through
- 7 /d/ die do did
- 8 /ʃ/ ship shop shy
- 9 /tʃ/ chip chop cheek



- 1 yes 2 berry 3 wet 4 thigh 5 chip

Writing (pages 62-63)

Describing problems

-  **Aims**
- to practise writing about a problem
 - to practise using reference words

Lead-in

Scramble the following headlines on the board: *Oil spill far worse than thought*, *Rebuilding the Gulf coast*, *Forest fires continue to blaze*, *Melting glacier worries scientists*, *The virus and its spread*. Ask students to identify what problems the headlines address. If they are not sure, you can write the problems on the board and ask students to match them to the respective headlines: Prestige oil spill (Galicia), Hurricane Katrina (New Orleans, USA), Summer forest fires in Spain (in particular in Galicia in 2006), Melting ice sheet in the Antarctic, Avian Influenza (bird flu).

- 1 Students identify the odd word out in each group.

POSSIBLE ANSWERS

1 wave (sea) 2 health (positive) 3 desert (land) 4 disease (general) 5 terrorist (person)

- 2 Ask students to read exercise 2 and explain the homework. Students then look at David and Susan's notes before identifying which topic each one has chosen.


ANSWER KEY

David: Pollution
Susan: Climate change

- 3 Students work in groups and brainstorm ideas for the other problems.

Vocabulary (page 62)

Word building

-  **Aims**
- to extend students' vocabulary
 - to make students aware of how words are formed

- 1 Draw a table with three columns on the board and label them: verb, adjective, noun. Ask students to help you to complete the first row (education).

Ask students to write sentences to illustrate the meaning of each word. Students complete the rest of the table in pairs.

ANSWER KEY

- 1 **verb**: to educate **adjective**: educated, uneducated **noun**: education, educator (person)
2 **verb**: to equalise **adjective**: equal, unequal **noun**: equality, inequality
3 **verb**: to employ **adjective**: unemployed **noun**: employer (person), employee (person), employment, unemployment
4 **verb**: to pollute **adjective**: polluted **noun**: polluter (person), pollution, anti-pollution
5 **verb**: to discriminate **adjective**: discriminated **noun**: discrimination, anti-discrimination
6 **verb**: to terrorise **adjective**: terrorised **noun**: terrorist (person), terrorism, anti-terrorism
7 **verb**: - **adjective**: environmental **noun**: environment, environmentalist (person)

- 2 Ask students to look at the nouns and adjectives and write a list of the suffixes.

ANSWER KEY

adjectives: -ed, -al nouns: -ion, -or, -ity, -er, -ment, -ist, -ism

- 3 Students read the bolded words, choose the three issues that are the most important to them and explain their choices in groups.

✚ Extra activity

Students think of two more words to add to their tables. They give their words to another pair, who make as many words as possible from the words they have been given.

- 4 Students read the essay and discuss where Susan could be from.

ANSWER KEY

Anywhere with water problems.

- 5 Students match the descriptions to the paragraphs. Tell students that this is the structure they need to follow when writing about a problem.

ANSWER KEY

a 3 b 1 c 2 d 4

- 6 Read through the **Tune in to Writing** box with the class and then write this text on the board: *Susan's brother is very careless with electricity. Susan tells her brother to turn off the lights every morning, but he always leaves the lights on.* Ask students how they could use reference words to make the text read better: *Susan's brother is very careless with electricity. Susan tells him to turn off the lights every morning, but he always leaves them on.* Students then look back at the essay and find what the words refer to.

ANSWER KEY

1 a severe drought 2 rationing 3 people
4 six months last year 5 water systems and education 6 people 7 farmers 8 taking showers and turning taps off

- 7 Students write David's essay about pollution in pairs. Encourage them to use Susan's essay about climate change as an example.

🎧 Fine Tuning (page 63)

Write this sentence on the board: *We have two problems in my city unemployment and pollution.* Ask students how to correct it (add a colon after city). Students turn to *Fine Tuning* page 92 and do the activities there.

ANSWER KEY Fine Tuning (page 92)

- 2 1 The sentence explains that Frank laughed because Jim's face was bright red.
2 The sentence contrasts Frank's laughter with Jim's red (embarrassed) face.
3 1 We didn't solve the problem: it was too difficult.
2 There are many symptoms of global warming: floods, droughts and high winds among others.
3 Volcanic eruptions also affect the environment; in fact, some scientists believe they might be the most serious threat of all.
4 I hate studying for science exams; my sister loves it.

- 8 Students swap essays and use the checklist to look over each other's work. Build up a sample essay on the board with the students' help.

MODEL ANSWER

Every year there is severe air pollution in my city during the winter. This causes many health problems, especially for children and old people. We all complain, but nobody does anything. People need to know how they can help.

Last year it did not rain all winter and the air was very polluted. People could not go outside because it was very difficult to breathe. During the winter, the problem is especially bad because of the heavy traffic fumes and the use of fossil fuels in home and office heating systems.

If I were the mayor of my city, I would restrict private traffic in the city centre. I would make public transport much cheaper and I would encourage people not to use their cars. I would also give subsidies to houses and offices that used solar heating systems.

In conclusion, we should do more to reduce pollution in my city. One thing is certain – if we don't do something soon, the city will soon become uninhabitable!

🎧 On Air (page 63)

- Students turn to *On Air* section page 109. Read through the stages of a problem essay with the class and clarify doubts as necessary.
- Once students have chosen their problem, ask them to note down details of exactly how the problem affects their community.
- When they finish writing, ask the students to check their essays and write a final draft.

🎧 *Tune in to Writing worksheet. Resource Book page 44.*

8

Gadget crazy

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Reading (pages 64-65)

Our handheld choice: Cybiko



Aims

- to practise predicting content from a photo
- to practise reading an article for specific information
- to practise detecting the writer's opinion
- to extend vocabulary



Background information

The Cybiko described in the text actually exists. More information can be found by entering 'Cybiko' in Google. The Cybiko forms part of a growing number of devices which try to combine the functions of a Personal Digital Assistant and a games console. The commercial future of the Cybiko depends on how many people buy one, since many of its more interesting features, especially the 'love match' feature, work best when lots of other people have the same machine.

1 Ask students to work in pairs and write down a list of all the gadgets and machines and what they do in their houses. Tell them to choose the five most important ones and then report back to the class.

2 Elicit that the object in the picture is called a Cybiko. Read through the list of features and ask them to guess what things they think the Cybiko can do.

3 Students scan the article quickly to check. Then elicit what other things the Cybiko helps you do: **organise your life, communicate with other Cybikos, consult a dictionary, identify potential love matches.**

ANSWER KEY

With a Cybiko you can play games, send email and maybe fall in love.

4 Students read the text for detail and choose the correct ending for the sentences.

ANSWER KEY

1 c 2 c 3 a 4 c 5 c

5 Students answer the questions in their own words.

ANSWER KEY

- 1 It wants to get into the youth market by creating a social environment where teens can chat and interact.
- 2 After you enter your personal information and what you are looking for in a partner, the Cybiko vibrates if someone that may interest you is nearby.
- 3 It comes in Cyber Sea Blue, Electric Shock Yellow and Backstreet Black.

- 6 Read through the **Tune in to Reading** box with the class and ask them if they think the reviewer has a positive or negative opinion about the Cybiko. Then tell them to read the text again and find all the adjectives the author uses to describe the Cybiko and to decide if they contribute to a positive or negative opinion of the gadget.

ANSWER KEY

hottest (line 1)	mere (line 30)	fun (line 39)
most intelligent (lines 1-2)	interesting (line 31)	They are positive. The review of the Cybiko is positive.
better (line 21)	great value (line 37)	

- 7 Students read the final paragraph and determine whether the author recommends buying the Cybiko. Ask them to explain their conclusion.

ANSWER KEY

The author recommends buying the Cybiko claiming it is 'great value' considering its many features.

- 8 Students find the words in the text and deduce their meaning from context.

ANSWER KEY

1 hottest: most popular and commercially successful	4 buddy: friend	8 partner: romantic companion
2 getting into: entering	5 features: has	9 nearby: close
3 get caught: be discovered	6 improves: gets better	10 packed in: included
	7 getting over: recovering from	

- 9 Students discuss the question in pairs and report back to the class. Ask students to justify their opinions.

+ Extra activity

Put students in groups or pairs and ask them to choose their favourite gadget or machine. Then tell them to discuss what features they would like it to include. When they are finished, ask them to present their ideas to the rest of the class.

Vocabulary (page 65)

Technology

 **Aim** ■ to extend the vocabulary of technology

★ Lead-in

Ask students to close their books and write the vocabulary words on the board with the letters scrambled. Tell students that the first pair to finish unscrambling all the words is the winner. When one pair finishes, ask them all to check their answers by consulting the list of words in the vocabulary section.

- 1 Students complete the text.

ANSWER KEY

1 handheld 2 gadget 3 messages 4 download 5 player 6 screen 7 keyboard 8 processor
9 rechargeable 10 battery 11 headphones

- 2 Give students a time limit, e.g. two minutes, to make a list of more words related to digital technology.

- 3 Students compare words in pairs or groups, then report back on the most common and most unusual words.

✚ Extra activity

Students write a description of a gadget they own, e.g. a mobile phone.

🔄 Language Reference page 41.

🎧 Fine Tuning (page 65)

Students find phrasal verbs with *get* in the text *get into* (line 3); *get over* (line 22). Elicit or explain the meanings and ask students to make a list of any other phrasal verbs with *get* that they can think of. Students turn to *Fine Tuning* page 93 to check and then complete the rest of the activities.

ANSWER KEY Fine Tuning (page 93)

- 1 1 b 2 a
2 1 rise (from lying down) 2 escape
3 enter (a vehicle) 4 explain 5 avoid
6 move away 7 move to the ground
8 leave (a place)
3 1 up 2 away 3 on 4 across 5 around
6 back 7 down 8 out

🔄 Tune in to Reading worksheet. Resource Book page 49.

Listening (page 66)

The history of recorded music

- 🎧 **Aims**
- to practise listening for specific information
 - to develop note-taking skills
 - to review dates

👤 Background information

The Apple iPod was a revolution in portable music players. When it was first introduced in 2001, its ultra-modern design and ease of use made it a huge commercial success. The new Apple iPhone combines all the features of a music player with those of a mobile phone.

★ Lead-in

Before students look at the objects on page 66, write the words in phonetic script on the board and ask students to work in pairs deciphering the words and pronouncing them correctly: /dʒuːkbbɒks/ (jukebox), /ˈaɪpɒd/ (iPod), /ˈfəʊnəgrɑːf/ (phonograph), /ˈrɛkɔːd pleɪə/ (record player), /wɔːkmən/ (Walkman).

- 1 Students look at the objects in the pictures. Elicit that they all play music and ask students to guess when they were invented.
- 2 Students listen to the conversation and check their answers.



GIRL: What's that machine?

GUIDE: The first phonograph.

GIRL: The first what?

GUIDE: Phonograph. You know, for recording sound. It was invented by Thomas Edison in 1877.

GIRL: I didn't know they had records then.

GUIDE: They didn't. The sound was recorded on a tin cylinder. Look, there.

GIRL: And what's this? It's more modern, is it a jukebox?

GUIDE: That's right. Jukeboxes were the best way to hear music in the 1930s; tens of thousands were installed all over the USA. Bing Crosby was the most popular singer then!

GIRL: So, when were the first records sold?

GUIDE: Well, there's a lot of history there! The very first records, which were made of rubber, were produced in the 1890s.

GIRL: Gosh, that's a long time ago!

GUIDE: Yes, but it wasn't until 1948 that vinyl records were presented at a press conference. Vinyl records have been produced since the 1950s.

GIRL: I recognise this – my grandparents have one of these.

GUIDE: Yes, one of the first record players, a lot of people bought these in the 1960s to play records at home. It was a great time for pop music.

GIRL: Right.
GUIDE: But then the real technological revolution came along.
GIRL: What was that?
GUIDE: Personal portable music...
GIRL: You mean the Walkman?
GUIDE: That's right. The first Walkman was introduced by Sony in 1979. Then there was the Mini Disc player and the Discman in 1999.
GIRL: Which brings us up to the present.

GUIDE: Not quite – don't forget MP3s and the internet.
GIRL: And the iPod, I love my iPod!
GUIDE: Yeah, the iPod has really changed things since it was launched...
GIRL: Back in 2001!

ANSWER KEY

a 1930s b 2001 c 1877 d 1960s e 1979
 f 1950s

- 3** Read through the *Tune in to Listening box* with the class. Ask students to give examples of times when they have to listen for details, e.g. listening for flight information at an airport, listening for information about a concert (date, place, time, ticket price) on the radio, etc. Explain that they are going to practise listening for details and noting them down. Students listen to the conversation again and fill in the blanks. They can check their work in pairs before listening a second time, if necessary.

ANSWER KEY

Nineteenth century:
 1877 – phonograph invented by **Thomas** Edison
1890s – very first records produced
Twentieth century:
 1930s – **tens of thousands** of jukeboxes installed in the **USA**
1948 – **vinyl** records presented at press conference
 1960s – record players popular, listen to records at home
 1979 – Walkman introduced
1999 – Discman
Today:
 MP3 and **internet** popular
 2001 – iPod launched

- 4** Students listen once more and answer the questions.

ANSWER KEY

1 Sound was recorded on a tin cylinder. 2 Bing Crosby 3 Rubber 4 1960s
 5 The introduction of personal portable music.

- 5** Students discuss the questions in pairs or groups.

⊕ Extra activity

Class survey. Students do a survey to find out the kinds of music players that people own. They could extend the survey to ask about how long people spend listening to music on them and where they listen.

Grammar (page 67)

Passives

🎯 **Aim** ■ to review and practise the forms and uses of the passive

★ Lead-in

Draw a picture of a person holding a broken record on the board. Elicit the sentence: *Mary broke the record. Then ask: What is the subject of the sentence? (Mary) What is the verb? (broke) Did the subject perform the action of the verb? (yes) Then elicit: The record was broken by Mary. Again, ask concept questions to compare the passive and active voices: What is the subject of the sentence? (the record) What is the verb? (was broken) Does the subject, the record, perform the action of the verb? (no). Elicit that in the passive voice the subject receives the action expressed by the verb.*

- 1** Ask students to read the example sentences and study the verbs. Elicit that they are in the passive. Students complete the rules.

ANSWER KEY

1 We form the passive with **to be** + the **past participle**.
 2 To form the interrogative, we put **the subject** between **to be** and the past participle.
 3 To form the negative, we put **not** after **to be**.
 4 To indicate the agent we use **by**.

2 Students order the sentences.

ANSWER KEY

- 1 The first Walkman was introduced in 1979 by Sony.
- 2 When was the phonograph invented?
- 3 Plastic wasn't invented until the twentieth century.

3 Students copy and complete the following table from the board and then turn to **Language Reference** page 16 to check. Ask students orally to tell you the negative and interrogative forms of each passive.

The passive voice	
Present Simple passive	<i>is/are played</i>
Present Continuous passive	<i>is/are being played</i>
Past Simple passive	<i>was/were played</i>
Past Continuous passive	<i>was/were being played</i>
<i>will</i> passive	<i>will be played</i>
<i>going to</i> passive	<i>is/are going to be played</i>
Present Perfect passive	<i>has/have been played</i>
Past Perfect passive	<i>had been played</i>

4 Students match the active and passive sentences.

ANSWER KEY

a 5 b 4 c 2 d 3 e 1

✚ Extra activity

Write these prompts on the board: *a new product / develop / engineers; new products / develop / engineers*. Elicit Present Simple passive sentences. *A new product is developed by engineers. New products are developed by engineers*. Do the same for the other verb forms (Present Continuous, Past Continuous, Present Perfect, future with *will*). Highlight that *to be* changes form in all tenses.

5 Students discuss the sentences in pairs.

ANSWER KEY

The words in brackets can be removed in sentences 2, 3 and 4 because they do not add anything to the meaning of the sentence.

6 Students rewrite the sentences. Remind them to include the agent only if it adds useful information to the sentence.

ANSWER KEY

- 1 The telephone was invented in 1876 by Alexander Graham Bell.
- 2 Thousands of new patents are registered at the Patent Office every year.
- 3 Communication between people has been made much easier by the internet.
- 4 Millions of messages are being sent at this very moment.
- 5 A new version of the internet will be launched very soon.

Verbs with two objects (page 67)



Aim

■ to present and practise passive forms of verbs with two objects

1 Ask students to read the sentences and then work in pairs to answer the questions.

ANSWER KEY

- 1 All of the sentences have the same meaning (the first sentence includes additional information about who did the giving, but otherwise the information is the same).
- 2 The second and third sentences are passive.
- 3 We normally use a preposition when the indirect object comes after the direct object, and the direct object is the subject of the sentence.

✚ Extra activity

Write this sentence on the board: *The company offered Peter a new job.* Ask students how many objects the sentence has (two). Elicit which is direct (*a new job*) and which is indirect (*Peter*). Elicit the passive sentences: *A new job was offered to Peter. Peter was offered a new job.* Explain that when a verb has two objects, either of the objects can become the subject of the passive sentence. When the direct object is the subject, we use *to* before the indirect object.

2 Students write two positive sentences.

ANSWER KEY

- 1 She was sent a new MP3 player. / A new MP3 player was sent to her.
- 2 He was given the results. / The results were given to him.
- 3 Jane will be bought a new dress. / A new dress will be bought for Jane.
- 4 She was paid a lot of money. / A lot of money was paid to her.
- 5 She was told the good news. / The good news was told to her.

✚ Extra activity

Write two sets of passive sentences on pieces of paper. Give one half of the class one set and the other half the other set. Students translate the sentences they are given into their own languages. They should do this on separate pieces of paper. Students then swap their translated sentences with students from the other group. Students translate their new sentences back into English and then compare their translations with the original sentences. Are the sentences the same or different? Why are they different?

➡ Language Reference pages 15-16.

🎧 Fine Tuning (page 67)

Write these sentences on the board: *You must turn off the equipment after use. You should have locked the door.* Ask students to try writing the sentences in the passive voice and then ask them to turn to *Fine Tuning* page 93 to check. For more practice, students work through the rest of the activities there.

ANSWER KEY Fine Tuning (page 93)

- 2 1 The programme must be registered before you use it/being used.
- 2 The manufacturers ought to be informed.
- 3 The problem could have been avoided.
- 4 The programme should have been tested properly.
- 5 Your money will be returned.
- 6 You may be given a free computer. / A free computer may be given to you.

➡ Tune in to Vocabulary and Grammar worksheet. Resource Book page 48.

Speaking: Interaction (page 68)

Shopping problems



Aims

- to practise asking for information in a shop
- to practise using contrastive stress to check information
- to practise resolving shopping problems



Lead-in

Point out the *On Air* task and tell students that the aim of this section is to enable them to ask for information in a shop and resolve shopping problems. First, elicit examples of language people use to ask for information in shops and write it on the board, e.g. *How much is it? Do you have a bigger/smaller size? What other colours do you have? Where are the fitting rooms? Do not rub out the information yet – you can use it later in the lesson.*

- 1 Ask students to look at the picture and elicit that the people pictured are in a shop that sells electronic goods. Ask students to read through the prompts and write the first few lines of the dialogue on the board. Put the

students into A and B pairs and explain that they will need to use the prompts to carry out the whole conversation.

- 2 Students listen and compare what they hear to their own dialogues. You might also want to point out to students that GB (gigabytes) and MB (megabytes) are often referred to as *gig* and *megas*.



SHOP ASSISTANT: Hello, can I help you?

CUSTOMER: Yes, I'd like to buy an MP3 player.

SHOP ASSISTANT: Well, we recommend this model. It's the new version.

CUSTOMER: What does it do?

SHOP ASSISTANT: It plays music and also videos.

CUSTOMER: How many songs can it store?
 SHOP ASSISTANT: This model's got 30GB and it can store up to 7,500 songs.
 CUSTOMER: What about the battery, how long does it last?
 SHOP ASSISTANT: You can listen to about fourteen hours of music.
 CUSTOMER: What accessories does it come with?

3 Students listen to the rest of the dialogue to determine the customer's problem.

18.31

SHOP ASSISTANT: It comes with everything you need: cables, headphones and a case.
 CUSTOMER: It sounds great! What colours are there?
 SHOP ASSISTANT: At the moment we have black or white models.
 CUSTOMER: OK, I prefer the black one. How much is it?
 SHOP ASSISTANT: It's £180.
 CUSTOMER: £118, that's not bad.
 SHOP ASSISTANT: No, 180, not 118.
 CUSTOMER: £180! Have you got a cheaper model?
 SHOP ASSISTANT: Well, I have this one, it's not so good but it is cheaper. It's 512MB and can store about 150 songs.
 CUSTOMER: 115 songs?
 SHOP ASSISTANT: No, 150. It costs £50.
 CUSTOMER: I'll take it!

ANSWER KEY

The customer doesn't have enough money to buy the first model.

4 Read through the *Tune in to Speaking* box with the students pointing out how emphasis can be used to check information you are not sure you have heard properly. Then ask students to listen to extracts from the dialogue and to indicate which words the speaker stresses to check information.

18.41

Extract 1

CUSTOMER: How much is it?
 SHOP ASSISTANT: It's £180.
 CUSTOMER: £118, that's not bad.
 SHOP ASSISTANT: No, **180**, not **118**.
 CUSTOMER: **£180!**

Extract 2

SHOP ASSISTANT: It's 512MB and can store about 150 songs.
 CUSTOMER: **115** songs?
 SHOP ASSISTANT: No, **150**.

Extra activity

Point out the questions that you elicited at the beginning of the lesson. Ask students if the shopper uses any of them (She asks: *How much is it?*) Play the CD again. Students note down the other questions the shopper asks.

- 5 Students work in pairs and write a similar dialogue using the information provided. When they are finished, they can take turns reading out the different roles.**
- 6 Ask students to imagine they are in a shop and they have these different problems. Tell pairs to write down what they would say to the shop assistant. When they are finished, ask a few students to share their ideas with the class.**
- 7 Students match the sentences with the problems in exercise 6. They can also compare the book's suggestions with their own.**

ANSWER KEY

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

- 8 Students work in small groups to make a list of the ways a shop assistant could solve the problems. Ask for volunteers from each group to explain their solutions and vote as a class on the best way to address each problem.**

On Air (page 68)

- 1 Students turn to *On Air* page 110. Read through the different stages of dealing with a problem and clarify doubts as necessary.
- 2 Students choose a product from the list in the *On Air* box and a problem from exercise 6 and have a conversation to resolve the problem. Remind them to work through the stages outlined on page 110 as they talk. Make sure that students practise both roles.
- 3 If there is time, encourage students to choose another product and problem and have a second conversation.
- 4 Ask some of the pairs to act out their conversations for the class.

Speaking: Production (page 69)

Selling personal possessions

 **Aim** ■ to practise describing personal possessions

★ Lead-in

Direct students' attention to the *On Air* box and elicit that the aim of this section is to describe and sell a personal possession. Write a list of ages on the board, e.g. 10, 12, 14, now. Students tell each other what their most treasured personal possession was at each age.

- 1 Students work in pairs and compile a list of possessions they no longer use. When they are finished, ask a few pairs to read out their lists for the class.
- 2 In pairs or as a class, elicit different things you can do with old, unwanted possessions.

POSSIBLE ANSWERS

Throw them away, give them away to friends, give them away to schools/community organisations that might need them, donate them to a museum, purchase storage space and keep them for more time, sell them.

Background information

Write *car boot sale* on the board and ask students if they know what a car boot sale is. Explain that people who want to sell used/old possessions meet in car parks, school grounds or other community premises and pay a nominal fee to park their car there. They then set up a table or put down a blanket and display used items for sale to the general public. Ask students if they would like to buy things at a car boot sale.

- 3 Ask students to look at the photos and consider which objects they might buy. In pairs, students compare their choices and discuss how much they would pay for the different items.
- 4 Students read the sales descriptions and match them with the photographs.

ANSWER KEY

The ad on the left describes **c** (the roller skates) and the ad on the right describes **h** (the skateboard).

- 5 Students complete the descriptions and identify the object.

ANSWER KEY

f It's made of **soft** silicon and plastic. It's **bright** yellow and transparent in places. The **long**, thin tube used for breathing is **detachable**. It's **brand** new and has never been used. It comes with a pair of yellow and black flippers.

- 6 Students write a description of another object using the notes and then identify what is being described.

MODEL ANSWER

a It's made of aluminium. It's blue, grey and red. It has a long shaft and a wide head. It's in good condition but one string is broken. It's a tennis racquet.

- 7 In pairs, one student chooses a new object to describe while the other one listens and then identifies it. They take turns until all the objects have been described.

On Air (page 69)

- 1 Ask students to turn to *On Air* page 110. Read through the stages of preparing to sell a personal possession and clarify any doubts as necessary.
- 2 Explain to students that they are going to sell a possession to other people in the class. Students decide what object they are going to sell and write a description.
- 3 Divide the class into groups of about eight students and explain that they each have €100 to spend on the items up for sale.
- 4 Assign one student from each group to be the secretary and to note down how much money each student spends and what each one buys.
- 5 Each student takes a turn as auctioneer and reads the description of their object aloud. The other students listen and bid on them. The student who makes the highest offer gets the object and the secretary takes note of the transaction.

- 6 When all the objects have been auctioned, check who has bought what, and how much money each person still has left.

🎧 *Tune in to Culture worksheet. Resource Book page 51.*



Fine Tuning (page 69)

Write the following symbols on the board: *ft, kg, £*. Ask students what they mean and ask them to turn to *Fine Tuning* page 93 to check. For more practice, students do the rest of the activities.

ANSWER KEY Fine Tuning (page 93)

- 1 Fahrenheit: F, kilometres: km, degrees: °, grams: g, Celsius (centigrade): C, feet: ft, metres: m, inches: in., kilos: kg, centimetres: cm
- 2 1 Neither temperature is colder, both are the same.
2 It measures 10.4 x 6.1 x 1.1cm.
- 3 c (less than 1.7kg)
- 4 120km/hour
- 5 True. (1 metre = 3.28 feet)

Writing (pages 70-71)

A descriptive essay



Aims

- to practise writing about a favourite possession
- to review and practise adjective order before a noun



Lead-in

Write the word *possession* on the board. Students in pairs have three minutes to make as many words as they can from the letters of *possession*. Elicit their words onto the board. Possible words include: *nose, pine, pen, pin, one, sin, session, spoon, pose, spine, spin*.

- 1 Students identify the objects in each picture and then answer the questions in pairs.

ANSWER KEY

- | | |
|------------------|------------------------|
| a MP3 player | c a digital camera |
| b a mobile phone | d a video game console |

- 2 Students read the essay and say what Anna's favourite possession is.

ANSWER KEY

Her mobile phone

- 3 Students match the descriptions with the paragraphs.

ANSWER KEY

a 1 b 3 c 2

- 4 Students note down the expressions Anna uses.

ANSWER KEY

Features: *It's small and colourful. / It's bright red with luminescent green numbers and a small LCD screen. / It's got a camera and video capability.*

How she uses it: *I can also listen to music and play games on it. / I carry it around in a black leather case everywhere I go. / I'm always texting my friends with messages. I use it to find out what's happening, where we should meet or what we should do after school. / I take a lot of pictures of my friends.*

How she got it: *I got it for my birthday.*


How other people feel about it: *My mum is pleased because she can call me if I'm late home or she doesn't know where I am.*

How she feels about it: *I really love my mobile phone. / I would be lost if I didn't have it.*

Read through the **Tune in to Writing** box with the class and then write this sentence on the board: *I saw a steel heavy blue round big object in the sky yesterday*. Ask students to suggest what the correct order of the adjectives should be, but do not correct them yet.

Vocabulary (page 71)

Adjective order

 **Aim** ■ to revise adjective order

- 1 Students copy and complete the chart with the appropriate adjectives.

ANSWER KEY

size big, huge, long, small, tiny
weight heavy, light
shape rectangular, round, square
colour bright blue, dark green, metallic grey
material glass, plastic, steel

- 2 Students work in pairs and add three more adjectives to each category. When they are finished, write their words on the board and give students time to copy down the words they do not have on their own lists.

POSSIBLE ANSWERS

size short, high, wide, narrow, thin, fat
weight bulky, cumbersome, (un)substantial, weightless
shape circular, oval, triangular, 5-sided, hexagonal, irregular
colour light blue, pale blue, reddish brown, off-white
material wood, metal, ceramic, paper, silk

- 3 Read through the rule with the class. Students rewrite the descriptions. Then ask students to look again at the sentence you wrote on the board at the beginning of this activity. Elicit the correct order of the adjectives: *I saw a big, heavy, round, blue steel object in the sky yesterday.*

ANSWER KEY

- a A small, black metal cylinder
- b A heavy, blue steel box
- c A tiny, green plastic disc
- d A brown leather case

Extra activity

Students write descriptions of common objects, then read them aloud. Other students guess what objects are being described.

- 5 Read through Nick's notes with the class. Either tell students to do the essay in pairs or write it on the board with the whole class.

- 6 If students write the essay in pairs, make sure they follow these steps to check and rewrite their work if necessary.

MODEL ANSWER


My favourite possession is my iPod. It's small and it's made of brightly coloured, blue plastic. It's got an LCD screen and it stores 2,000 songs. It also plays games. It comes with long-lasting batteries.

I use it a lot. I listen to music when I get up and on the way to school. I play games with my friends and we share music. I use it when I am studying as well – it helps me to relax.

Life would be really boring without my iPod. I would not know what to do; I would certainly be more stressed. My iPod is really important to me!

On Air (page 71)

- 1 Ask students to turn to *On Air* page 111. Read through the information with them and clarify doubts as necessary.
- 2 Once students have decided on the possession they are going to write about, ask them to follow the stages used in Nick's essay and make notes accordingly.
- 3 Students write the first draft of their essays.
- 4 When they finish writing, make sure students check their essays and write a final draft.

 Tune in to Writing worksheet. Resource Book page 50.

Fine Tuning (page 71)

Write *www*, *LCD* and *CD* on the board and elicit students' ideas about what the acronyms stand for. Ask them to turn to *Fine Tuning* page 94 to check. For more practice, students do the rest of the activities in the *Fine Tuning* section.

ANSWER KEY Fine Tuning (page 94)

- 2 1 c 2 d 3 a 4 b
 3 and 4 Students' own answers

 Unit 8 test. Resource Book page 65.

9 Play time!

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Reading (pages 72-73)

On the way to Mars



Aims

- to practise identifying characters, setting and theme in a script
- to practise recognising and understanding the features of written scripts
- to extend vocabulary



Background information

I spy is a guessing game traditionally played with children. It is often used as a way to pass the time while waiting, travelling, etc. One person starts by secretly choosing an object, e.g. pencil, and says 'I spy with my little eye, something beginning with p'. The other players look around and suggest things it might be: paper (no), pen (no), pencil (yes!). The person who guesses correctly chooses the next object.

Twinkle Twinkle Little Star is a popular traditional nursery rhyme.



Lead-in

Write the following groups of words on the board and ask students to identify the odd one out in each group.

- 1 actor, director, make-up artist, **costume**
- 2 stage, scenery, **playwright**, dressing room
- 3 role, play, scene, **actor**
- 4 tickets, seats, audience, **interval**

1 Students discuss the questions in pairs and report back to the rest of the class.

2 Students read the introduction and answer the questions.

ANSWER KEY

- 1 *On the way to Mars* 2 Damian Trasler
- 3 Four 4 In a spaceship 5 A journey to Mars

3 Students answer the rest of the questions. Make sure the students understand that they have to read the actors' words and not the stage directions which are in brackets.

ANSWER KEY

- 1 Beenev isn't happy, but Jed is.
- 2 Jed annoys Beenev because of his stupid games and annoying habits.
- 3 Jed advises Beenev to calm down.
- 4 Beenev decides to contact Earth.
- 5 Beenev is surprised because the message from Earth tells him he is on a solo mission.
- 6 Beenev has gone mad.

- 4 Students find words or phrases in the actors' words to match the definitions.

ANSWER KEY

- 1 shut up 2 muttering
3 I'm sick of you 4 irritating
5 a fortnight 6 drive someone mad
7 hilarious 8 cheer you up

- 5 Read through the **Tune in to Reading** box with the class and then tell students to find examples of the different stage instructions in the script. Students read and listen to the play and suggest what information the actors receive from the stage instructions.

ANSWER KEY

Stage instructions tell the actors what to do, how to act, and how to speak.

- 6 Students read through the list of verbs and decide if they describe physical actions or ways of speaking. Read through the list of verbs with the students and explain or elicit the meaning as necessary. Ask the students to mime each verb.

ANSWER KEY

Physical actions: grin, recline, shrug, sit up, wave
Ways of speaking: interrupt, laugh*, reply, respond, sound desperate
*laugh could be considered a physical action too.

- 7 Students work in groups reading the play aloud. If there is time, allow them to change roles.
8 In their groups, students discuss what has happened to Beeney and what they would do if they were in his situation. Tell them to write a short diary entry from his point of view. When they are finished, the entries can be displayed around the room for everyone to read.

🔗 Language Reference page 45.



Fine Tuning (page 73)

Elicit that the meaning of *take off* in the script is to leave the ground in an aeroplane or spacecraft. Ask students if they know any other phrasal verbs with *off*. Write them on the board and then ask students to turn to *Fine Tuning* page 94 and work through the activities there.

ANSWER KEY Fine Tuning (page 94)

- 1 b leave the ground
2 1 disconnect (a phone call) 2 be isolated 3 leave a person in the place they want to go
4 leave (a vehicle) 5 explode 6 make somebody dislike something 7 start a journey
8 speak angrily to somebody

🔗 Tune in to Reading worksheet. Resource Book page 55.

Listening (page 74)

A radio play



Aims

- to practise listening to a radio play
- to practise identifying a speaker's mood



Background information

New technology is bringing a revival to radio plays. Podcasting (transmitting and receiving multimedia files on the internet) means that anyone with access to a computer can create their own plays and send them over the internet. More and more schools are starting to use this technology.
www.teachingideas.co.uk/ict/podcasting is a good introduction to podcasting in schools, with several practical ideas for getting started.

★ Lead-in

Write these words on the board: *reality show, sitcom, soap opera*. Explain that *sitcom* is an acronym for *situation comedy*. Ask students to tell you the names of TV shows that exemplify the different types.

- 1 Students read the extract and answer the questions. Ask students why the extract is called *Hard of Hearing*. Elicit or explain that when we say a person is hard of hearing it means they are a bit deaf.

ANSWER KEY

1 A comedy 2 A great-grandmother, her grandson and his daughter 3 A trip to the theatre 4 Students' own answers

- 2 Students listen to the play and check their predictions.

P.2

DAD: Thank goodness... we've arrived at last.

...

DAD: Three tickets please.

TICKET SELLER: We've got three seats at the front or right at the back. Which do you prefer?

DAD: I don't know. Where would you like to sit, Gran? Near the stage?

GRAN: In a cage?

AMY: It's alright Gran; he only asked if you wanted to sit near the stage?

GRAN: Oh I see. Well, I'll sit next to you darling... you can translate.

...

DAD: Come on... we're over there near the choir.

GRAN: What did you say?

DAD: The choir... over there, by the choir.

GRAN: A fire? There's a fire? How awful! We must warn people!

DAD: Oh no!

GRAN: Fire, Fire!

PUBLIC: A fire? Where? Somebody said there was a fire. Oh no, a fire. A fire!

AMY: Come on Gran, we'd better go.

DAD: Yes, yes, let's get out of here!

...

GRAN: Oh, we're lucky to be alive!

DAD: Yes, it was fate.

GRAN: No, we weren't late, dear! Come on, let's go home.

- 3 Ask students to read the questions and then listen to the play a second time. Students must complete the sentences using the correct option.

ANSWER KEY

1 c 2 a 3 a 4 c

- 4 Students say what problem Gran has when she listens to other people.

ANSWER KEY

Gran has hearing problems. She confuses words that sound alike, although the meanings are completely different. As a result, she irritates the people around her and causes misunderstandings.

- 5 Read through the *Tune in to Listening* box with students. Explain that speakers use tone as well as words to express their moods. Read the list of moods and predict what tones might be used to express them, e.g. loud or harsh when angry, hesitant when worried, soft when patient, etc. Students listen to an extract from the play and determine Dad and Amy's moods.

P.3

GRAN: Why isn't Susan coming tonight?

DAD: She's very busy!

GRAN: Poor thing... are you sure she's alright?

DAD: She's a little stressed.

GRAN: Depressed, oh dear.

DAD: I said she was stressed Gran, not depressed.

GRAN: We all get depressed sometimes. I got depressed after my Teddy died in the fire. Though we did have our arguments... You know I always complained about his snoring.

DAD: Yes, I've heard about his snoring.

GRAN: Oh no, he was never boring dear.

AMY: No Granny! Daddy didn't say boring – he just said snoring!

GRAN: Yes, yes I know your father is rather boring, but I didn't know he snored too.

ANSWER KEY

The father goes from patient to irritated and angry. Amy is fairly patient.

- 6 Students work in pairs expressing different moods while reading the sentences. The student who is listening tries to guess the mood that the speaker wishes to convey.

Vocabulary (page 74)

Phrasal verbs

Aim ■ to review and extend students' knowledge of phrasal verbs

Lead-in

Draw three columns on the board and label them: *Intransitive phrasal verbs*, *Transitive phrasal verbs (separable)*, *Transitive phrasal verbs (non-separable)*. Elicit examples of verbs for each of the columns, e.g. Intransitive: *get up*, *take off* (an aeroplane), *sit down*; Transitive separable: *throw away*, *tell off*, *bring up*; Transitive non-separable: *look after*, *get off* (transport), *look forward to*. Do not erase the columns yet. You will need them later in the lesson.

1 Ask students to identify the phrasal verbs. Students replace the phrasal verbs with words from the list.

2 Students listen and check.



The company **staged** their first performance last month, but they **cancelled** the play after only a week. They couldn't **continue** because of poor reviews. They had hoped to **return** for a second season. They even **postponed** their tour of the States. Journalists **investigated** what had gone wrong. The problem was the writers had **omitted** the final scene. As a result, nobody could **understand** the ending. The acting had also **disappointed** the audience. The director **telephoned** the lead actor and asked him to resign. Soon new actors started **appearing** at rehearsals. The press **retracted** their criticism when they saw the new show. The original lead actor says he will never participate in another play. He may have the last word as he has decided to **stop** acting and become a journalist!

Extra activity

Ask the students to copy the columns you wrote on the board at the start of the lesson and write the verbs from the article in the appropriate columns.

Intransitive phrasal verbs: *carry on*, *come back*, *turn up*

Transitive phrasal verbs (separable): *put on*, *call off*, *put off*, *leave out*, *figure out*, *let down*, *ring up*, *take back*

Transitive phrasal verbs (non-separable): *look into*, *give up*

3 Students in pairs choose the ten verbs they consider to be the most useful and then report back to the class.

Extra activity

Students write sentences using their phrasal verbs and then read them aloud, leaving out the phrasal verbs. Other students guess the verbs.

➡ Language Reference page 45.

Grammar (page 75)

Reporting statements

Aim ■ to review the form of reported statements

1 Write the first pair of sentences on the board. Point out that the second sentence is in reported speech and elicit the changes (verb tense and pronoun). Students read through the rest of the sentences and note the changes. Point out that *have* becomes *had* and *can* becomes *could* in reported speech.

2 Students match the modals. Draw their attention to the fact that *must* becomes *had to* in reported speech.

ANSWER KEY

can → could must / have to → had to
may → might will → would

3 Students rewrite the sentences as reported speech.

ANSWER KEY

- 1 Jane told Pete she was leaving him.
- 2 She told him she couldn't stand his smelly dog.
- 3 She told him he watched TV all the time.
- 4 She told him she had never liked football.
- 5 She told him she would go mad if she stayed with him.
- 6 She told him his sister Sue had helped her to decide.

- 4 Divide the class into groups of about six students and ask them to sit in a circle. Each student relays one or two pieces of gossip about a famous person to the person sitting beside them, e.g. *Angelina Jolie has split up with Brad Pitt*. Students pass the gossip on to another person as reported speech, e.g. *Carmen said that Angelina Jolie had split up with Brad Pitt*. Groups continue until the gossip goes round the circle and returns to the person who started it. Ask students if their gossip changed as it was passed round.

Reporting questions (page 75)

- 1 Write the pairs of sentences on the board and go through the questions with the class.

ANSWER KEY

- 1 In the reported question, the order of the words is the same as in an affirmative statement.
- 2 Auxiliary verbs (*do/did*) are not used in reported questions.
- 3 We use *if* to report *yes/no* questions.

- 2 Students write reported questions.

ANSWER KEY

- 1 Amy asked Gran how old she was.
- 2 She asked Gran where she had met Teddy.
- 3 She asked Gran if she sometimes felt lonely.
- 4 She asked Gran if she could go shopping alone.
- 5 She asked Gran if she would come and live with them.
- 6 She asked Gran if she had ever thought about marrying again.

✚ Extra activity

Students write questions about family habits using past, present and future verb forms, e.g. *Do you often go out in the evening with your parents?* Students ask and answer the questions in pairs and then write some of the questions and answers in reported speech, e.g. *Borja asked me if I often went out in the evening with my parents. I said that I went out with them about once a month.*

Reporting requests and commands (page 75)

- 1 Write the examples on the board. Elicit that when reporting requests and commands we use the structure **tell or ask + personal object + infinitive with to**. Write the following sentence on the board: *Don't open the door*. Elicit the reported sentence: *They told us not to open the door*. Point out that we put *not* before *to* when reporting negative requests and commands.

- 2 Students rewrite the sentences.

ANSWER KEY

- 1 The teacher told the students to check their work carefully.
- 2 The firefighter told the crowd not to panic.
- 3 The boy asked the police officer not to tell his parents.
- 4 Joe told Sam to hurry up or they would be late.
- 5 My parents told me not to forget to wear a helmet.

Reporting verbs (page 75)

- 1 Write the two sentences on the board and ask students which reporting verb is followed by a direct object. Point out that when we mention who we are talking to, we normally use **tell**.

ANSWER KEY

tell is followed by a direct object.

- 2 Ask students what reporting verbs they have used in this section so far (*tell, say* and *ask*). Explain that using other reporting verbs adds more variety and interest to what we say. Students complete the sentences.

ANSWER KEY

- 1 explained 2 advised 3 asked 4 ordered
5 promised 6 suggested 7 warned

3 Students work in pairs writing the speakers' original words.

4 Students listen to the recording and compare their answers.



- 1 First of all, plug it in...
- 2 I would eat more fruit if I were you.
- 3 Are you happy?
- 4 Advance!
- 5 I'll arrive early.
- 6 What about meeting at eight?
- 7 Don't go in there. It's dangerous.

5 Ask students to list the reporting verbs that are followed by a direct object. Then tell them to look at the remaining verbs and write out the verb pattern for them as well.

ANSWER KEY

reporting verb + direct object + infinitive with to: advise, ask, order, warn, tell
reporting verb + (that) + phrase: explain, promise, suggest, say

🔊 Language Reference pages 18-20.

⊕ Extra activity

Write the reported verbs from the last activity on the board. Ask students to copy this sentence onto a piece of paper: *She warned him not to phone her again.* Students write the next sentence of a chain story, using one of the reporting verbs and then pass the paper to the student sitting to their left. Students continue the stories until they have used all the verbs. Students read their stories in groups. Who has the strangest story? Who has the most interesting?

🎧 Fine Tuning (page 75)

Write this sentence on the board: *'I went to the cinema yesterday,' said Jeff.* Elicit the reported statement: *Jeff said he had gone to the cinema the day before.* Point out that in addition to tenses and pronouns, time and place references also change in reported speech. Students turn to *Fine Tuning* page 94 and complete the activities.

ANSWER KEY Fine Tuning (page 94)

- | <p>1</p> <table border="0"> <tr> <th>direct speech</th> <th>reported speech</th> </tr> <tr> <td>yesterday</td> <td>the day before / (the previous day)</td> </tr> <tr> <td>today</td> <td>that day</td> </tr> <tr> <td>tomorrow</td> <td>(the next day) / the following day</td> </tr> <tr> <td>tonight</td> <td>that night</td> </tr> <tr> <td>next week</td> <td>(the next week) / the following week</td> </tr> <tr> <td>last week</td> <td>the week before / the previous week</td> </tr> <tr> <td>here</td> <td>there</td> </tr> <tr> <td>this</td> <td>that</td> </tr> </table> | direct speech | reported speech | yesterday | the day before / (the previous day) | today | that day | tomorrow | (the next day) / the following day | tonight | that night | next week | (the next week) / the following week | last week | the week before / the previous week | here | there | this | that | <p>2</p> <ol style="list-style-type: none"> 1 She said she was leaving that night. 2 Harry said they couldn't stay there any longer. 3 They promised we would see each other that afternoon. 4 The man told the police that she had arrived the previous week and had left the day before. 5 The man shouted that that day was the best day of his life.*
*point out how that can be used twice in a row (although we usually try to avoid it). |
|---|--------------------------------------|-----------------|-----------|-------------------------------------|-------|----------|----------|------------------------------------|---------|------------|-----------|--------------------------------------|-----------|-------------------------------------|------|-------|------|------|--|
| direct speech | reported speech | | | | | | | | | | | | | | | | | | |
| yesterday | the day before / (the previous day) | | | | | | | | | | | | | | | | | | |
| today | that day | | | | | | | | | | | | | | | | | | |
| tomorrow | (the next day) / the following day | | | | | | | | | | | | | | | | | | |
| tonight | that night | | | | | | | | | | | | | | | | | | |
| next week | (the next week) / the following week | | | | | | | | | | | | | | | | | | |
| last week | the week before / the previous week | | | | | | | | | | | | | | | | | | |
| here | there | | | | | | | | | | | | | | | | | | |
| this | that | | | | | | | | | | | | | | | | | | |

🔊 Tune in to Vocabulary and Grammar worksheet. Resource Book page 54.

Speaking: Interaction (page 76)

Travel enquiries



Aims

- to practise making travel enquiries
- to practise indirect question forms



Lead-in

Elicit ways of travelling, e.g. *by plane, on foot, by car, by bus, by train, by boat, by tube.* Then ask students which method of transport they prefer and determine the class favourite.

- 1 Tell students they are going to listen to five different speakers asking for information. Ask them to write down the names of the places where each speaker wants to go.

9.6

- 1 What time does the next **coach** for **Bristol** leave?
- 2 Where's the check-in desk for the **Sydney flight**?
- 3 Can you tell me **how much** a **return** trip to **Edinburgh** is?
- 4 Do you know **how long** the **train** takes to get to **Paris**?
- 5 Could you tell me **if** the **Royal Hotel** is near here?

ANSWER KEY

1 Bristol 2 Sydney 3 Edinburgh 4 Paris
5 the Royal Hotel

- 2 Students listen again and complete the speakers' sentences using information from the listening.

ANSWER KEY

See tapescript 9.6

- 3 Ask students where the speakers are and elicit how they are going to travel to their destinations, using clues such as coach, check-in desk, return trip, train, Royal Hotel, near here.

ANSWER KEY

- 1 bus station, by coach
- 2 airport, by plane
- 3 bus/train station/airport, by bus/train/plane
- 4 train station, by train
- 5 on the street, by car/on foot

- 4 Read through the **Tune in to Speaking** box with students. Tell them they are going to make polite enquiries. Ask the students to look at exercise 2 again. Elicit that the questions in 3-5 are polite and ask them what the more informal and simpler version of the questions would be. Draw students' attention to the changes in word order.

ANSWER KEY

- 3 How much is a return trip to Edinburgh?
- 4 How long does the train take to get to Paris?
- 5 Is the Royal Hotel near here?

- 5 Students write more polite versions of the questions and enquiries.

POSSIBLE ANSWERS

- 1 Could you tell me what the fastest way to travel to Perth is?
- 2 Do you know if there is a good, cheap hotel in the city?
- 3 Could you tell me where the Black Bull restaurant is?
- 4 Could you tell me which museums and galleries you recommend?
- 5 Can you tell me how much full-board costs?
- 6 Could you tell me if you have any special prices for students?

- 6 Students use the prompts to write out a dialogue using polite questions and enquiries.

- 7 Students listen and compare their dialogues.

9.7

SON: I'd like some information about bed and breakfast accommodation in Cornwall.

TOURIST INFORMATION: We have lots of places to choose from! How long are you thinking of staying?

SON: I'm not sure, but probably for a long weekend.

TOURIST INFORMATION: Could you tell me how many people are in your group?

SON: There are three of us. Me and my parents.

TOURIST INFORMATION: Would that be two rooms? I can offer you one single and one double room.

SON: That sounds fine. Do you know if the rooms have private bathrooms?

TOURIST INFORMATION: Yes, they do. Would you prefer a continental or a traditional breakfast?

SON: What is a traditional breakfast?

TOURIST INFORMATION: You have bacon, fried or scrambled eggs, sausage and beans.

SON: Fantastic! Where can you recommend?

TOURIST INFORMATION: I think the Gardenview Bed and Breakfast will suit you.

- 8 Students turn to page 127 and read through tapescript 9.7. Make sure they have time to read both roles.

Vocabulary (page 76)

make or take?

- Aim** ■ to review expressions with *make* and *take*

Lead-in

Ask students what is wrong with this sentence and how they could correct it: *I'd like to make a photograph.* Elicit that *make* needs to be replaced with *take*.

Extra activity

Give pairs two minutes to write as many more phrases with *make* and *take* as they can. Some possibilities include: *make the bed, make coffee, make love, make war, make a wish, take a break, take an opportunity, take time, take notes, take a seat.*

- 1 Students complete the sentences in pairs.

ANSWER KEY

1 make 2 takes 3 Take 4 took 5 is making/made
6 take 7 made 8 made

- 2 Students work in pairs discussing the topics using *make* and *take* appropriately.

On Air (page 76)

- 1 Ask students to turn to the *On Air* page 112. Read through the information with them and clarify doubts as necessary.
- 2 Students work in pairs and decide where they would like to go.
- 3 Students write a dialogue including polite questions and enquire about their dream holiday.
- 4 Encourage them to practise until they can act out their dialogue without looking at their notes.
- 5 Ask some pairs to act out their dialogues for the rest of the class.

Speaking: Production (page 77)

Talking about annoying things

- Aim** ■ to practise talking about something that annoys you

Lead-in

Ask students to tell you the aim of this section (to talk about something that annoys you) and then ask them to list some of the things that annoy them.

- 1 Read through the list of items in the quiz and elicit or explain vocabulary as necessary. Students do the quiz individually.
- 2 Students compare their answers with people sitting near them. Ask some students to tell the rest of the class their results and the things that annoy them. Encourage other students to say if they feel the same or not.

- 3 Tell students they are going to hear a girl telling a friend about a problem. Students listen to identify the girl's problem and what she is going to do.



SALLY: Hi Josie, how are things in your new flat?

JOSIE: Terrible.

SALLY: Really? What's wrong?

JOSIE: Well, it's my flatmate. She's so inconsiderate.

She never offers to help cleaning the house. I have to do everything. It's not fair. She takes my milk from the fridge and drinks it without asking. The other morning I didn't have any milk to put in my coffee because she had drunk it all. She's really selfish. She spends hours on the phone talking to her boyfriend. Sometimes my friends try to phone but they can't get through because of her. Then, when she goes out at night she comes home really late, puts on loud music and wakes me up. I just can't stand it any more.

SALLY: What are you going to do?

JOSIE: I'm going to have to talk to her about it. If she doesn't change her habits, she can change flat!

ANSWER KEY

The girl has a problem with her flatmate. She is going to ask her to change her habits or move house.

Extra activity

Play the CD again. Students note down all the things that Josie's flatmate does that irritate her (never offers to help cleaning the house; takes Josie's milk and drinks it without asking; spends hours on the phone talking to her boyfriend; puts on loud music late at night).

- 4 Students mark the expressions they think Josie uses and then listen to check. Elicit or explain the meaning of the expressions that Josie does not use.

ANSWER KEY

Josie says: *She's so inconsiderate. It's not fair. She's really selfish. I just can't stand it any more.*

- 5 Divide the class into three groups and assign one of the roles to each group. Students read through the situation. Students in groups A and B prepare their reasons. Students in group C prepare the questions they will need to elicit reasons from the other students.
- 6 Rearrange the students so that there is one student A, one student B and one student C in each group. Students act out the situation.

On Air (page 77)

- Ask students to turn to *On Air* page 112. Read through the information with them and clarify doubts as necessary.
- In pairs, students speak for one minute about something that really annoys them.
- Using reported speech, students report what their partner said to the rest of the class. The class decides what the most serious and the silliest problems are.

- 🎧 *Tune in to Culture worksheet.*
Resource Book page 57.

Fine Tuning (page 77)

Write this sentence on the board: *We are not going until we have seen the end.* Ask students to say the sentence aloud and elicit how the words are contracted: *We aren't going until we've seen the end.* Explain that being aware of contractions makes it easier to understand spoken English. For more practice in this area, ask students to turn to *Fine Tuning* page 95 and work through the activities.



- I've always enjoyed going to the theatre.
- I didn't have a good time the last time I went.
- The play wasn't bad, but we couldn't see very well.
- My father said he wasn't going until he'd seen the end of the play.

ANSWER KEY Fine Tuning (page 95)

- | | |
|----------------------|-------------------|
| 1 1 eight words | 2 twelve words |
| 3 twelve words | 4 sixteen words |
| 2 1 I have | 2 did not |
| 3 was not, could not | 4 was not, he had |

Writing (pages 78-79)

A script

- 🎧 **Aims**
- to practise writing a script
 - to practise using informal language in scripts

★ Lead-in

Write the following words on the board: *key, lift, lighter, penknife, control panel, ceiling.* Tell students they will be reading a scene from a play that uses these words and ask them to guess what will happen.

- 1 Students read the script and compare their guesses to what actually happens. In pairs, students then discuss answers to the questions.

ANSWER KEY

- It takes place in a lift.
- Two men, a woman and a technician.
- Two men and a woman are in a lift when it suddenly stops and the lights go out.
- They do not pay her any attention. They act as if they were superior and she did not know anything.
- They are surprised because the woman is the lift engineer.

- 2 Students act out the scene in groups of four.

- 3 Read through the **Tune in to Writing** box with the class. Students look for examples of informal language in the script and add more examples to the table.

ANSWER KEY

Contractions: *I'm afraid, Don't panic!, I've got, I'm going, that's, key's broken, You're heavy, I've hurt, we're trying, What's wrong, I've cut, we're moving, She's, didn't*

Phrasal verbs: *hold on, reach up, lift up, sit down, figure out, going up*

Idioms: *give me a hand, I've got it!, What a relief!*
'Ungrammatical' language: *Almost there, everybody OK?, You know her?*

Other: *Me too! OK, Shhh*

- 4 Students read through the script again to determine how the scriptwriter indicates pauses and interruptions.

ANSWER KEY

Pauses or interruptions are indicated by an ellipsis (...).

- 5 Students rewrite the dialogue as an informal script in pairs.

MODEL ANSWER

A: Are you afraid of the dark?
 B: Yes, I am. Do you think we'll be here long?
 A: I don't know. Why don't we talk about something else?
 B: For example?
 A: What about our jobs?
 B: OK.
 A: I'm a designer. I've been a designer for five years.
 B: Really? I'm an accountant. Being an accountant is a real drag.
 A: Rubbish! I think accountants are hilarious.
 B: Thanks.

- 6 Give students time to practise and then ask them to take turns reading their dialogues to the class. Ask students which script sounds the most formal.

- 7 Students match the actions with the people or objects in the script.

ANSWER KEY

click something on (lighter/woman), come on (lights), go out (lights), go up (lift), lift somebody up (man), reach up (man)

- 8 Students read through the script and find lines that exemplify the different moods.

ANSWER KEY

angry: Look, will you please listen to me? / Look you two.
 frightened: I'm afraid of the dark! / Me too!
 happy: Hurray!
 impatient: Shhh! We're trying to concentrate. / What's wrong now?
 indignant: Why didn't you tell us? / Tell you? How could I? You didn't let me say a single word!
 relieved: What a relief!

- 9 Read through the ideas for stage instructions with the class. In pairs, students rewrite the dialogue so that it includes stage instructions. When they have finished, write an example on the board together.

MODEL ANSWER

(In a shop: customer and shop assistant.)
 A: (Helpful.) Can I help you?
 B: (Angry.) Yes, I bought this phone yesterday and it doesn't work.
 A: I see. Could I look at the phone, please?
 B: (Gives phone to other person.) Here you are.
 A: (Opens phone and removes battery.) Did you charge the battery?
 B: (Doesn't understand.) What do you mean?
 A: (Explains patiently.) You have to charge the battery fully before you use the phone.
 B: (Feels silly.) Oh, I didn't know that.

- 10 Students practise their scripts in pairs.

On Air (page 79)

- 1 Ask students to turn to On Air page 113. Read through the information with them and clarify doubts as necessary.
- 2 In pairs, students choose one of the situations and write their dialogue. Make sure they use the features of informal language.
- 3 Students act out their dialogues for the rest of the class. Other students listen and write down examples of informal language.

 Tune in to Writing worksheet.
 Resource Book page 56.

Fine Tuning (page 79)

Elicit or give some examples of idiomatic expressions, e.g. *take it easy*, *make your mind up*, *be short of money*. Ask students to turn to Fine Tuning page 95 and work through the activities there.

ANSWER KEY Fine Tuning (page 95)

- 2 1 put his foot in it: to say or do something without thinking about the consequences and possibly upset someone
- 2 give someone a hand: to help someone
- 3 keep an eye on something: to watch/take care of something
- 4 the word on something: what is being said about something
- 5 What's up?: What's happening?/What's the matter?

 Unit 9 Test. Resource Book page 66.

Check and Test 3 (pages 80-81)

- 1 1 will pass 2 will destroy 3 will be watched
4 would not have happened 5 was
6 had been eaten 7 are cut down
8 had been 9 was/were invited.
- 2 1 He complained that the room was dirty.
2 The teacher told the students to stop talking.
3 Sally promised Geoff that she would see him the next day.
4 Pete asked Norman if he was walking home after school that afternoon.
5 A cure for cancer has not yet been discovered.
6 The game will be stopped if the fans keep on fighting.
7 Thousands of deaths are caused by smoking every year.
8 A new president will have been elected by the time you get back.
- 3 1 b 2 a 3 c 4 a 5 c 6 b 7 b
- 4 Student's own answers (meanings explained below)
a explain b escape c move away d move to the ground e leave (a vehicle) f leave (a place) g avoid h rise (from lying down)
- 5 1 Rubbish and waste: small islands are not equipped to dispose of all of the rubbish produced by residents and tourists or that which is washed up on their beaches.
2 There are concerns that the tourist industry will be affected as tourists will not return to or recommend islands that are littered with rubbish.
3 They have raised awareness of the problem and have asked for other nations to help them by providing effective and affordable technology, including recycling equipment.
- 6 1 Thousands of discarded beer cans cause the blue-green colour.
2 If you don't have ways of recycling, it is difficult to know what to do.
3 Jagdish Koonjul said that they urgently needed access to effective technology.
- 7 1 deal with 2 along with 3 mounds
4 income 5 littered with 6 growing
- 8 1 T 2 F 3 F 4 F 5 F 6 T

Check and Test 3

What will life on Earth be like in the year 3000?
We don't know for sure, but researchers suggest that things could be very different. Scientists, investigating global warming, warn

of huge temperature changes accompanied by rising sea levels, which will change our planet and our lives.

Recent studies indicate that global temperatures could increase by fifteen degrees centigrade by the year 3000. This increase means that sea levels will rise by an incredible eleven metres: a huge figure compared to previous studies which had predicted increases of between sixteen and seventy centimetres. People living at sea level will face serious problems of flooding. To put it simply, sea water will cover their homes and force them to leave. Flooding will happen in countries all around the world, including Bangladesh, the UK and the USA.

Predicting is not, however, an exact science and other researchers believe that global temperatures will fall rather than rise, at least initially as melting ice causes our thermometers to drop.

The scientific community does seem to agree on one thing, though. Melting ice will change the acidity of our oceans, threatening marine organisms, such as corals and plankton. As these tiny creatures provide food for all marine life, our oceans are likely to change in many ways.

The message is that if we want to protect our world, we have to stop burning fossil fuels and cut greenhouse gas emissions, even then it could be too late!

- 9 a Possessions do not bring happiness. Check that the essay is organised into stages: state the problem, give some history, propose solutions, give conclusions. Students should make use of a wide range of tenses including conditionals and modal verbs.
b A dialogue between two people who meet looking for old furniture on a rubbish tip. Check for the use of informal language: contractions, phrasal verbs and idioms.
- 10a The pros and cons of a throwaway society. Check that the student organises the speech into stages: introduction, main ideas and conclusion and that they are able to explain why their reasons/ideas are important/relevant.
b What's happening in the picture. Check for correct usage of the Present Simple and Continuous. In both cases, listen for vocabulary, level of fluency and pronunciation.

TUNE IN 1 Mock Exams

On pages 106-123 you will find Mock Exams to distribute to your students throughout the year. The exams are topic-based and focus on different aspects of English-speaking culture. Each exam has three different versions with different text lengths and question types, to reflect the diversity of university entrance exams in different autonomous communities, and to cater for mixed-ability levels in the classroom. The exams have been designed to resemble the final examination formats with a focus on reading and writing tasks, to build students' confidence for the examination right from the start of the course. To help develop students' aural and oral skills, optional listening and speaking tasks are included in each type 3 exam.

Marking guide

Each Mock Exam is marked out of 20.

Mock Exam type 1

Part one: Reading: text length 200 words (14 points)

Exercise 1 - Reading comprehension: award 1 point for each correct answer.

Exercise 2 - Sentence rewriting: award 1 point for each correct answer.

Exercise 3 - Vocabulary: award 1/2 point for each correct answer.

Exercise 4 - Phonetics: award 1/2 point for each correct answer.

Part two: Writing (6 points)

Award 2 points for organisation of the text (paragraphing, linkers, etc.). Award 2 points for style; for example, for using the standard phrases and structure expected in each text type. Award 2 points for accurate use of language and spelling.

Mock Exam type 2

Part one: Reading: text length 300 words (14 points)

Exercise 1 - Reading comprehension: award 1 point for each correct answer.

Exercise 2 - Reading comprehension: award 1 point for each correct answer.

Exercise 3 - Sentence completion: award 1/2 point for each correct answer.

Exercise 4 - Summarising: award 1/2 point for each correct answer.

Exercise 5 - Vocabulary: award 1/2 point for each correct answer.

Part two: Writing (6 points)

Award 2 points for organisation of the text (paragraphing, linkers, etc.). Award 2 points for style, for example, for using the standard phrases and structure expected in each text type. Award 2 points for accurate use of language and spelling.

Mock Exam type 3

Part one: Reading: text length 450 words (8 points)

Exercise 1 - Reading comprehension: award 1/2 point for each correct answer.

Exercise 2 - Summarising: award 1/2 point for each correct answer.

Exercise 3 - Vocabulary: award 1/2 point for each correct answer.

Part two: Writing (5 points)

Award 1 point for organisation of the text (paragraphing, linkers, etc.). Award 2 points for style, for example, for using the standard phrases and structure expected in each text type. Award 2 points for accurate use of language and spelling.

Part three: Listening (4 points)

Award 1/2 point for each correct answer.

Part four: Speaking (3 points)

Award 1 point for speaking without the need for prompting by the teacher. Award 1 point for use of tenses and vocabulary. Award 1 point for answering the question directly and accurately.

VIDEO GAMES Mock Exam 1

Name: _____

Total Points: /20

Part one: Reading Comprehension

14 points

The computer and video game industry is one of the most successful industries today. It seems to be immune to economic recession with worldwide sales topping US\$25 billion in 2005, and figures suggesting that an astonishing 87% of teenage boys regularly play video games in the USA. In addition, software developments enable designers to create new games for younger people and more sophisticated products aimed at the mature audience, ensuring future market success.

Recently, this prosperous industry has been the subject of criticism from those concerned about the content of many of the best-selling games. Critics highlight that many games glorify extreme violence. Many of the new-generation 'first person shooter' games, for example, require players to kill their opponents in order to advance through the game. What's more, a growing number of games reduce women to little more than sexual objects.

Despite these concerns, it seems that younger children have increasing access to unsuitable games and that the interactive entertainment industry is doing little to remedy the situation. Both parents and pressure groups are campaigning to persuade the industry to take their worries seriously and to develop attractive video and computer games which transmit positive values rather than the current ones of violence and sexism.

1 Answer the questions using information from the text. (4 points)

- 1 What two factors indicate the current success of the computer and video games industry?

- 2 How is the industry developing to continue to be successful in the future?

- 3 Why do some people criticise the industry?

- 4 What do parents and pressure groups want the industry to do?

2 Rewrite the sentences using the words or phrases given. (6 points)

- 1 Violent video games are more popular than non-violent ones.
Non-violent games _____
- 2 'You spend too much time playing computer games,' my mother said.
My mother said _____
- 3 People buy video games in large department stores.
Video games _____
- 4 Video games don't interest me at all.
I _____
- 5 Use a relative pronoun to join these two sentences.
They are now designing games with new heroines. These female characters are more realistic.

- 6 Write a question for the underlined words in this answer.
Boys under seventeen buy the majority of computer games.

3 Find words or phrases in the text to match these definitions. (2.5 points)

- 1 unaffected (para. 1) _____
- 2 global (para. 1) _____
- 3 older players / people (para. 1) _____
- 4 make something attractive / positive (para. 2) _____
- 5 resolve a problem (para. 3) _____

4 Phonetics. (1.5 points)

- 1 Find one word in paragraph one with the consonant sound /ŋ/ as in *sing*. _____
- 2 Find two words in paragraph one with the diphthong /eɪ/ as in *lazy*. _____
- 3 Find one word in paragraph three with the diphthong /aɪ/ as in *time*. _____

Part two: Writing

6 points

5 Choose one of the options and write an essay. (75-100 words)

- a A description: My favourite video game.
- b A for and against essay: Electronic games are dangerous for young people.

VIDEO GAMES Mock Exam 2

Name: _____

Total Points: /20

Part one: Reading Comprehension

14 points

The interactive entertainment industry, which produces video and computer games, is one of the most dynamic global industries today. With worldwide sales in excess of US\$25 billion in 2005, the industry appears to be immune to economic recession. The market for video and computer games is also growing; recent figures suggest that as many as 87% of teenage boys in the USA regularly play video games. With the development of more realistic and attractive games for younger players, it would seem that a successful future is guaranteed.

But this prosperous industry is coming under increasing criticism from those concerned about the content of some games currently on the market. Critics believe that many of the best-selling games glorify violence and transmit negative values to young players. In particular 'first person shooters' – games where players must kill their opponents to advance through the game – are growing in number and popularity.

In addition, a growing number of video and computer games degrade women, presenting them as victims of violence or sexual objects. Have a look at typical video game heroines and you will find that, no matter how many weapons they are given, most of them are Barbie-doll bodies without a brain. This is probably due to the fact that, even nowadays, most designers and players are men.

But violence is not restricted to that in the games themselves. Giselle Pakeera, whose teenage son Stefan was murdered by another teenager, is convinced that a video game called *Manhunt* should be blamed for her son's death. Speaking to *The Guardian* newspaper, Ms Pakeera called for a ban on violent video games; saying she found manufacturers irresponsible because of the devastating effect of violent games on young people's lives. Although some high street shops withdrew *Manhunt* from their shelves, the industry has remained quiet.

1 Answer the questions using information from the text. (4 points)

- 1 What makes the video and computer game industry so successful? _____
- 2 Why are 'first person shooter' games under criticism? _____
- 3 What does Ms Pakeera want to happen? _____
- 4 What happened after her son's death? _____

2 Are these statements true or false? Find evidence in the text to support your answers. (4 points)

- 1 Most young people play computer games nowadays. _____
- 2 Video game heroines are powerful, intelligent characters. _____
- 3 Ms Pakeera's son died because he spent too much time playing video games. _____
- 4 Shops and retailers are more concerned about violence in video games than the industry. _____

3 Match 1-3 with a-c to make correct sentences. (1.5 points)

- 1 Lara Croft has been... _____
 - 2 After the death of Stefan Pakeera... _____
 - 3 Ms Pakeera thinks... _____
- a *Manhunt* was banned by some high street shops.
b the most popular game heroine in recent years.
c violent games should be taken off the market.

4 Complete the sentences. More than one correct answer is possible. (2 points)

- 1 Computer games are now _____ than ever.
- 2 _____ most video and computer game players are male, _____ numbers of young girls and women are beginning to join the world of electronic games.

5 Find words or phrases in the text to match these definitions. (2.5 points)

- 1 active (para. 1) _____
- 2 unaffected by (para. 1) _____
- 3 make something look good / positive (para. 2) _____
- 4 make something look bad / negative (para. 3) _____
- 5 terrible (para. 4) _____

Part two: Writing

6 points

6 Choose one of the options and write an essay. (75-100 words)

- a An opinion essay: Video games are too violent. Discuss.
- b An informal letter to a friend describing a new video game you have bought.

VIDEO GAMES Mock Exam 3

Name: _____

Total Points: /20

Part one: Reading Comprehension

8 points

One of the most dynamic industries today is that dedicated to computer and video games; more formally known as the interactive entertainment industry. Apparently immune to economic recession, the industry registered worldwide sales in excess of US\$25 billion in 2005. With sales figures topping a million copies for the most popular games and statistics suggesting that as many as 87% of teenage boys regularly play video games in the USA, it seems that the success of the industry is set to continue. However, recent criticisms of games currently on the market are prompting some people to view this form of entertainment with suspicion.

Studies of the best-selling products demonstrate that many games contain scenes of extreme violence. The growing popularity of 'first person shooters': games where the player advances by killing people, is also a worrying trend. An increasing number of all games portray women in degrading ways; often as little more than playmates for male characters. The biggest criticism facing the industry; however, is the claim that violence in society can be linked to computer and video games.

For the parents of 14-year-old Stefan Pakeera, brutally murdered in February 2004 by a teenage fan of the video game *Manhunt*, there is no doubt that their son's attacker was influenced by what he had seen while playing the game.

Although no connection between the game and the tragic death of Stefan was made during the inquest into his death, a few high street retailers withdrew the game from their stores in the aftermath of the trial. Talking to *The Guardian* newspaper after her son's death, Ms Pakeera called for a ban on violent games; saying she believed their manufacturers to be irresponsible.

Researchers suggest that exposure to high levels of video-game violence has tragic results: viewers of violent scenes express less sympathy for victims of real violence; they get used to this behaviour and are more likely to use violence in real life. In addition, other researchers from Iowa State University believe children who often play video games become more aggressive; they may develop relationship problems with their peers and have poorer marks at school.

Is it fair to blame the industry for these changes in teenage behaviour and attitudes? Video and computer games are presently rated by the British Board of Film Classification and many games are labelled as only suitable for over-18s. It seems that despite these measures, children not only have access to these games, but play them regularly. One thing is clear; the video-game industry is currently doing little to counteract violence or sexual discrimination. The only option for players and their families is to respect the rating mechanisms in operation and to be aware of the possible dangers of video-game violence.

1 Read the text and choose the correct answers. (3 points)

- 1 The interactive entertainment industry...
 - a has been greatly affected by the economic crisis.
 - b is a very profitable business.
 - c is becoming less successful because of violence in video games.
- 2 In many modern computer and video games...
 - a the player has to kill others to score points.
 - b the player has to use intelligence to win the game.
 - c the player impersonates a victim of violence.
- 3 Women are portrayed in a degrading way...
 - a in games where they are the main character.
 - b in a small number of games.
 - c in a rising number of video games.
- 4 After Stefan's tragic death, the electronic game industry...
 - a was completely transformed.
 - b was affected by a severe drop in sales.
 - c suffered hardly any consequences at all.
- 5 According to researchers, video games are linked to aggression in real life because...
 - a players see violence as something attractive.
 - b players are less shocked by real violence and their levels of compassion decrease.
 - c players try to imitate violent heroes from the games they have been playing.
- 6 According to the text, young players...
 - a also suffer from headaches and concentration problems.
 - b also have social problems and are less successful at school.
 - c will develop social problems in the future if they play too much.

2 Complete the summary of the text. (2.5 points)

The computer and video games industry is very successful. However, ¹_____ of the content of many games is ²_____. Many best-selling games contain violence, killings and degrading ³_____ of women. Research suggests that there are ⁴_____ between violence in games and violence in society. Some parents have called for such games to be ⁵_____ and for stricter controls of the sale of violent games to children.

3 Write definitions for these words and expressions from the text. (2.5 points)

1 immune (line 03)

2 topping (line 05)

3 inquest (line 26)

4 high street retailers (line 27)

5 peers (line 37)

Part two: Writing

5 points

4 Choose one of the options and write an essay. (100-120 words)

- a Write about a problem: The sale of illegal copies of CDs, DVDs and video games.
- b A formal letter to a shop: You bought a video game which does not work and you would like to change it.

Part three: Listening Comprehension

4 points

In this radio programme you're going to hear some new words. Read and listen to them. Make sure you know what they mean.

English	castellano	català	euskara	galego
hit	éxito	èxit	arrakasta	éxito
age group	grupo de edad	grup de edat	adin taldea	grupo de idade
reward	recompensar	recompensar	saritu	recompensar
scary	que asusta	que espanta	beldurgarri	que da medo

Read the extract and questions 1-8 carefully before listening to the radio programme.

PRESENTER: Today we are talking about a living legend in video games: Mr Shigeru Miyamoto, the creator of *Super Mario Brothers* and the *Legend of Zelda*, among other video game hits. At fifty-two, Mr Miyamoto is considered to be a genius by video-game designers, but we don't know much about him. John Davison, what do you think makes Miyamoto such a great designer?

5 Listen to the complete interview and choose the correct ending for the sentences.

- 1 The Rubik's cube...
 - a is a good example of an attractive, well designed game.
 - b is too addictive, so it is a dangerous example to follow.
 - c should have been designed by Nintendo.
- 2 Miyamoto thinks video games should be played...
 - a by children and teenagers mainly.
 - b by people of all ages, from the very young to their grandparents.
 - c by players mainly over sixty years old.
- 3 What is, according to the programme, the secret of creating a hit game?
 - a It should have good music and stunning images.
 - b It should be attractive and challenging.
 - c It should be cheap.
- 4 Mr Miyamoto gets ideas for his games...
 - a from real life, for example, from his childhood experiences.
 - b from books and films.
 - c from his team of writers and designers.
- 5 Video games in the future...
 - a will need a room-size screen to be played.
 - b will need a different screen for each player.
 - c will fill a room somehow, but he doesn't explain more.
- 6 The speaker suggests modern cinema and video-game technology...
 - a will eventually become the same thing.
 - b have no relationship at all.
 - c have things in common, but shouldn't be compared.
- 7 Mr Miyamoto is said to...
 - a be a video game addict himself.
 - b hate video games and never play them.
 - c play video games only when he has to test a new product.
- 8 Shigeru Miyamoto...
 - a has very unusual hobbies.
 - b relaxes in his free time.
 - c finds it difficult to relax in his free time.

Part four: Speaking

3 points

6 You and a friend have to decide what birthday present to buy for another friend.

Work in pairs and discuss the options: a video or computer game, a book or some clothes. Give your reasons for and against each option.

BRITISH POPULAR CULTURE Mock Exam 1

Name: _____

Total Points: /20

Part one: Reading Comprehension

14 points

One of the best-known elements of popular British culture must be the pub. Even US president George W. Bush had lunch at Tony Blair's local public house during a visit. Queen Elizabeth II has also visited several pubs, including those that appear in television soap operas.

Many tourists are not aware of the history of the pub tradition. Although the inhabitants of Great Britain have drunk a type of homemade ale since the Bronze Age, it was the Romans who established a network of inns throughout the country. Within a few centuries these inns had become so popular that King Edgar of England (AD 943-975) declared that alehouses should be restricted to one per village.

During the Middle Ages all beers were brewed in alehouses. To announce that the beverage was ready for consumption, owners would attach a bunch of hops; the plant used to flavour beer, to a stick at the front of the building. This is the origin of the traditional pub sign. Today pub names still tell the local history of the surrounding area as many refer to occupations or historic events; the Baker's Arms or the Trafalgar. If you visit a pub, examine the name closely: you are looking at a piece of British history.

1 Answer the questions using information from the text. (4 points)

- 1 What famous people have visited British pubs? _____
- 2 How did the Romans extend the pub tradition? _____
- 3 Why did King Edgar want to restrict the number of pubs? _____
- 4 Explain the origin of the pub sign.

5 Use a relative pronoun to join these two sentences.

The local pub was robbed last week. It is on the corner of Rose Street.

6 Write a question for the underlined words in this answer.

Pub signs are a part of history as they refer to popular occupations and historic events.

2 Rewrite the sentences using the words or phrases given. (6 points)

- 1 George W. Bush has visited one pub; Queen Elizabeth II has visited three.
Queen Elizabeth II _____
- 2 'There will be no more than one alehouse in each village', said King Edgar.
King Edgar said _____
- 3 The owner used a bunch of hops on a stick to let people know the ale was ready.
A bunch of hops on a stick _____
- 4 The Dun Cow has an excellent chef. It lost the cookery competition.
Although _____

3 Find words or phrases in the text to match these definitions. (2.5 points)

- 1 TV programme (para. 1) _____
- 2 citizens (para. 2) _____
- 3 make a law / ruling (para. 2) _____
- 4 make a drink (para. 3) _____
- 5 can be drunk / eaten (para. 3) _____

4 Phonetics. (1.5 points)

- 1 Find one word in paragraph one with the vowel sound /ʌ/ as in *up*. _____
- 2 Find one word in paragraph two with the vowel sound /ɜ:/ as in *bird*. _____
- 3 Find two words in paragraph three with the vowel sound /ɪ/ as in *city*. _____

Part two: WRITING

6 points

5 Choose one of the options and write an essay. (75-100 words)

- a A description: A popular tradition in my country.
- b An informal letter to a pen pal giving tourist advice for visiting your country.

BRITISH POPULAR CULTURE Mock Exam 2.

Name: _____

Total Points: /20

Part one: Reading Comprehension

14 points

In 2003 US President George W. Bush visited a British pub to have lunch with Prime Minister Tony Blair. Queen Elizabeth II has also visited several pubs, including the most famous one in the UK; The Rover's Return. As every British person knows, the Rover's is where important scenes of the nation's favourite television soap opera, *Coronation Street*, take place.

A British pub is not just about beer. The pub is a place where people meet their friends and where the regulars get together to discuss tactics for their next darts or football match. People also hold celebrations like weddings and parties in their local pubs, and even business deals are done there.

Of course such a strong tradition has ancient origins. The inhabitants of Great Britain have probably been drinking a type of ale since the Bronze Age. It was however, the Romans who established a network of inns, where travellers could rest, eat and drink. Within a few centuries, these inns became so popular that King Edgard of England (AD 943-975) decreed that there should be no more than one alehouse per village.

Not only do pubs have a long history, they can also contain a lot of historical information. Take for example, pub signs; one of the most distinctive features of British urban and rural landscapes. Originally pub signs were bunches of hops: the plant used to flavour beer, tied to sticks over pub doors to announce that ale was ready for consumption. Painted wooden signs then became popular; at first only pictures were used as many people were illiterate. Eventually names were added to most pub signs. It is these names which reveal local history. The Potter's Arms indicates the professions of local people, whereas the Queen Victoria tells us that she once visited that public house.

1 Answer the questions using information from the text. (4 points)

- 1 What pub did Queen Elizabeth II visit?

- 2 What do people do in pubs?

- 3 How did the Romans influence the history of pubs?

- 4 Why did King Edgard restrict the number of pubs in each town?

2 Are these statements true or false? Find evidence in the text to support your answers. (4 points)

- 1 There are pubs in all popular British television programmes.

- 2 British people started drinking beer during the Roman occupation.

- 3 Pub signs are still easy to find.

- 4 The pictures on pub signs tell us about local history.

3 Match 1-3 with a-c to make sentences. (1.5 points)

- 1 Many British people take...
 - 2 The history of the public house in Britain...
 - 3 Bunches of hops were...
- a is full of interesting facts.
b part in sports competitions organised in pubs.
c used to show that ales were ready.

4 Complete the sentences. More than one correct answer is possible. (2 points)

- 1 Coronation Street is one of the _____ popular TV programmes in Britain.
- 2 Roman inns were places _____ people could eat and drink.
- 3 Not _____ is the history of pubs interesting, but pubs are _____ historical places.

5 Find words or phrases in the text to match these definitions. (2.5 points)

- 1 strategies (para. 2) _____
- 2 agreements (para. 2) _____
- 3 system (para. 3) _____
- 4 made a law / ruling (para. 3) _____
- 5 unable to read and write (para. 4) _____

Part two: WRITING

6 points

6 Choose one of the options and write an essay. (75-100 words)

- a An opinion essay: It is important to preserve a country's traditions. Discuss.
- b A biography of a famous king, queen or politician you admire.

BRITISH POPULAR CULTURE Mock Exam 3

Name: _____

Total Points: /20

Part one: Reading Comprehension

8 points

The public house is such an important part of British life that when US President George W. Bush visited the UK, he had lunch with Prime Minister Tony Blair in Mr Blair's local pub: the Dun Cow. They are not the only VIPs to visit pubs though; Queen Elizabeth II visited the Bridge Inn at Topsham in 2003. Not only has the Queen been to a real pub, she has also visited the three most famous fictional pubs in Great Britain. These are the ones from popular television soap operas; the places where the most exciting storylines take place.

10 The British pub is not just about beer. A pub is where people meet to relax with friends and have a meal with their families. Business deals are often signed and sealed in the informal setting of a pub, and the regulars get together to play darts or plan their next football match. These competitions are not always just for fun.

15 Many pub teams take part in serious local competitions, against neighbouring teams.

The pub tradition, and British beer, has ancient origins. The inhabitants of Great Britain have drunk a type of homemade ale since the Bronze Age. However, it was the Romans who established a network of inns, where travellers could eat, drink and rest, along the roads they built. Within a few centuries these inns had become so popular that King Edgard of England (AD 943-975) declared that alehouses should be restricted to one per village.

During the Middle Ages, all beers were brewed in alehouses rather than at home. To announce that the beverage was ready for consumption, owners would attach a bunch of hops, the plant used to flavour beer, to a pole at the front of the building. This is the origin of the traditional pub sign. Later pub signs often included pictures as many people were illiterate, making words irrelevant. Today illustrated signs continue to be a distinctive feature of British pubs. Pub names reveal much of the local history of the surrounding area and many names refer to the occupations of people who lived nearby or to historic events: the Baker's Arms or the Trafalgar.

35 Although things have changed since King Edgard's reign, the public house has long been subjected to government legislation. The best-known law was the Defence of the Realm Act, amended in 1915, which forced all public houses to close by 9.30 p.m. to keep factory workers sober. In November 2005, a controversial new law allowing pubs to open twenty-four hours a day came into force in England and Wales. Critics and supporters of the law have failed to agree on how it will influence drinking patterns and pub behaviour. Any changes will be another interesting chapter in British pub history.

1 Read the text and choose the correct answers. (3 points)

- 1 Most British soap operas...
- a show scenes that take place in a local pub.
 - b have taken their titles from the names of pubs.
 - c are sponsored by pubs.

- 2 An authentic British pub...
- a is more a sports centre than a place to drink.
 - b cannot be visited by any person, you have to be a regular.
 - c is more than a place to drink and eat: it is also a small social community.
- 3 King Edgard of England...
- a banned alehouses because they were dangerous places.
 - b limited the number of alehouses because there were too many.
 - c made pub signs compulsory.
- 4 The origin of the names of many British pubs...
- a was decided by the picture on the sign.
 - b was often inspired by the professions of the people who lived near there.
 - c is often inspired by literary works.
- 5 The amendment to the Defence of the Realm Act...
- a prohibited the drinking or serving of beer after 9.30 p.m. in pubs.
 - b made brewing and drinking beer illegal.
 - c allowed pubs to serve beer after 9.30 p.m. to everyone except factory workers.
- 6 The new licensing law introduced in 2005 ...
- a restricts the sale of alcohol in England and Wales.
 - b allows pubs in England and Wales to open all day.
 - c forces all pubs to close after 9.30 p.m.

2 Complete the summary of the text. (2.5 points)

Pubs, both real and ¹ _____ ones, play an important role in British social life. Families, friends and business colleagues all meet in pubs. Regular customers often form ² _____ to take part in sporting events like darts and football. The ³ _____ of Britain used to brew their own ale, but since Roman times most beer is ⁴ _____ in pubs. Royalty and government have controlled pub life and drinking through ⁵ _____ with the most recent law being introduced in 2005.

3 Write definitions for these words and expressions from the text. (2.5 points)

1 signed and sealed (line 12)

2 get together (line 13)

3 alehouses (line 23)

4 brewed (line 24)

5 sober (line 39)

Part two: WRITING

5 points

4 Choose one of the options and write an essay. (100-120 words)

- a An informal letter to a pen pal describing a tradition in your country.
- b A for and against essay: Governments should not control people's free-time activities.

Part three: Listening Comprehension

4 points

In this radio programme you're going to hear some new words. Read and listen to them. Make sure you know what they mean.

English	castellano	català	euskara	galego
washing-up liquid	lavavajillas	rentaplats	ontzi garbigailurako xaboia	lavalouza
broadcast	emitir	emetre	emankizun	emitir
setting	escenario	escenari	eszenatoki	escenario
issues	asuntos	temes	gaiak	asuntos

Read the extract and questions 1-8 carefully before listening to the radio programme.

PRESENTER: Love them or hate them, there is no doubt that soap operas are the most popular TV programmes in the UK! Lorna Campbell is going to explain why.

LORNA: The first thing I should say is that I love soap operas; I follow at least two regularly, and watch another couple during the week if I can.

5 Listen to the rest of the interview and choose the correct answers.

- 1 Soap operas were first broadcast...
 - a in the UK in the 1930s and 1940s.
 - b in the USA in the 1930s and 1940s.
 - c on North American TV.
- 2 Soap companies like Procter and Gamble...
 - a wrote the radio programmes.
 - b paid the scriptwriters of the programmes.
 - c advertised their products on the programmes.
- 3 Soap operas are called operas because...
 - a the characters and the storylines are very dramatic.
 - b the characters wear beautiful costumes.
 - c The characters sing songs.
- 4 *The Archers* has been on the radio...
 - a for four years.
 - b for over fifty years.
 - c for five million episodes.
- 5 The three most popular soaps in the UK...
 - a are shown on TV.
 - b are set in cities.
 - c have a public house.
- 6 People like soap operas because the programmes...
 - a reflect real life.
 - b are an escape from real life.
 - c talk about football.
- 7 The world of TV soaps is...
 - a very small.
 - b very competitive.
 - c very friendly.
- 8 Two popular soaps were cancelled because...
 - a they were Australian.
 - b a famous actor left the series.
 - c the numbers of viewers fell.

Part four: Speaking

3 points

6 You have been asked to give a short speech about family meals to a group of British students.

Describe a typical family meal in your house.

What do you eat and drink?

Who prepares the food?

Where do you eat?

Who sets the table and washes the dishes?

Do you have different types of meals to celebrate special events?

FASHION Mock Exam 1

Name: _____

Total Points: /20

Part one: Reading Comprehension

14 points

It is common for men to deny that they follow fashion trends or that they spend any time deciding on a hairstyle, choosing a tie for a special occasion or looking for bargains at the sales. Many men prefer to boast that they pay little attention to their appearance; an attitude typified by George Clooney's remark at the 2005 Critics' Choice award ceremony that he had been wearing the same tuxedo for ten years.

But we live in a changing world where men's fashion is becoming more fashionable. Ten years ago, in a poll of Britain's best-dressed man of all time, Sir Winston Churchill came first, whereas today David Beckham occupies that prestigious honour; followed by David Bowie and Orlando Bloom. These changes suggest a move away from the classic men's wardrobe of ties and suits towards a freer definition of fashion.

Recent fashion finance figures echo this transformation. Sales of adult 'fast fashion' clothing – cheaper, more daring designs, from chain stores such as Zara, H&M and Mango – grew an astonishing 11% in 2005. Although women still spend more on clothes, menswear sales of more than £4.5 million in the UK in 2005, suggest that men are investing in clothes too.

1 Answer the questions using information from the text. (4 points)

- 1 Why is George Clooney a clear example of men's attitude towards fashion?

- 2 Who is said to be the most fashionable man in the UK? _____
- 3 What type of clothing have well-dressed men typically worn? _____
- 4 How much money is spent on menswear in the UK? _____

2 Rewrite the sentences using the words or phrases given. (6 points)

- 1 I've been wearing the same tuxedo since 1997.
(...for...) _____
- 2 'If you need to buy some new clothes, I recommend Mango,' he said.
He said _____
- 3 They sell most fast fashion in chain stores.
Most fast fashion _____
- 4 A designer suit is more expensive than a fast fashion suit.
(...cheaper...) _____

5 Use a relative pronoun to join these two sentences.

Fast fashion clothing is cheaper. You can buy it in shops like Zara and H&M.

6 Write a question for the underlined words in this answer.

Winston Churchill was voted the best-dressed man in the UK ten years ago.

3 Find words or phrases in the text to match these definitions. (2.5 points)

- 1 shop prices are reduced during this time (para. 1) _____
- 2 formal clothing for men (para. 1) _____
- 3 survey / ballot (para. 2) _____
- 4 important (para. 2) _____
- 5 adventurous (para. 3) _____

4 Phonetics. (1.5 points)

- 1 Find two words in paragraph one with the vowel sound /e/ as in *ten*. _____
- 2 Find one word in paragraph two with the vowel sound /ɪz/ as in *watches*. _____
- 3 Find one word in paragraph three with the consonant sound /dʒ/ as in *just*. _____

Part two: WRITING

6 points

5 Choose one of the options and write an essay. (75-100 words)

- a A description: Teenage clothes in my country.
- b A dialogue in a clothes shop between a customer and a shop assistant.

FASHION Mock Exam 2

Name: _____

Total Points: /20

Part one: Reading Comprehension

14 points

George Clooney's famous fashion statement, that he had been wearing the same tuxedo for ten years, typifies the attitude that many men have towards fashion. No matter how concerned about his appearance a man is, he will seldom admit to spending hours on his hairstyle, choosing clothes for a special occasion or looking for bargains at the sales.

Traditionally, men have had few fashion options other than that of choosing between different ties. However, we live in a changing world and it appears that men's fashion is being revolutionised. Ten years ago, in a magazine poll to find the UK's best-dressed man of all time, Sir Winston Churchill came first, whereas today David Beckham occupies that prestigious honour, closely followed by David Bowie and Orlando Bloom. These changes represent a move away from the classic male dress to more informal styles of clothing.

Fashion sales figures speak out loud and clear too. Sales of adult 'fast fashion': cheaper, more daring clothes designs, from chain stores such as Zara, H&M and Mango, grew an astonishing 11% in 2005. Although women still spend more on clothes, menswear sales rose to more than £4.5 million in the UK; a clear indication that men are spending more money on new fashions.

So what has made men's fashion fashionable? For José Lévy, a designer for Emanuel Ungaro, the answer is clear. Fashion icons are responsible for the growing interest in looking good and the best example of one is the England footballer, David Beckham. Lévy says that unlike many other men, Beckman is able to declare he uses beauty products and buys new clothes without losing face in the masculine world of professional football. It seems that even Clooney responds to the Beckham message: it is thought that he recently bought a new suit for the Oscars.

1 Answer the questions using information from the text. (4 points)

1 Is George Clooney interested in fashion, according to the text?

2 How has male fashion changed?

3 Where can men buy cheaper, fashionable clothes?

4 Who does José Lévy admire? Why?

2 Are these statements true or false? Find evidence in the text to support your answers. (4 points)

1 Most men deny that they are interested in fashion.

2 For many years men had few fashion options.

3 Men are more important fashion consumers than women.

4 David Beckham has made men think about fashion.

3 Match 1-3 with a-c to make sentences. (1.5 points)

1 Some men find it embarrassing...

2 Winston Churchill...

3 Experts say...

a has been acclaimed for his style.

b men's fashion will be very profitable.

c to confess they care about fashion.

4 Complete the sentences. More than one correct answer is possible. (2 points)

1 George Clooney, _____ has worn the same tux for ten years, is a very famous actor.

2 Women's fashion makes more money. _____, menswear sales are growing.

3 For Beckham it is important to _____ good and to _____ fashionable.

5 Find words or phrases in the text to match these definitions. (2.5 points)

1 smart clothes for men (para. 1) _____

2 confess / acknowledge (para. 1) _____

3 changed (para. 2) _____

4 adventurous / unusual (para. 3) _____

5 clothing for men (para. 3) _____

Part two: WRITING

6 points

6 Choose one of the options and write an essay. (75-100 words)

a A narrative: My worst fashion mistake.

b A for and against essay: Following fashion can be dangerous for teenagers.

FASHION Mock Exam 3

Name: _____

Total Points: /20

Part one: Reading Comprehension

8 points

George Clooney is frequently to be found in the lists of the best-dressed and most stylish men. So, his claim at the 2005 Critics' Choice award ceremony that he had been wearing the same tuxedo for over ten years, caused Hollywood eyebrows to be raised. You may recognise this modern phenomenon: men who obviously spend time on their appearance, but claim not to be interested in looking good.

Although traditionally, men have rarely had much opportunity to follow fashion, apart from variations in tie colour, fashion times are changing rapidly. Ten years ago, in a magazine poll to find the UK's best-dressed man of all time, Sir Winston Churchill came first, whereas today David Beckham occupies that prestigious honour, closely followed by David Bowie and Orlando Bloom. These changes represent a move away from the classic male dress of suits and ties to a more informal style of clothing.

Fashion figures also speak out loud and clear. Sales of 'fast fashion' clothing for adults, cheaper and more daring designs from shops such as Zara, H&M and Mango, grew an astonishing 11% in 2005. Women still spend more on clothes, but menswear sales rose to more than £4.5 million in the UK, confirming that men are taking fashion more seriously than ever.

The 'fast fashion' market is primarily driven by people under twenty-five, whose purchases account for a third of all sales in this sector. But, interestingly, fast fashion is also becoming increasingly appealing to a wider market. More men of all ages, who want to look trendy without spending a lot of money, find jeans that look like Beckham's, shirts that look like Orlando Bloom's or even a tux that looks like Clooney's at 'fast fashion' shops.

Who dictates these fashion trends? The answer is self-evident, the new generation of fashion icons: film stars, sports personalities and even royalty. At the top of this list and looking at us from magazines and billboards, is David Beckham, the England international footballer. What makes him so special, you might ask? José Lévy, a designer for Emanuel Ungaro, claims that Becks has encouraged men, who would otherwise have never dared, to experiment with their appearance. Lévy emphasises the fact that Beckham has become famous for his moves both on the football pitch and the red carpet, and thus proved that men can follow fashion and still be good at their masculine jobs.

For Frank Boclet, the artistic designer of Smalto in Paris, modern male fashion icons are living proof that the new man takes care of himself and likes to dress up. At last, he says, men can change their clothes to suit their moods.

By the way, George Clooney wore a brand-new tux at the 2006 Academy Awards – the Oscars.

1 Read the text and choose the correct answers. (3 points)

1 According to the text, men have traditionally...

- a been offered little choice in fashion.
- b spent a long time choosing their ties.
- c not had time to follow fashion.

2 Sir Winston Churchill...

- a is now considered more elegant than Orlando Bloom or David Bowie.
- b used to be considered the most elegant British man of all times.
- c is still considered the most elegant British man of all times.

3 The sales of 'fast fashion' have...

- a remained constant.
- b increased more than expected.
- c increased less than expected.

4 People under twenty-five...

- a produce, sell and buy all the 'fast fashion' in the world.
- b are the most important 'fast fashion' customers.
- c are the only people that buy 'fast fashion'.

5 Designer José Lévy claims Beckham is special because...

- a he's both good at soccer and at following fashion trends.

b he's better at fashion than anything else.

c he has a job which isn't typically male.

6 For Frank Boclet, male fashion icons prove that modern men...

- a want to wear new clothes every day.
- b usually change their clothes several times a day.
- c wear different kinds of clothes according to how they feel.

2 Complete the summary of the text. (2.5 points)

1 _____ some men claim not to care about their 2 _____, it is clear that 3 _____ fashion is increasingly important to them. Sales of 4 _____ have increased and male fashion icons play an important role in the fashion business. The best example of a fashion icon is David Beckham, who demonstrates that men can be successful in their 5 _____ and look good at the same time.

3 Write definitions for these words and expressions from the text. (2.5 points)

- 1 tuxedo (line 02) _____
- 2 dress (line 07) _____
- 3 daring (line 08) _____
- 4 trends (line 15) _____
- 5 dared (line 18) _____

Part two: WRITING

5 points

- 4 Choose one of the options and write an essay. (100-120 words)**
- a An opinion essay. Following fashion is a waste of money. Discuss.
 - b Write a biography of a person you consider to be an icon.

Part three: LISTENING COMPREHENSION

4 points

In this radio programme you're going to hear some new words. Read and listen to them. Make sure you know what they mean.

English	castellano	català	euskara	galego
catwalk	pasarela	passarel·la	ibiltoki	pasarela
make-up	maquillaje	maquillatge	makilaia	maquillaxe
otherwise	si no	si no	bestela	se non
hired	contratado/a	contractat/ada	kontratatua	contratado/a

Read the extract and questions 1-8 carefully before listening to the radio programme.

PRESENTER: Good evening. Today's interview is with Miss Jasmine Boyd, who is going to tell us about the real life of a fashion model. Good evening, Miss Boyd.

JASMINE: Good evening, please call me Jasmine.

PRESENTER: Well, Jasmine, can you tell us how you decided to become a fashion model?

5 Listen to the complete interview and choose the correct ending for the sentences.

- 1 In order to become a model, Jasmine...
 - a took online lessons at home.
 - b went to a modelling school and attended classes.
 - c set up a platform at home to use as a catwalk.
- 2 Jasmine's first important job was in...
 - a New York.
 - b New Jersey.
 - c Paris.
- 3 Jasmine shared her flat with...
 - a her mother and other models.
 - b her father and mother.
 - c other models, some of whom were already famous.
- 4 Jasmine's mother...
 - a found a fantastic professional manager for her daughter.
 - b used to be a model herself years ago.
 - c left her job as lawyer to become Jasmine's manager.
- 5 Jasmine misses her father because...
 - a she can only see him when she is not working.
 - b her parents are divorced.
 - c he refuses to fly to visit her.
- 6 Jasmine misses...
 - a going to school and attending classes with her friends.
 - b living in her own hometown.
 - c going out with her friends and having fun with them.
- 7 Jasmine thinks that...
 - a professional modelling is a very competitive world, so it is difficult to make friends.
 - b some girls are competitive, but they don't show it.
 - c the girls are fantastic and they are not competitive at all.
- 8 Jasmine was disappointed with the Shoelandia job because...
 - a they didn't pay her much.
 - b they didn't display the advertisements in the USA.
 - c the shoes she had to wear were very uncomfortable and hurt her feet.

Part four: Speaking

3 points

6 Discuss fashion with a partner.

What kind of clothes do you wear? To school? To a party? At the weekend?
Where do you buy your clothes?
How much money do you spend?
Do you think it is important to follow fashion?

Listening scripts

Mock Exam 1 - Video Games

PRESENTER: Today we are talking about a living legend in video games: Mr Shigeru Miyamoto, the creator of *Super Mario Brothers* and the *Legend of Zelda*, among other video game hits. At fifty-two, Mr Miyamoto is considered to be a genius by video-game designers, but we don't know much about him. John Davison, what do you think makes Miyamoto such a great designer?

JOHN: I think his secret is that his games are really easy to play, really intuitive. You know, like a Rubik's Cube from the early 1980s. The moment you see a Rubik's Cube, you know what to do, and once you have started, it is difficult to stop playing with it until you've solved it. Well, the same thing happens with Miyamoto's games.

PRESENTER: Does he design games for a certain age group?

JOHN: No, not really, I think Shigeru wants his games to be played by anyone, from five to ninety-five years old. Lots of people over sixty play his games; not just children.

PRESENTER: What is the most important ingredient in a good video game?

JOHN: The most important thing is that a game is interactive. They have to challenge you, and reward you when you respond to the challenge. In my view, the game is no good if the player isn't absorbed by what he or she's doing.

PRESENTER: Where would he get his ideas from, do you think?

JOHN: It's hard to say. I imagine they come from lots of different sources: experiences from childhood, for example, things he's found scary. Other ideas must be more spontaneous.

PRESENTER: What do you think video games will be like in the future?

JOHN: It's easy to make games that are played on computer or television screens, but I think games will become bigger and eventually someone, probably Miyamoto, will come up with a game that fills an entire room.

PRESENTER: That sounds fun! I've noticed recently that some cinema directors have been making films using video-game technology. Are games and films becoming the same thing?

JOHN: It's a common comparison, but I don't think it's an appropriate one because films aren't interactive the way games are. However, Miyamoto is obviously influenced by films. You can see he uses music to create a certain atmosphere, and unusual camera angles to make a scene look scarier.

PRESENTER: Finally, do you think Mr Miyamoto has got a favourite video game?

JOHN: Well, I heard him say in an interview that the only time he plays is maybe the twenty minutes a day he spends testing the competitions' new products. He doesn't really play video games in his free time. He does very normal things in fact, such as fix things around the house, do the gardening or play the guitar. He also exercises, goes swimming, takes his dog for a walk and that sort of thing.

PRESENTER: That's surprising! He sounds just like you or me!

Mock Exam 2 - British Popular Culture

PRESENTER: Love them or hate them, there is no doubt that soap operas are the most popular TV programmes in the UK! Lorna Campbell is going to explain why.

LORNA: The first thing I should say is that I love soap operas; I follow at least two regularly, and watch another couple during the week if I can.

PRESENTER: That's a lot of TV!

LORNA: It is. Soaps are not just found on television though. In fact soap opera originally comes from radio. The first soaps were broadcast in North America in the 1930s and 1940s as radio programmes. During this time, companies like Procter and Gamble, who manufacture washing-up liquid, washing powders and soaps, paid to advertise their products on the programmes.

PRESENTER: Is that why they are called soaps?

LORNA: Exactly! And the opera part of the name refers to the melodramatic nature of the programmes: the characters are very dramatic, lots of things happen and so on. Don't forget that the longest-running British soap is on the radio. *The Archers* has been broadcast on Radio 4 since 1951! About 5 million people listen to the programme every week.

PRESENTER: So what about TV soaps? Are they similar to *The Archers*?

LORNA: In some ways they are. The two most popular TV soaps are the BBC's *Eastenders* and ITV's *Coronation Street*, or *Corrie*. They have 10 million and nearly 12 million viewers each. Both tell the stories of the lives of

normal people; just like *The Archers*. The three soaps have a pub: The Bull, The Rover's Return and The Vic – The Queen Victoria to give the *Eastenders*' pub its full name. The big difference is the setting. *The Archers* is set in the countryside whereas both *Corrie* and *Eastenders* are very urban.

PRESENTER: So why do people like soaps so much? They sound a bit too much like real life for me.

LORNA: That is exactly the attraction though. People like soaps because they are so real. The characters seem to be real; we can see them getting older for example. The issues and problems they face are real too. *Eastenders* in particular has a reputation for dealing with real issues: unemployment, mental health and so on. Soaps often make reference to topical events as well, like the football World Cup and so on. I think viewers get to know the characters and want to learn what happens to them.

PRESENTER: TV companies must like soaps too!

LORNA: Oh yes! It's a very competitive world. If a soap fails to attract a large audience, or if the number of viewers falls, you are in trouble. Two well-known soaps, *Brookside* and *Crossroads*, were taken off TV as not enough people were watching. It was terrible for us soap addicts!

PRESENTER: Well you can still watch *Eastenders*!

LORNA: And I can watch the daytime soaps, the Australian ones, there is a new soap called...

PRESENTER: I'm sorry Lorna; I'll have to stop you there! Thanks for talking to us today.

Mock Exam 3 - Fashion

PRESENTER: Good evening. Today's interview is with Miss Jasmine Boyd, who is going to tell us about the real life of a fashion model. Good evening, Miss Boyd.

JASMINE: Good evening, please call me Jasmine.

PRESENTER: Well, Jasmine, can you tell us how you decided to become a fashion model?

JASMINE: I have always been into fashion; I had other interests as well, of course...

PRESENTER: But, how did you actually prepare to become a model?

JASMINE: My mother helped me. We found out that a well-known modelling school was opening a branch not far away from home. I took my portfolio along and was selected.

PRESENTER: And then?

JASMINE: Every other Saturday for six months, I drove to the school to attend a four-hour class. We learnt about modelling and acting. They taught us how to apply make-up, how to have a successful interview and they set up a catwalk.

PRESENTER: What was the next step?

JASMINE: After I graduated from the modelling school, I won several model competitions and had an interview with a very important agency. Then I got my first job in New York.

PRESENTER: How did that change your life?

JASMINE: In every way! The agency provided us with an apartment in New Jersey. I lived there with my mother, and another six models from all over the country.

PRESENTER: So your mother has always backed you.

JASMINE: Absolutely. She was a lawyer and had to give up her former job, but she says she loves being a model manager. I've been very lucky.

PRESENTER: What about the rest of the family?

JASMINE: Being away from them is difficult. My father only sees us during the holidays and whenever we can fly home, but he thinks this is a wonderful opportunity for me.

PRESENTER: Are there other things you miss?

JASMINE: Let me see... I don't miss the school, taking classes online is just so much easier.... but I do miss my friends and social events like school dances.

PRESENTER: Now that you mention friends, everyone says that professional modelling is a very competitive world. What is your experience?

JASMINE: Personally speaking, I would rather get a contract than see another girl get it, of course, but we are not that competitive. Some girls may be, but they don't show it, because then otherwise they wouldn't have any friends.

PRESENTER: What has been your most enjoyable experience up to now?

JASMINE: Shoelandia, the famous shoe shop, hired me to be a shoe model for their shop window posters; they paid me a lot of money for it. But, in the end they didn't use the posters in the USA, which was disappointing.

PRESENTER: What's your advice for those of our listeners who are seriously considering the possibility of becoming professional models?

JASMINE: Err... it's a difficult world, but fascinating too. I'd encourage them if they really want to do it.

PRESENTER: Well, Miss Boyd... Jasmine! Thanks for your visit and for sharing your experiences with us.

JASMINE: Not at all. Thank you.

Mock Exams answer key

VIDEO GAMES Exam 1

PART ONE: READING COMPREHENSION (14 points)

- 1** (4 points)
- 1 Worldwide sales figures and the numbers of players.
 - 2 The creation of new games and the development of more sophisticated products for new players.
 - 3 Because of the violent content of some video games and the way that women are portrayed.
 - 4 To listen to their concerns and to develop games which transmit positive values.
- 2** (6 points)
- 1 Non-violent games are less popular than violent ones/video games.
 - 2 My mother said (that) I spent too much time playing computer games.
 - 3 Video games are bought / sold in large department stores.
- 3** (2.5 points)
- 1 immune
 - 2 worldwide
 - 3 mature audience
 - 4 glorify
 - 5 remedy the situation
- 4** I am not (at all) interested in video games.
- 5** They are now designing games with new heroines, who are more realistic.
- 6** Which age group / Who buys the majority of video games?
- 4** Possible answers (1.5 points)
- 1 **topping** / **suggesting** / **astonishing** / **ensuring**
 - 2 **games** / **today** / **play** / **sales** / **enable** / **create** / **sophisticated** / **aimed**
 - 3 **despite** / **violence** / **video**

PART TWO: WRITING (6 points)

- 5** Students' own answers

VIDEO GAMES Exam 2

PART ONE: READING COMPREHENSION (14 points)

- 1** (3 points)
- 1 It is a dynamic industry with good sales figures, the market is expanding and new products are being developed.
 - 2 Because players must kill characters to win the game.
 - 3 She would like violent video games to be banned.
 - 4 Some shops stopped selling the game, *Manhunt*, but the industry did nothing.
- 2** (4 points)
- 1 False – 87% of teenage boys in the USA play, but girls and young people outside the USA are not mentioned.
 - 2 False – women are presented as victims of violence or sexual objects.
 - 3 False – he was killed by another teenager.
- 3** (1.5 points)
- 1b 2a 3c
- 4** (2 points)
- 1 more popular
 - 2 Although, greater / larger / increasing
- 5** (2.5 points)
- 1 dynamic
 - 2 immune to
 - 3 glorify
 - 4 degrade
 - 5 devastating
- 4** True – some shops withdrew the game from the market but the industry refused to comment.

PART TWO: WRITING (6 points)

- 6** Students' own answers

VIDEO GAMES Exam 3

PART ONE: READING COMPREHENSION (8 points)

- 1** (3 points)
1b 2a 3c 4c 5b 6b
- 2** (2.5 points)
1 criticism
2 increasing / rising / growing
3 treatment
4 links / relationships
5 banned
- 3** (2.5 points)
1 unaffected by
2 of over / of more than
3 official enquiry
4 well-known shops
5 people of a similar age

PART TWO: WRITING (5 points)

- 4** Students' own answers

PART THREE: LISTENING COMPREHENSION (4 points)

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

PART FOUR: SPEAKING (3 points)

- 6** Students' own answers

BRITISH POPULAR CULTURE Exam 1

PART ONE: READING COMPREHENSION (14 points)

- 1** (4 points)
1 US President George W. Bush, Tony Blair and Queen Elizabeth II.
2 During Roman times, lots of inns were opened throughout the country: these became popular places for beer-drinking.
3 Because inns became very popular and people spent too much time there.
4 The original pub sign was a bunch of hops (a plant) displayed outside a pub to let the people know ale was ready to be drunk.
- 2** (6 points)
1 Queen Elizabeth II has visited more pubs than George W. Bush.
2 King Edgard said there would be no more than one alehouse in each village.
- 3** A bunch of hops on a stick was used to let people know that the ale was ready.
4 Although the Dun Cow has an excellent chef, it lost the cookery competition.
5 The local pub, which is on the corner of Rose Street, was robbed last week.
6 Why are pub signs a part of history?
- 3** (2.5 points)
1 soap opera
2 inhabitants
3 declare
- 4** Possible answers (1.5 points)
1 must / pub / lunch / public / culture
2 network / per
3 middle / in / beverage / stick / building / sign / still / historic / visit / examine / British / origin / history / if

PART TWO: WRITING (6 points)

- 5** Student's own answers

BRITISH POPULAR CULTURE Exam 2

PART ONE: READING COMPREHENSION (14 points)

- 1** (4 points)
1 The Rover's Return from the soap opera *Coronation Street*.
2 They meet friends, discuss sports competitions, hold celebrations and do business deals.
- 3** Lots of pubs opened along the roads built by the Romans. These became popular places for travellers to eat and rest.
4 Pubs became very popular and people spent too much time there.

- 2** (4 points)
- 1 False – there is a pub in the most popular TV soap opera.
 - 2 False – people have been drinking a type of ale since the Bronze Age.
 - 3 True – pub signs are a distinctive feature of rural and urban landscapes.
 - 4 False – it is the names which reveal local history.

- 3** (1.5 points)
1b 2a 3c
- 4** (2 points)
1 most 3 only
2 where 4 also
- 5** (2.5 points)
1 tactics 4 decree
2 deals 5 illiterate
3 network

PART TWO: WRITING (6 points)

- 6** Students' own answers

BRITISH POPULAR CULTURE Exam 3

PART ONE: READING COMPREHENSION (8 points)

- 1** (3 points)
1a 2c 3b 4b 5a 6b
- 2** (2.5 points)
1 fictional
2 sports teams / teams
3 inhabitants / citizens / population
4 drunk / consumed / sold
5 legislation / decrees / laws
- 3** (2.5 points)
1 finalised / agreed
2 meet
3 a place where people can eat and drink
4 made (alcohol)
5 not under the influence of alcohol

PART TWO: WRITING (5 points)

- 4** Students' own answers

PART THREE: LISTENING COMPREHENSION (4 points)

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

PART FOUR: SPEAKING (3 points)

- 6** Students' own answers

FASHION Exam 1

PART ONE: READING COMPREHENSION (14 points)

- 1** (4 points)
1 He claims not to care about his clothes or his appearance.
2 David Beckham.
3 Suits and ties.
4 £4.5 million in 2005.
- 2** (6 points)
1 I've been wearing the same tuxedo for (10) years.
2 He said that if I needed to buy some new clothes, he recommended Mango.
3 Most fast fashion is sold in chain stores.
4 A fast fashion suit is cheaper than a designer suit / one.
- 3** (2.5 points)
1 the sales
2 tuxedo
3 poll
4 prestigious
5 daring
- 4** Possible answers (1.5 points)
1 men / trends / spends / special / ceremony
2 changes
3 suggest
- 5** Fast fashion clothing, which you can buy in shops like Zara and H&M, is cheaper.
- 6** Who was voted the best-dressed man in the UK ten years ago?

PART TWO: WRITING (6 points)

5 Students' own answers

FASHION Exam 2

PART ONE: READING COMPREHENSION (14 points)

- 1 (4 points)
- 1 According to the text, George Clooney claims not to be interested in fashion.
 - 2 Male fashion has become more informal, moving away from traditional male clothes like suits.
 - 3 From chain stores such as Zara, H&M and Mango.
 - 4 He admires David Beckham because Beckham is a good example of a fashion icon, who encourages other men to be interested in fashion.
- 2 (4 points)
- 1 True – a man will seldom admit to looking after his hairstyle, clothes or shopping.
 - 2 True – men could only choose between different ties, men's fashion is being revolutionised.
- 3 False – women still spend more on clothes than men.
- 4 True – David Beckham is a good example of a fashion icon: a man who demonstrates that you can follow fashion and be professionally successful.
- 3 (1.5 points)
1c 2a 3b
- 4 (2 points)
1 who 2 However 3 look, be
- 5 (2.5 points)
1 tuxedo
2 admit
3 revolutionised
4 daring
5 menswear

PART TWO: WRITING (6 points)

6 Students' own answers

FASHION Exam 3

PART ONE: READING COMPREHENSION (8 points)

- 1 (3 points)
1a 2b 3b 4b 5a 6c
- 2 (2.5 points)
1 Although
2 appearance
3 following
4 menswear / fast fashion
5 professions / careers
- 3 (2.5 points)
1 a smart suit worn by men on special occasions
2 the type of clothes a person wears
3 more unusual / adventurous
4 developments / movements / changes
5 been brave enough / risked

PART TWO: WRITING (5 points)

4 Students' own answers

PART THREE: LISTENING COMPREHENSION (4 points)

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

PART FOUR: SPEAKING (3 points)

6 Students' own answers

Workbook answer key

Unit 1 Friends

Reading (pages 4-5)

- 1 a
- 2 1 Nowadays it is difficult to make friends because of the rush of modern life.
2 Sally spent her weekends at home watching television before she joined the club.
3 Monica suggested sharing the flat.
4 Sally says 'that was the beginning of the end of our relationship' because that was when their friendship started to fall apart.
5 Sally discovered that Monica was the complete opposite to her. Monica is very disorganised and doesn't clean.
- 3 1 Monica and Sally are the same age.
2 Sally and Monica have occasional rows.
3 Sally liked the idea of sharing a flat with Monica.
4 Monica is an untidy person.
5 Monica never does the shopping.
6 Monica and her friends never clean up on Sunday mornings.
- 4 1 rush 2 online 3 profile 4 row 5 fussy
- 5 1 reading 2 surfing the internet
3 going out with my friends 4 shopping
5 Collecting stamps
- 6 1 John is keen on playing computer games.
2 I can't stand swimming in pools; I prefer the sea.
3 Kate loves meeting her friends.
4 I don't mind reading music magazines.
5 I really like collecting old coins.

Listening (pages 6-7)

- 1 Students' own answers
- 2 1 computer games 2 computers
3 the internet 4 internet cafés
- 3 Students' own answers
- 4 1 Do you come here often?
2 What types of games do you play?
3 What's your favourite sports game?
4 Do you ever play games online?
5 Do you play online at home?
6 What are you playing right now?
7 Are you winning?
- 5 1 Present Simple 2 Present Simple
3 Present Continuous 4 Present Simple
5 Present Continuous 6 Present Continuous

- 6 1 c 2 d 3 a 4 d 5 a 6 b
- 7 1 enjoys 2 lives 3 marries 4 passes
5 plays 6 speaks 7 studies 8 washes
9 watches 10 wears
- 8 1 buying 2 coming 3 loving 4 putting
5 reading 6 shopping 7 shutting
8 spending 9 stopping 10 swimming
- 9 1 A has got, speaks B Does, speak
A is learning, says
2 A are, doing B am waiting, are going
3 A do, live B am staying, isn't feeling, am looking after
4 goes, finishes, runs, is training
- 10 1 don't believe 2 don't want
3 don't understand 4 smells
5 loves, has got 6 Do, know
- 11 1 My dad is **usually** very tired on Friday evenings.
2 We **always** correct our homework in class.
3 I **rarely** go out late during the week.
4 There is **sometimes** a good film on TV.
5 He **never** drinks coffee before going to bed.
6 They don't **normally** have milk for breakfast.
- 12 Model answers
1 I go to the cinema twice a month.
2 I brush my teeth three times a day.
3 I go shopping for clothes twice a year.
4 I eat fish twice a week.
5 I go to church every six months.
6 I text my friends two or three times a day.

Speaking (pages 8-9)

- 1 1 What's your best friend's name?
2 How often do you get together?
3 Do you share the same interests?
4 What's he like?
5 Is there anything you don't like about him?
6 Why is he your best friend?
- 2 a 3 b 2 c 4 d 6 e 1 f 5
- 3 Students' own answers
- 4 1 is 2 's got 3 wears 4 's got 5 like
6 likes 7 is 8 wants 9 listens 10 loves
- 5 1 He's kind and generous.
2 He's tall and thin. He's got fair hair and brown eyes.
3 He likes chatting to his friends on the internet, he's keen on music and he likes listening to dance music.

6 1 il 2 ir 3 in 4 im 5 dis 6 un 7 im
8 un 9 in 10 dis 11 ir 12 il

7 1 irresponsible 2 illegal 3 impossible
4 unfriendly 5 disorganised

8 1 active 2 fun 3 talkative
4 unsociable/unfriendly 5 mature
6 organised 7 obedient 8 impatient
9 quiet 10 reliable

Looks	Personality	Pastimes
attractive	clever	chatting
average-looking	fun	climbing
fashionable	organised	cycling
handsome	patient	reading
plump	reliable	surfing the internet

Writing (pages 10-11)

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

Contraction	Full form
I'm	I am
haven't	have not
It's	It is
couldn't	could not
they're	they are
there's	there is
We're	We are

3 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✗
9 ✓ 10 ✓

4 Model answer

Dear Carla,

It was great to hear from you. I'm glad you are having a good time. I am well, but tired.

My new job isn't as interesting as I expected. I spend the day cleaning horses and the stables. I work long hours and I don't like my boss. He is unfriendly and he shouts constantly. He doesn't let me go horse riding in my free time.

When are you coming back? I can't wait to see you again.

Love,

Kim

PS Are there any nice British boys in Cambridge?

5 Students' own answers

6 1 Ms Venus Williams 2 Christmas Eve
3 The Nile 4 Allah 5 Native American
6 Blade Runner 7 the White House
8 Microsoft

And students' own answers

7 1 When I was in Cambridge last summer I visited a lot of interesting places.
2 I really liked the British Museum. They have an enormous collection of Egyptian art.

3 I crossed the Thames going over the Millennium Bridge, which was designed by the British architect Norman Foster.

4 I walked down Oxford Street and bought a copy of a Spanish-English dictionary in Waterstones, a very big bookshop.

5 Do you agree with Dr Johnson that, 'when a man is tired of London, he is tired of life'?

6 The biggest airport in the UK is London Heathrow. All British Airways flights travel there.

7 I was born on Wednesday 27th June 1991 in Liverpool.

Check and Test 1 (pages 12-13)

1 Students' own answers.

2 b

3 1 The student's name is Almudena García.

2 She is in York.

3 She is from Segovia, Spain.

4 She says she does not like the weather in the UK because it is colder than Segovia.

4 1 comes 2 is taking 3 is staying 4 wants
5 say 6 is doing 7 is learning 8 is having
9 doesn't like 10 is finding 11 am 12 go
13 don't have 14 doesn't mind 15 enjoys
16 is

5 1 Hansen 2 Sven 3 22nd June 1988

4 205 Manor House, 15 South Gardens, Leeds

5 799 956 360 6 30th June

6 1 do you like doing

2 do you see/meet

3 do you

4 Do you like/enjoy

5 do you like

6 Do you like/enjoy

7 Are you reading

8 do you think of

7 1 b 2 a 3 a 4 a 5 b

8 1 My English teacher **never speaks** in Spanish.

2 I **don't usually** have coffee for breakfast.

3 My mother **is never** in a bad mood.

4 We have **football practice twice a week**.

5 Do **you always brush** your teeth before going to bed?

6 Hurry up! The bus **is coming**.

7 What's the matter? Why **are you crying**?

8 Children **are always** very excited on their birthdays.

9 Marcos **doesn't do** his homework every day.

10 What **do you like** doing in your spare time?

9 Students' own answers

Unit 2 Sporting mad

Reading (pages 14-15)

- 1 Students' own answers
- 2 c
- 3
 - 1 True. 'but he is a different kind of extreme athlete.' (lines 7-8)
 - 2 False. 'He was making plans for his wedding...' (lines 12-13)
 - 3 False. 'He was advised to learn Braille and to get a guide dog.' (lines 17-18)
 - 4 True. 'some companies refused to help me.' (lines 52-53)
 - 5 False. 'Dunbar wants to prove that extreme sports are not out of reach to people with disabilities.' (lines 58-60)
- 4
 - 1 Dean is a (freelance) web designer.
 - 2 He talked things over with his fiancée, they postponed their wedding, sold their house and planned a six-month trip round the world.
 - 3 He had an accident. His raft was knocked over, he fell into turbulent waters and he was swept away.
 - 4 He has a positive attitude: he would prefer to die doing extreme sports than doing everyday things.
 - 5 He started his website to help people with disabilities who want to do extreme sports.
- 5
 - 1 risk 2 freelance 3 blind 4 devastated
 - 5 moan 6 wedding 7 breathtaking
 - 8 set up 9 refuse
- 6
 - 1 capsized 2 hold (onto) 3 collected
 - 4 investigating
- 7 Possible answers
 - 1 excellent, place 2 position 3 Title, Sports, Personality, tennis 4 medals, Olympics
 - 5 rally, legendary 6 investigating, racist, chants, stadium 7 British, marathon, spectator, metres, line

Listening (pages 16-17)

- 1 c
- 2 c
- 3 b
- 4
 - 1 She's from Hawaii.
 - 2 On Halloween in 2003.
 - 3 No, she wasn't. She was with her friends.
 - 4 Her friends rushed to help her and tried to stop the bleeding. They also called an ambulance.
 - 5 She lost about 70% of her blood.

- 6 She's won awards and competitions, been on TV, in magazines and written a book.

- 5 We add -ed to regular verbs to form the Past Simple.

- 6
 - 1 applied 2 arrived 3 enjoyed 4 planned
 - 5 preferred 6 smiled 7 sprinted 8 studied

- 7
 - 1 was waiting, rang 2 were sweating, was beating 3 said, began 4 was looking
 - 5 were circling, was feeling 6 came, was blowing 7 jumped off, closed 8 took

- 8
 - 1 While I was taking photos, I dropped a roll of film.
 - 2 When the gorilla heard me, he started running towards me and I sprinted to the jeep.
 - 3 As soon as I reached the jeep, I got in, started the engine and drove away.
 - 4 As I was driving to the camp, some monkeys climbed onto the jeep.
 - 5 They were banging on the windscreen with sticks, when I blew the horn.
 - 6 They got so frightened that they jumped off and disappeared.

9 Verb	Past Simple	Past participle	Group
buy	bought	bought	2
catch	caught	caught	2
do	did	done	3
eat	ate	eaten	3
feel	felt	felt	2
leave	left	left	2
set	set	set	1
shut	shut	shut	1
take	took	taken	3
teach	taught	taught	2

- 10
 - 1 got, had sold 2 had, had bought
 - 3 had asked, didn't have 4 had, seen, wasn't
 - 5 decided, had been released

Speaking (pages 18-19)

- 1
 - 1 do 2 go, go 3 play 4 go, go 5 do
 - 6 playing 7 go 8 go
- 2 a 2 b 7 c 8 d 5 e 1 f 3 g 4 h 6
- 3 Students' own answers
- 4
 - 1 trainer 2 swimming trunks 3 net 4 goal
 - 5 tennis racquet and ball 6 football
 - 7 mountain bike 8 swimming pool
- 5
 - 1 tennis 2 swimming 3 basketball 4 pitch
 - 5 pool 6 track 7 goal 8 racquet
 - 9 trainers 10 football player 11 basketball player 12 athlete

- 6 1 badminton, squash, tennis 2 golf
3 backstroke, butterfly, crawl 4 football,
handball, hockey 5 ice-hockey 6 baseball,
cricket 7 table tennis 8 judo, karate
- 7 1 used to eat 2 used to play 3 did you use
to watch 4 used to have 5 didn't use to
read 6 used to be
- 8 Students' own answers
- 9 Students' own answers

Writing (pages 20-21)

- 1 Paris-Dakar rally
- 2 a 3 b 2 c 1
- 3 a 1 sat 2 had not taken 3 waited
4 heard 5 was dreaming
b 1 stopped 2 looked 3 walked 4 had
disappeared
c 1 started 2 had run 3 choked
- 4 1 when 2 Two days later 3 while 4 and
5 Then 6 In the end
- 5 1 help me to get on a camel 2 take me to an
oasis 3 family give me food and water
4 feel better 5 sleep for a long time
6 play football with the children 7 hear the
noise of engines 8 rally rescue team arrive
9 say goodbye to Tuaregs
- 6 Students' own answers
- 7 Students' own answers
- 8 1 a 2 c 3 b 4 a
- 9 1 Chelsea, Arsenal and Manchester United are
the three richest teams in the Premier League.
2 What would you like to drink: coffee, orange
juice or mineral water?

- 3 Our school has a really modern gym with two
basketball courts, a weights room and a
running track.
- 4 The hotel had a wonderful pool. Fortunately,
I had brought my swimming trunks with me.
- 5 He always plays with an old, heavy, wooden
tennis racquet. However, he always beats
me.

- 10 Students' own answers

Check and Test 2 (pages 22-23)

- 1 **Article 1:** 1 broke 2 saved 3 was walking
4 happened 5 had seen 6 was standing
7 hit
Article 2: 1 learnt 2 were playing 3 fell
4 did not know 5 were entertaining 6 ran
7 heard 8 said
- 2 1 Liverpool and AC Milan 2 Liverpool
- 3 1 False 2 False 3 True 4 False 5 False
6 True
- 4 **Model answers**
1 What are your favourite sports?
2 When do you do sports?
3 When did you start playing football?
4 When did you learn to ride a bicycle?
5 Do you like watching sports on TV?
6 What sports do you think are exciting?
7 Would you like to try any extreme sports?
8 Can you remember the first time you went
swimming?
- 5 Students' own answers
- 6 1 I was thirteen years old 2 I used to spend
3 had given 4 arrived 5 hurried
6 was putting 7 didn't hurt 8 hadn't skated
9 was crossing 10 couldn't
- 7 Students' own answers

Unit 3 New horizons

Reading (pages 24-25)

- 1 Students' own answers
- 2 1 working 2 travelling 3 volunteering
- 3 1 Young people take a year off to have new
experiences, make new friends and learn
skills.
2 Working as an au pair you can experience
the life, language and culture of another
country.
3 Au pairs work about thirty hours a week.
4 They offer vacancies in catering, and for
group leaders, entertainers and sports
instructors.
- 5 He suggests surfing the net and browsing
through guide books.
- 6 You can try extreme sports, go sightseeing
or learn about other cultures and festivals.
- 7 No, you won't.
- 4 1 b 2 f 3 g 4 a 5 c 6 d 7 h 8 e
- 5 1 library 2 attend 3 degree 4 sensible
5 discussion
- 6 1 marks 2 bookshop 3 discussion 4 career
5 nowadays 6 assisting 7 relatives 8 news
9 strange

Listening (pages 26-27)

- 1 1 He's in Israel. 2 He's working.
3 Yes, he has.
- 2 1 friend 2 eight 3 cows 4 early 5 can't
6 hasn't
- 3 1 three 2 thirty 3 twenty-five 4 seven
5 800, fifty
- 4 1 She's in love with Africa and she wanted to help people.
2 She has been building classrooms for a village school.
3 Temperatures of thirty degrees and humidity levels of 70%.
4 She has learnt some Swahili to communicate with the local people.
5 The food is really simple.
6 She has enjoyed camping in the grasslands the most.

5 Questions

- 1 Have you ever slept in a railway station?
2 Have you ever asked for directions?
3 Have you ever got lost in a foreign city?
4 Have you ever had an English breakfast?
5 Have you ever lost your passport?
6 Have you ever swum in the ocean?

Answers

Students' own answers

- 6 1 have never eaten, have eaten, tried, liked
2 A have, been B have been, have travelled, went A have never travelled
3 A haven't seen, have, been B have had
4 A have, had B got
5 has/have won, played
6 A have, ever seen, B have, saw, have ever seen
- 7 1 have just passed 2 have just bought 3 have just left 4 have just won 5 have just had
- 8 1 for 2 since 3 during 4 since 5 for
6 for

Speaking (pages 28-29)

- 1 1 I've been travelling through Europe for two weeks.
2 I've known Jack, my best friend, since 2000.
3 My sister has had her iPod for a year/since last year.
4 My neighbour has been playing the piano since he was six.
5 I have been the captain of my football team since September.
6 My father has been working for Iberia for six years.

- 7 My sister has been living in Dublin since 2004.
8 My parents have been married since 1990.

- 2 1 What is the nicest hotel you've ever stayed in?
2 What is the longest flight you've ever been on?
3 What is the most beautiful beach you've ever been on?
4 What is the best film you've ever seen?

3 Students' own answers

- 4 1 set 2 take 3 looking 4 run 5 got
6 fell 7 get 8 grow 9 coming 10 goes

A	S	E	T	B	C	T	A	K	E
D	E	F	G	C	H	I	J	K	L
F	M	N	L	O	O	K	I	N	G
E	O	P	Q	M	R	S	T	U	V
L	W	G	X	I	Y	G	Z	G	A
L	B	R	U	N	C	E	D	O	E
F	G	O	H	G	O	T	I	E	J
K	L	W	M	N	O	P	Q	S	R

- 5 1 He hasn't seen a Knicks game yet.
2 He's already been rollerblading in Central Park.
3 He hasn't flown in a helicopter over Manhattan at night yet.
4 He has already seen a musical on Broadway.
5 He hasn't gone shopping on Fifth Avenue yet.
6 He has already visited the Statue of Liberty.
- 6 1 I'm still reading the book that you lent me.
2 They haven't found our suitcase yet.
3 I have already seen *Collateral*.
4 Mike is still sleeping.
5 The film has already started.

Writing (pages 30-31)

- 1 a x b ✓ c ✓ d x e x f ✓ g ✓ h x
i ✓ j x k x l ✓
- 2 1 c 2 f 3 l 4 b 5 i
- 3 1 Write your address in the top right-hand corner.
2 Don't write your name in the address.
3 You can't use contractions.
4 If you begin the letter with *Dear Sir* or *Madam*, you finish it with *Yours faithfully*.
5 If you begin the letter with *Dear + name*, you finish it with *Yours sincerely*.

- 4 Students' own answers
- 5 Students check their own work.
- 6 It is essential to do a little preparation before you start any big trip abroad. Make sure you get travel and medical insurance. Before setting off, think about activities you may be doing and make sure you are covered for them. Carry out a bit of research into your destination before you go, including its laws, customs and language. This will help you avoid offending people or breaking local laws. Never leave your luggage unattended. Beware of pickpockets who tend to operate in crowded areas. You should have copies of all important documents, such as your passport, tickets and insurance policies.
- 7 1 g 2 d 3 f 4 e 5 h 6 b 7 c 8 a 9 i

Check and Test 3 (pages 32-33)

- 1 1 has 2 returned 3 has been travelling
4 started 5 flew 6 has been 7 has visited
8 has seen 9 has 10 met 11 was
12 didn't have 13 got 14 took 15 lost
16 didn't spend 17 used 18 stayed
19 spent
- 2 1 How long has he been travelling?
2 When did his trip start?
3 What was the weather like?
4 How did he travel?
5 Where did he stay?
6 What was the most memorable part of his trip?
- 3 1 She is an air steward.
2 Yes, she had.
3 She can buy cheap flights.
4 She is always travelling.
- 4 1 tourism 2 Spanish, French 3 Heathrow, Manchester
4 Chicago, the States
5 Manchester, Paris 6 wheels

5 Model answer

Mario: Have you ever been to Italy?

Susan: No, I haven't. Have you?

Mario: Yes, I have. My family is from Italy. I went to London last year. I really liked it there. Have you ever visited London?

Susan: Yes, I have. I had curry when I was there. Have you ever eaten curry?

Mario: No, I haven't. I don't like spicy food. Why did you go to London?

Susan: To practise English. I have been learning English for eight years. How long have you been learning English?

Mario: I have been learning English for five years. Have you sat the advanced exam?

Susan: Yes, I have and I passed it.

Mario: That's great! I haven't sat it yet.

Susan: Don't worry about it. You'll be able to do it.

Mario: Thanks! How long have you been living here?

Susan: I've been living here since last summer. And you?

Mario: I've been here since 2000. When did you start playing football?

Susan: Two years ago. What about you?

Mario: I have been playing football all my life.

- 6 1 He shouldn't include his name in the address.
2 The number goes before the name of the street.
3 Dear Sir,
4 I am writing
5 fifteen-year-old
6 Italian
7 English
8 I am
9 I look forward to hearing
10 Yours faithfully (+ full name)

7 Students' own answers

Unit 4 Visions

Reading (pages 34-35)

- 1 Students' own answers
- 2 1 will 2 won't 3 will 4 won't 5 will
6 will 7 will
- 3 1 Scanning your finger at your front door will let you into your house.
2 You will get energy from solar panels.
3 You will finish your dinner quickly because it will be a healthy pill.
4 Virtual representation means you can meet people at work without leaving your home.

- 5 Beach holidays, sightseeing tours, shopping trips and other holidays to places like outer space are mentioned.

- 6 3-D travel is suggested.

- 4 1 adjective – using hydrogen instead of petrol to provide power
2 adjective – very modern
3 adjective – create enough (energy) by itself
4 adjective – very big
5 verb – enter
6 noun – virtual representation of yourself
7 adverb – in a foreign country

- 5 1 traffic jam 2 air conditioning 3 microchip
4 blood pressure 5 sightseeing tours
6 smoke detector 7 contact lenses
- 6 1 traffic lights 2 windscreen 3 youth hostel
4 lipstick 5 school bag 6 burglar alarm
7 penknife 8 sunglasses 9 pedestrian crossing
10 alarm clock

Listening (pages 36-37)

- 1 Students' own answers
- 2 b c e
- 3 1 find, job 2 there, be 3 good job
4 young people 5 think, live 6 young people
7 will, not 8 reckon, will
- 4 Claire 1 7
Mark 2 3 4 5 6 8
- 5 a Future Continuous, 3 b Future Perfect, 2
c will + infinitive, 1
- 6 1 Researchers will have discovered a cure for cancer.
2 Oil wells in the Middle East will have become dry.
3 A holiday company will have opened a hotel on the moon.
4 Building companies will have destroyed the Amazon rainforest.
5 Mountain gorillas will have become extinct.
6 Scientists will have cloned the first human being.
7 Tourist resorts will have disappeared because of rising sea levels.
- 7 1 Fewer people will be dying of cancer.
2 Cars will be using electricity and other fuels. They will not be using petrol.
3 Parents will be cloning their children. They will be choosing their physical features.
4 Tribal people in the Amazon will be losing their homes and way of life.
5 Holidaymakers will be travelling to the moon.
- 8 1 Are you going to join, I'm going to have to
2 are you going to do, I'm going to check out, I'll see
3 I'll phone back 4 I'll take it
5 I'll bring 6 I'll have
- 9 **Model answers**
1 I'll give you a lift.
2 are going to the cinema on Saturday.
3 I'll send her a get well card.
4 I'll post it for you.
5 I'm going to buy her a new coat.
6 I'll show you.
- 10 1 I'll phone you as soon as I get to London.
2 You'll feel better after you have (have had) a good night's sleep.

- 3 I'll make the beds as soon as I finish (have finished) my breakfast.
4 My father will not buy a new car before the old one breaks (has broken) down.
5 I'm not going to get married until I've travelled around the world.

Speaking (pages 38-39)

- 1 **Model answers**
1 I'm studying for the maths test.
2 I've got football practice.
3 Thursday
4 Why don't we meet then?
5 I'm shopping for Dad's birthday present.
6 What about Friday?
7 I'm free then.
- 2 **Model answers**
1 Let's go to the cinema.
2 Why don't we go for a walk?
3 What about going to a good restaurant?
4 Why don't you take her to the art museum?
5 Why don't we go to the cinema?
6 Let's go to the concert.
- 3 1 explanation 2 ecology/ecologist
3 scientist/Scientology
4 communication/community 5 humidity
6 environmentalist/environment 7 investigation
8 optimist
- 4 1 demonstration 2 development
3 prohibition 4 ability 5 Biology
- 5 1 c 2 e 3 d 4 b 5 a
- 6 1 palm reader 2 window cleaner
3 taxi driver 4 shopkeeper
- 7 1 A palm reader predicts your future.
2 A window cleaner cleans windows.
3 A taxi driver can take you to your destination quickly.
4 A shopkeeper owns a shop and serves customers.
- 8 1 bookmark 2 bookshop 3 bookworm
4 eyebrow 5 eyelash 6 eyelid 7 footnote
8 footprint 9 footwear 10 playground
11 playschool 12 playwright
- 9 **Model answers**
1 The actress wore false eyelashes to make her eyes look bigger.
2 The children play games in the playground.
3 Jane never stops reading: she is a bookworm.
4 I use a bookmark to remind me what page I am on in my book.
5 I close my eyelids when I'm tired or I don't want to see.
6 Shakespeare is the best-known playwright of all time.

Writing (pages 40-41)

- 1 The writer thinks mobile phones are very useful.
 2 1 c 2 a 3 d 4 b 5 f 6 e
 3 1 main idea 2 supporting example
 3 supporting example 4 main idea
 5 supporting example 6 main idea
 7 supporting example 8 supporting example
 4
- | To make additions | To give reasons and conclusions | To give opinions |
|---|---|------------------------|
| also
and
as well
Besides
In addition
too
What is more | First of all
Secondly
In conclusion | I think
I would say |
- 5 1 d 2 e 3 b 4 f 5 g 6 c 7 a 8 h
 6 Students' own answers
 7 1 also 2 In addition, What's more, Besides
 3 too, as well 4 and

- 8 1 also 2 and 3 Besides, 4 and
 9 1 and 2 also 3 and, In addition/What's more/Besides, and 4 What is more/In addition/Besides 5 too/as well

Check and Test 4 (pages 42-43)

- 1 1 am going 2 are leaving 3 won't take
 4 are staying 5 will have travelled 6 won't suffer 7 will float 8 I'll send 9 will 10 try 11 will work 12 I'll be cruising 13 I'll tell
 2 1 c 2 b 3 b 4 a 5 b
 3 1 b 2 b 3 a 4 a 5 b
 4 Students' own answers
 5 1 Why don't 2 Let's 3 No, not again.
 4 how about 5 Shall we 6 a great idea
 6 1 and 2 First of all 3 also 4 In addition/Besides/What's more 5 What's more
 6 Secondly 7 In addition/Besides/What's more 8 In conclusion
 7 Students' own answers

Unit 5 A good story!

Reading (pages 44-45)

- 1 1 d 2 b 3 a 4 c
 2 1 Langdon is in Paris to attend a conference and to meet Jacques Saunière.
 2 The police call him because they want him to explain the clues found at the murder scene.
 3 Bezu Fache thinks Langdon is involved in the murder because his name was written in Saunière's blood.
 4 Langdon and Neveu find time to study the clues in the museum by tricking the police into leaving the museum.
 5 The Priory of Sion is a secret society.
 6 It keeps information about the origin of the Catholic Church secret.
 3 1 d 2 f 3 c 4 a 5 e 6 b
 4 1 disappointing 2 boring 3 exciting
 4 frightened 5 interested 6 relaxing
 5 1 annoyed 2 confusing 3 disappointed
 4 amazing 5 embarrassing 6 satisfied
 6 Students' own answers
 7 1 take after 2 takes up 3 taken in
 4 take away/take seven away from ten
 5 Take back 6 taken off 7 taking on
 8 1 a 2 c 3 b

Listening (pages 46-47)

- 1 1 two 2 five 3 New York 4 rich 5 son
 6 kills, sea 7 Matt Damon, Jude Law
 8 read/thriller
 2 1 which 2 who 3 who 4 where
 5 which/that
 3 1 whose, non-defining 2 where, non-defining
 3 which/that, defining 4 which/that, defining
 5 where, defining 6 whose, non-defining
 7 which, non-defining
 4 1 Have you read the book which/that won the Booker Prize?
 2 This is the library where you can borrow books, CDs and DVDs.
 3 I met the girl whose brother won the short story competition.
 4 Tom Ripley is the villain who appears in a series of Patricia Highsmith novels.
 5 I like characters who/that are not very typical.
 6 He writes books which/that you can't put down.
 5 1 who 2 – 3 which/that 4 – 5 – 6 – 7 whose
 6 Historical romance
 7 1 e 2 f 3 a 4 c 5 d 6 h 7 g 8 b

Speaking (pages 48-49)

- 1 1 George Orwell writes really well.
2 *Cold Mountain* has a very disappointing ending.
3 *Fahrenheit 451* is really difficult to get into.
4 The characters are very believable.
5 The story really holds your attention.
6 I recommend this book to Graham Greene fans.

2 1 1, 6 2 2, 3, 5 3 4

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

- 4 1 hardback, paperback 2 digital 3 plot
4 hero, heroine 5 villains 6 chapters
7 review 8 setting 9 blurb 10 library

Q	W	P	E	R	T	Y	U	I	O	P	C
A	H	A	R	D	B	A	C	K	S	D	H
P	F	P	L	I	B	R	A	R	Y	G	A
L	S	E	H	G	J	H	E	R	O	K	P
O	E	R	L	I	Z	E	X	C	V	B	T
T	T	B	N	T	M	R	Q	A	Z	W	E
S	T	A	X	A	E	O	D	C	R	F	R
V	I	C	T	L	G	I	B	Y	H	N	S
U	N	K	J	M	I	N	K	O	L	P	M
N	G	B	V	C	R	E	V	I	E	W	X
Z	A	S	B	L	U	R	B	D	F	G	H
V	I	L	L	A	I	N	S	J	K	L	E

- 5 1 horror 2 comedy 3 detective 4 western
5 romance 6 historical 7 science fiction
8 travel

- 6 1 longest 2 more/less satisfying 3 better
4 more/less exciting 5 ugliest
6 most/least expensive 7 cheaper

- 7 1 Films are less relaxing than books.
2 1984 is shorter than *War and Peace*.
3 Comedies are more amusing than historical novels.
4 Westerns are not as enjoyable as biographies.
5 This dictionary is worse than that one.
6 Science fiction books are more difficult to read than magazines.
7 *The Da Vinci Code* was the most popular book last year.
8 The best book I have ever read is *Fahrenheit 451*.

- 8 1 The **funniest** novel I have ever read is *Bonfire of the Vanities*.

- 2 It is easier to read in my language **than** in English.
- 3 Cookery books are less popular **than** romantic novels; they sell fewer copies.
- 4 I don't like reading western novels; they are more **boring** than science fiction books.
- 5 I love John Irving: I think he is the **most** imaginative fiction writer of our time.

Writing (pages 50-51)

- 1 Paragraph 1 c; Paragraph 2 b; Paragraph 3 a; Paragraph 4 d

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

- 3 1 In 1954 Hemingway travelled to east Africa where he survived two plane crashes. (Paragraph 4)
2 He was interested in bullfighting and wrote a non-fiction book which is called *Death in the Afternoon*. (Paragraph 1)
3 He worked as a journalist and covered the Greco-Turkish war for the *Toronto Star* in 1920. (Paragraph 3)
4 He was given his first shotgun by his father when he was ten. (Paragraph 2)

- 4 General background: a, e
Early life and education: b, c
Career and achievements: d, f, g, h, i, j, l
Later life: k

- 5 Students' own answers

- 6 1 contraction (What's / you're) 2 possession (Le Carré's) 3 possession (children's)
4 contraction (It's / I've) 5 contraction (hasn't), possession (children's) 6 possession (friend's)

- 7 1 my sister's boyfriend 2 my cousins' schools
3 the men's swimming team 4 Denis's new hairstyle 5 Jack and Diane's dog 6 three weeks' holiday

Check and Test 5 (pages 52-53)

- 1 c

- 2 1 False. 'the questions began... was it a publicity stunt?'
2 True. 'Her letter to the local police said she feared for her life.'
3 False. 'Officers even investigated Christie's husband, whose relationship with another woman made them suspicious.'
4 True. 'Her family claimed that Christie was suffering from amnesia caused by the grief she felt over her mother's death.'
5 False. 'Agatha disappeared in the hope that she could persuade her husband not to leave her.'
6 False. 'Her plan didn't work and two years

later they divorced.'

- 3 1 He was a tall, thin man who smoked a pipe and carried a magnifying glass.
2 Sherlock Holmes.
3 Sixty short stories and novels in total. By 1893, Doyle had written twenty-six stories, but continued to write more stories after that.
4 He decided to kill the detective because he grew tired of him and he wanted to write historical novels.
- 4 1 Arthur Conan Doyle created the character and wrote the books.
2 Baker Street is where Holmes lived.
3 Dr Watson is Holmes's friend.

- 4 *A Study in Scarlet* is the name of the novel where Holmes first appeared.
5 Reichenbach Falls is where Sherlock Holmes fell to his death.
6 *The Hound of the Baskervilles* is one of the best-known Sherlock Holmes tales.

- 5 1 e 2 g 3 b 4 c 5 h 6 f 7 d 8 a
- 6 Students' own answers
- 7 1 funniest 2 written 3 who 4 who
5 lots of/a lot of 6 doesn't 7 where
8 doesn't 9 is 10 – 11 her 12 recommend
- 8 Students' own answers

Unit 6 Sleep on it!

Reading (pages 54-55)

- 1 1 d 2 b 3 a 4 c
- 2 Three sleeping disorders are mentioned: apnoea, insomnia and narcolepsy.
- 3 1 narcolepsy 2 insomnia 3 narcolepsy
4 apnoea, insomnia and narcolepsy 5 apnoea
6 apnoea 7 insomnia
- 4 1 True. 'people with apnoea usually snore heavily.' (lines 20-21)
2 False. 'Insomnia is a common affliction...' (line 25)
3 True. 'Short-term insomnia can be caused by periods of stress,' (lines 33-34)
4 True. 'Chronic insomnia,... is linked to... the misuse of caffeine...' (lines 36-40)
5 True. 'Victims of narcolepsy,... can fall asleep at any time during the day regardless of what they are doing.' (lines 45-48)
6 False. 'It is a life-long condition, but symptoms are first noticed in teenagers and young adults.' (lines 57-60)
- 5 1 What is the first thing you do when you **get up** every morning?
2 Do you use an alarm clock to **wake up**?
3 Do you sometimes **stay up** and watch TV?
4 Have you ever **given up** a habit like biting your fingernails?
5 Do you usually **look up** words in a dictionary?
6 Are there any sports you would like to **take up**?
7 When do you **dress up**?
8 Are you **saving up** to buy something special?
9 John never **turns up** on time. He's always late.
10 How can you **put up with** your brother's snoring? It's so loud.

Listening (pages 56-57)

- 1 He mentions b, c, d, e and g.
- 2 1 have to 2 don't have to 3 can 4 can
5 have to 6 can't 7 have to 8 can't
- 3 1 c 2 b 3 a 4 d 5 c 6 b 7 a 8 d
- 4 1 You can't take food and drink into the school library.
2 You don't have to show your library card to return a book.
3 You can play football, tennis or basketball in PE.
4 You have to have a password for internet access.
5 You can't take photographs of teachers with your mobile phone.
6 Do we/you/I have to take a dictionary to class every day?
7 Students who arrive late have to speak to the head of studies.
8 You can borrow three library books at a time.
- 5 1 mustn't 2 must 3 must 4 don't have to
5 mustn't 6 don't have to
- 6 **Model answers**
1 You mustn't use your mobile phone while driving.
2 You must be respectful to other drivers at all times.
3 You mustn't use mobile phones at petrol stations.
4 You must fill up your tank with petrol before you start a long journey.
5 You don't have to eat in a restaurant every day.
6 You must pay for your meal.
7 You must return the books.
8 You mustn't talk in the library.

9 You don't have to be a member to go to a sports centre.

10 You must wear sports shoes in the sports centre.

- 7 1 can't 2 will be able to 3 Could, couldn't, could 4 been able to 5 can't, can 6 won't be able 7 been able to 8 couldn't

Speaking (pages 58-59)

- 1 a bicycle b crowd of people c rollercoaster d eagle e vulture f boat g door h leaves

2 Model answers

- 1 The bicycle means that Andy feels alone in life. He would like someone to help him.
- 2 The crowd of people means that he feels unable to control his life. He would like to take control of his life and to feel he knows what is happening around him.
- 3 The rollercoaster means that Andy feels overworked and stressed. He would like to have a break from studying.
- 4 The eagle means that Andy is going to have good fortune. He would like to get a place in university.
- 5 The vulture means that Andy feels that a disaster is near. He wouldn't like to fail his exams.
- 6 The boat means that Andy is growing up. He will become independent soon and he has to start adapting to the changes in his life.
- 7 The door means that Andy is going to have to make an important decision. He will have to decide what he wants to study.
- 8 The leaves mean that Andy feels that there are going to be a lot of strangers in his life. He will have to meet lots of new people and make new friends.

3 Students' own answers

4 Possible answers

- 1 **Body:** brain, eye, neuron
- 2 **Mind:** brain, memory
- 3 **Biology:** cycle, neuron, organism, protein
- 4 **Sleep:** dream, process, repair, stage, unconscious
- 5 **Verbs:** develop, process, relax, repair

- 5 1 eye 2 proteins 3 dream 4 repair 5 memory 6 stages

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

- 7 1 b 2 a 3 a

- 8 1 shouldn't start 2 ought to have 3 ought to travel 4 shouldn't drive 5 ought to leave 6 shouldn't take

Writing (pages 60-61)

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

- 2 for 4, 6, 7, 8 against 1, 2, 3, 5, 9, 10

- 3 1 Although school uniforms are very practical, they can be expensive.
2 Exams are an easy way to test students. However, some students always do badly.
3 Many students revise for exams regularly, but there are others who only study the night before an exam.
4 Although some parents like their children to wear a school uniform, I think it's best to wear your own clothes to school.
5 Exam marks are very important. However, academic success is not only about numbers.

- 4 The writer is against single-sex schools.

- 5 1 However 2 On the one hand 3 For that reason 4 In addition/What's more 5 consequently 6 On the other hand 7 In addition/What's more 8 In my opinion

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

- 7 Students' own answers

- 8 1 strangely 2 angrily 3 funnily 4 loudly 5 hungrily 6 reasonably 7 probably 8 thirstily

- 9 1 I **always** read the instructions **carefully** when I do an exam.
2 He drove **very slowly** because it was raining **heavily**.
3 Actors **usually** learn their lines **easily**.
4 The tenor sang **badly** and the audience started leaving **immediately**.
5 I **really** enjoyed the book because it was **absolutely** fascinating.
6 **Actually**, I prefer films to plays.

Check and Test 6 (pages 62-63)

- 1 c

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

- 3 1 couldn't 2 can 3 should/ought to 4 don't have to 5 should/ought to, shouldn't

- 4 1 He tells us our body has an internal clock which tells us when to eat, when to drink, and when to sleep.
2 It's a good idea to have regular sleeping and waking times, so as not to confuse our bodies.
3 He says sleeping in is not a good idea.

- 4 He says a short sleep of about twenty minutes in the afternoon is fine, but it shouldn't be any longer!
- 5 He says you shouldn't have a two-hour siesta if you want to sleep well at night.
- 5 1 According to the doctor, what we eat and drink can affect our sleep.
2 Caffeine disrupts our sleep because it is a stimulant and it keeps us awake. It also takes time for our bodies to expel caffeine and we can't sleep with caffeine in our systems.
3 We can drink coffee eight hours before going to sleep.
4 The doctor says bedrooms have to be quiet and comfortable. He says curtains should be used to block out the sun and earplugs to stop noise waking us up.
5 He recommends reading a book or watching TV, not staying in bed panicking.
- 6 1 Do you have to make your bed every day?
2 Can you go out late on weekdays?
3 Do you have to help with the shopping?

- 4 Can you stay up late on Fridays?
5 Do you have to do homework?
6 Do you have to wear a uniform?
7 Can you wear a baseball cap in class?
8 Can you use mobile phones in class?

7 Model answers

- 1 You should go to bed earlier and set your alarm clock.
2 You shouldn't have long naps on Sundays and you should go to bed earlier on Sunday evenings.
3 You should study all year and not the night before an exam. You should avoid caffeine. You should do regular exercise.
4 You should do more exercise.

8 Are you for or against exams?

- 9 1 against 2 knows 3 stressed 4 little
5 irritable 6 studied 7 beginning
8 Although 9 method

10 Students' own answers

Unit 7 Helping out

Reading (pages 64-65)

- 1 1 b 2 c 3 d 4 a
- 2 c
- 3 1 rainforest 2 Amazon rainforest
3 disappearance of forest 4 logging companies 5 land 6 environmental groups
- 4 1 The Amazon rainforest is so important for the Earth because it contains 20% of the world's water and many of our food and medicines originally come from the forest.
2 Every second one-and-a-half acres of forest disappear.
3 Increases in carbon dioxide and greenhouse gases are the consequences of burning the rainforest.
4 Cleared land provides grazing for cattle and/or for growing crops (soybeans).
5 Ecological activists argue for the creation of protected areas and certified logging schemes to ensure that only legal companies trade in wood.
- 5 1 deforestation 2 cut down 3 become extinct 4 indigenous population 5 logging 6 grazing 7 crops/soybeans 8 outlawing
- 6 1 **Watch out!** That bulldozer is going to hit you.
2 The latest report on the rainforest hasn't **come out** yet.

- 3 Micro-credits for farmers were **tried out** successfully in India.
4 Scientists haven't **found out** exactly how the hole in the ozone layer will affect us.
5 The conflict between loggers and indigenous people **broke out** recently.
6 The two regions **fell out** over fishing restrictions.
7 Governments must **work out** a solution to the problem of illegal logging.
8 This document wasn't complete: some of the data had been **left out**.

Listening (pages 66-67)

- 1 1 traffic jam 2 solar panels 3 fossil fuels
4 four-wheel drive 5 wind farm 6 nuclear power plant
- 2 1 Stella 2 Stella 3 Mark 4 Stella 5 Mark
6 Mark
- 3 1 would like to 2 always 3 car 4 more
5 should 6 may be 7 disagrees

4 Possible answers

Stella always uses public transport because she thinks that the environment is more important than the economy. She thinks that we should use alternative energies and we shouldn't use nuclear energy because it is not safe.

Mark would like to buy a four-wheel drive car. He believes the car industry is important to the economy. He thinks that combining new energies with nuclear energy might be the solution to the energy problem.

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

6 1 would save 2 used 3 would stop
4 weren't 5 will reduce 6 turn off 7 used

- 7 1 If he had studied for the exam, he wouldn't have failed.
2 If the factory hadn't spilt tons of toxic waste into the river, hundreds of fish wouldn't have died.
3 If the activists hadn't campaigned against the ring road, the government would have built it.
4 If the engineer H. Simpson hadn't pressed the wrong button, there wouldn't have been a nuclear leak.
5 If I had gone to the party, I would have met the new French student.
6 If they hadn't fastened their seat belts, they would have been seriously injured in the crash.

8 Model answers

- 1 I would have been able to call her last night.
2 I had done my homework.
3 we had worn our seat belts.
4 they would have won the league.
5 she wouldn't have had the accident.

9 Model answers

- 1 If you don't water plants, they die.
2 If you leave food out of the fridge, it goes off.
3 If a bee stings you, it hurts.
4 If you don't brush your teeth, you will have bad breath.
5 If the moon is between the sun and the Earth, there is an eclipse.
6 If you mix blue and yellow paint together, you get green paint.

Speaking (pages 68-69)

1 Possible answers

- 1 You ought to take showers. You'll save a lot of water.
2 In my opinion, you ought to recycle newspapers and empty glass bottles. Take them to a recycling container or bottle bank.
3 I don't think you should drive your car to the city centre. You should take public transport.
4 It's wrong to leave your computer on. You should switch it off when you aren't using it. It wastes too much electricity. Remember every little helps!

- 5 If I were you, I wouldn't throw away old batteries. If I were you, I would deposit old batteries in used battery containers.
6 I don't think you should brainstorm your essays on a clean sheet of paper, I think you should use an old, used sheet of paper.

2 1 don't follow 2 give (me an) example
3 explain that 4 do you mean
5 don't understand

3 1 against 2 former 3 between 4 miniature
5 excessive 6 before 7 in favour of
8 again 9 very large 10 too little 11 not

4 1 ex-president 2 supermarkets 3 recycle
4 unpleasant 5 overfishing 6 anti-road
7 underestimate

5 angry – furious
big – huge
cold – freezing
difficult – impossible
funny – hilarious
happy – delighted
hot – boiling
small – tiny
tired – exhausted
wet – soaked

6 1 absolutely 2 difficult 3 exhausted
4 absolutely 5 soaked

7 1 cholera, flu, malaria 2 Hurricanes, tornados
3 flooding, sea levels
4 corruption, crime, fraud 5 poverty 6 famine

Writing (pages 70-71)

1 b

2 1 Farm animals 2 Wild animals 3 Conclusion

3 1 people who wear fur coats 2 fur coats
3 fur coats 4 animals 5 traps 6 animals
7 seal pups being killed for fur in Canada
8 fur coat

- 4 a I would make it more attractive to live in with trees and parks.
b If we don't do this, we will soon be living surrounded by cars and cement.
c It means that cities are getting bigger and the countryside is disappearing.
d Unfortunately, they continue travelling into the cities to work and go shopping.

5 1 c 2 d 3 a 4 b

6 1 It 2 It/This 3 they 4 one 5 They, their
6 It

7 Students' own answers

8 1 To improve school lunches we need: more money, better ingredients and new recipes.

- 2 We didn't play tennis yesterday: it was raining.
- 3 David goes swimming on Saturdays; Mike does judo.
- 4 The school cancelled the debate club: no one was signing up for it.
- 5 Towns are constantly expanding; small villages have falling populations.
- 6 Summer is my favourite time of year: we always go on holiday in August.
- 7 People are always talking about protecting the environment; hardly anyone does anything about it.

9 1 a 2 b 3 d 4 b 5 c 6 b 7 c

Check and Test 7 (pages 72-73)

- 1
 - 1 The Kyoto Protocol aims to reduce global temperature increases by stabilising CO₂ levels.
 - 2 No, not all countries have the same reduction targets.
 - 3 'Emissions trading' has been criticised because it means that rich countries can buy pollution credits from developing countries and continue to pollute the atmosphere.
 - 4 Australia and the USA refuse to ratify the agreement because neither India nor China has been given reduction targets, and they both have large populations and high levels of emissions.
 - 5 Island nations face the risk of rising sea levels and flooding if global temperatures rise.
 - 6 Some environmental economists disagree with the protocol because the costs outweigh the environmental benefits.

2 Possible answers

- 1 If every country respected the Kyoto Protocol, there would be less CO₂ and other greenhouse gases in the atmosphere.
- 2 If a country fails to reduce their emissions, they must make a further reduction in the future.
- 3 If countries are rich, they can buy 'pollution credits' from developing countries.

- 4 If India and China had reduction targets, both the USA and Australia would ratify the agreement.
- 5 If sea levels rise, small Pacific island nations will be at risk of flooding.

- 3 1 food production 2 office equipment
3 plastics and packaging 4 recycling
5 traffic 6 water shortages

- 4 1 True 2 False 3 False 4 True 5 True
6 False

- 5 Students' own answers

6 Model answers

- 1 I disagree with the statement. All animals kill other animals for food: it is nature. Humans need to kill animals to get food and nutrients and the skin from certain animals can be used for lots of other things.
- 2 I disagree with the statement. We need to cut down on the amount of rubbish produced and use energy-efficient electrical products.
- 3 I disagree. Recycling is not a waste of time. Recycling helps maintain our forests, which produce oxygen. Recycling means that we do not throw away all of our rubbish and this helps reduce pollution.
- 4 I agree. Traffic should be banned from the city centre because it helps to produce smog and makes living and working in the city unhealthy. Banning traffic in the centre would encourage everyone to use public transport.
- 5 I disagree. You can save water by not leaving the tap running when you brush your teeth and by filling up a bottle of water and leaving it in the fridge: that way you always have cold water to drink without running the tap.

- 7 1 biggest 2 which 3 it 4 their
5 greenhouse gases 6 can we 7 recycle
8 would 9 reused 10 much

- 8 Students' own answers

Unit 8 Gadget crazy

Reading (pages 74-75)

- 1 Students' own answers
- 2 All of the actions are mentioned.
- 3
 - 1 The 'physical mutation' is that thumbs have overtaken fingers as the hand's most muscled and dexterous digit.
 - 2 The relationship between technology and its users is mutual: they are changing each other.

- 3 People under twenty-five write text messages on their mobile phones with their thumbs and they barely look at the keys as they type.
- 4 Under-25s in Japan refer to themselves as *oya yubi sedai* – the thumb tribe.
- 5 Young people use their thumbs for pointing at things and ringing doorbells – tasks that are traditionally the finger's job.

- 6 Young men try to impress women with their mobile phones by showing them the advanced technology of their phones.
7 Dr Sadie Plant feels that these changes are positive.

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

5 1 Get back 2 get down 3 get on 4 get around 5 get out 6 get over 7 get into 8 got away 9 getting, across 10 got up

6 1 become interested 2 return 3 is not punished for

Listening (pages 76-77)

- 1 1 John 2 ten million 3 1987 4 EUREKA 5 American 6 1995 7 MPMAN 8 16,000 songs
2 1 False 2 True 3 False 4 False 5 True
3 You can take music with you wherever you go, a 40GB MP3 player can hold 16,000 songs, you can download music at low cost from the internet and the quality is fantastic.
4 1 was invented 2 bought 3 were made, was recorded 4 was sold 5 was conceived 6 combined 7 have been sold
5 1 The first telephone was invented in 1876 (by Alexander Graham Bell).
2 During Bell's time, messages were sent using the telegraph.
3 Nowadays, letters have been replaced by mobile phones and emails.
4 Millions of text messages are sent every day.
5 New features are constantly being added to mobile phones.
6 Thousands of ring tones will be downloaded this year.

- 7 Communication in developing countries is being revolutionised by mobile phones.
8 The sale of camera phones has been banned in some countries like Saudi Arabia.

6 1 My dad was given an iPod.
2 I am being taught how to play chess (by my grandfather).
3 My brother has been offered a new job.
4 How much will he be paid?
5 We were told to study for the exam (by our teacher).
6 I was shown the latest model (by the shop assistant).

- 7 1 Photos cannot be taken in the exhibition room.
2 Seat belts must be kept fastened at all times.
3 Shoes with rubber soles must be worn on the courts.
4 Laptop computers may be used after take-off.
5 Mobile phones should be turned off in hospitals.
8 1 Teams must be registered by 25th June.
2 Computers will be provided by the organisers.
3 Players can bring their own keyboards and joysticks.
4 Monitor brightness may be altered by players.
5 Mobile phones cannot be used in the tournament.
6 The game will be restarted if a competitor's computer crashes.
7 Each member of the winning team will receive a copy of the game.

Speaking (pages 78-79)

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

2	Size	Weight	Shape	Colour	Material
	big huge small tiny	heavy light	rectangular round square	green grey light blue	glass leather metal silk steel wooden

3 Students' own answers

- 4 1 The lady was carrying a brown leather handbag.
2 I got a fantastic graphite tennis racquet for my birthday.
3 I bought a pair of round silver earrings for my girlfriend.

- 4 He downloaded the files onto his very small, light USB Flash drive.
5 My granny makes delicious, brown bread.

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

- 6 1 email 2 MP3 player 3 download
4 battery 5 LCD screen
- 7 1 vinyl record 2 phonograph 3 Walkman
4 record player 5 jukebox

Writing (pages 80-81)

- 1 The writer's favourite possession is a digital camera because she can see the photos once she has taken them, she can delete the ones she doesn't like, she can copy her photos onto a CD or she can print them, and she can make short videos.
- 2 My favourite possession is my digital camera. I got it for my birthday last year. It's small, thin and rectangular. It's not very heavy either; it weighs 250 grams. It's made of metal and has an LCD screen to line up shots and view your pictures. It's really easy to use and it came with a black leather case.

....

I would feel really bad if I lost the camera. It is an expensive gadget and it was a present, and I also really enjoy using it. Photos are great because they remind you of good times with friends and family.

- 3 1 c 2 a 3 d 4 b
- 4 Text 1: 1 d 2 c 3 b 4 a
Text 2: 1 c 2 a 3 b
Text 3: 1 d 2 c 3 a 4 b
Text 4: 1 a 2 c 3 b

5 Model answer

My favourite gadget is my electronic dictionary. I got it to help me with my studies and for travelling. It's small, light and rectangular. It weighs 150 grams and measures 20 x 8cm. It is made of black plastic and metal. It has got a rechargeable lithium battery, so it's always ready to be used.

It's got more than 200,000 definitions and 500,000 synonyms, which makes it very useful for writing emails to my French friends and for helping me with my homework. I always have it in my bag because it so light and it has a calculator, which I use a lot.

What I like best about my electronic dictionary is that it has a large screen, so it's easy to read the translation. It also provides pronunciation models, which you can hear because it has a built-in speaker. It really is a great help when I'm travelling abroad, it helps me say things correctly and people always understand me. Its grammar guide means I never make grammatical mistakes when writing.

I would be really sad if anything happened to my electronic dictionary. It is a really

expensive gadget and it helps me speak and write much better, and understand the emails my friends send me.

- 6 Students' own answers
- 7 Students' own answers
- 8 1 Two hundred and twelve degrees Fahrenheit is one hundred degrees centigrade.
2 There are one hundred centimetres in one metre.
3 The campsite was four kilometres outside the town.
4 The camera only cost me forty-five pounds.
5 I weighed three-and-a-half kilograms when I was born.
6 There are one hundred pence in one pound.
- 9 1 b 2 c 3 d 4 e 5 a
- 10 a 3, 4
b 1, 2, 5

Check and Test 8 (pages 82-83)

- 1 1 True. 'Companies and consumers are being urged to consider the environment before they throw out electronic products.'
2 True. 'Recent campaigns in the USA have tried to encourage the recycling of old phones and reward teenagers who hand over their outdated mobiles.'
3 False. '...and reward teenagers who hand over their outdated mobiles.'
4 True. '...will be prohibited in the European Union.'
5 False. '...energy that is used to power them is on the rise too.'
6 True. '...they eat up more energy than is needed to power a gadget.'
- 2 1 are being urged 2 are given 3 change
4 are replaced 5 are recycled 6 reward
7 are also being made 8 will be prohibited
9 is used 10 have been called
- 3 1 are asked 2 is given 3 are changed
4 are trying 5 will be banned 6 call
- 4 CD player, MP3 player, digital camera
- 5 1 MP3 2 140 hours 3 £39 4 headphones
5 20GB 6 £145 7 30-hour 8 black 9 red
10 six 11 sixteen 12 £174
- 6 Model answer
- 1 Can I help you
2 particular make
3 particular colour
4 Are there any...
5 How much does it cost
6 a bit expensive
7 cheaper
8 take it

- 7 1 an old, mechanical watch 2 round steel case 3 on the right 4 dark brown leather strap 5 I like this watch very much 6 heavier than 7 who 8 for a long time 9 would

- 8 Students' own answers

Unit 9 Play time!

Reading (pages 84-85)

- 1 Play 1 c
Play 2 b
- 2 Possible answers
- I think Dick is going to another town to work.
 - He doesn't want Ada to go with him because he doesn't want her to regret leaving everything.
 - The man in the suit is the president or an important figure.
 - The bodyguard tries to stop him getting into the car because his life is at risk.
- 3 1 True. 'The steam clears as the train is about to leave.' 2 False. 'Sounding desperate.' 3 False. 'He turns around and walks towards the train without turning back.' 4 True. The band is playing music, cheering. 5 False. The bodyguard is insistent but doesn't touch the man. 6 True. 'Worried.'
- 4 1 steam 2 regret 3 protest 4 by your side 5 rousing 6 cheering 7 confetti 8 darling
- 5 1 put, off 2 get off 3 dropped, off 4 set off 5 take off 6 go off 7 told, off 8 cut off
- 6 1 remove 2 ring 3 isolated

Listening (pages 86-87)

- 1 1 and 3 excited and nervous
- 2 1 b 2 b 3 c 4 b 5 b 6 a
- 3 1 She said she got nervous just before the play started.
2 She said she was learning to control her nerves.
3 She said she'd/would have a big party to celebrate.
4 She said she was going to perform a few lines from *Grease*.
5 She said she'd/had wanted to work in the theatre for years.
6 She said she'd/had played the part of Juliet in the school play.
7 She said she could sing quite well.
8 She said she had to keep improving.
9 She said she might dance in Broadway one day.

- 4 1 The director asked Susan if she got nervous before acting.
2 The director asked her why she liked acting.
3 The director asked her how long she had wanted to work in the theatre.
4 The director asked her what her first role had been.
5 The director asked her if she could sing or dance.
6 The director asked her what she would do if she got the part.

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

- 6 1 The teacher told the students not to talk during the exam.
2 The air steward told the passengers to turn off their mobile phones before take-off.
3 The doctor told the patient to do more exercise and to eat more vegetables.
4 The coach told the player to look straight at the goal and kick the ball.
5 The parent told the child not to fight with his/her little brother.
6 The driving instructor told the learner to fasten his/her seat belt before he/she started the engine.

- 7 1 told 2 said 3 warned 4 suggested
5 asked 6 advised 7 promised 8 ordered
9 promised

- 8 1 'You have got the part!'
2 'It will rain today.'
3 'Don't go swimming as the waves are dangerous.'
4 'Why don't we/Let's go to the cinema on Saturday.'
5 'Do you want your money back?'
6 'You should do some vocabulary revision every day.'
7 'I will not be late tonight.'
8 'Show me your passports.'
9 'You will get the results in a few days.'

Speaking (pages 88-89)

- 1 1 She always leaves the top off the toothpaste.
2 She never puts the milk back in the fridge.
3 She always drinks water from the bottle.
4 She always leaves the tap running.

5 She always talks on the phone./She is always talking on the phone.

6 She never puts the CDs into their cases.

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

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

4 1 turn up 2 call off 3 carry on 4 let down
5 look into 6 leave out 7 put off
8 take back 9 come back 10 put on
11 give up 12 ring up 13 figure out

5 Moods	Physical actions	Ways of speaking
angry	grin	interrupt
frightened	laugh	laugh
happy	recline	reply
helpful	shrug	respond
irritated	sit up	sound desperate
patient	wave	
sad		
worried		

6 1 replied/responded 2 shrugged 3 helpful
4 interrupt 5 waved 6 worried

7 1 make 2 taken 3 take 4 made 5 take
6 makes 7 take 8 made 9 make

- 8 1 A: Have you finished your homework?
B: No, I have not. I will do it when I finish this game.
A: If I were you, I would do my homework first and then I would play games.
2 A: I do not think we have to do all of the exercises.
B: Well, I could not do exercises two and three. They were too difficult.
3 A: I cannot get tickets for the play. There are not any left.
B: Oh no. We will not be able to go.
4 A: You cannot play football here. Did you not (Didn't you) see the 'No ball games' sign?
B: I am sorry. We will stop playing.
5 A: I am not feeling very well today.
B: Yes, you are looking a bit tired.

Writing (pages 90-91)

1 1 b 2 c 3 a

2 a 2 b 3 c 1

3 1 Contractions:

Dialogue 1: What's, don't, What's, You're, I'm, I've, It's, It's

Dialogue 2: who's, It's, isn't, I'm, Trisha's

Dialogue 3: I'm, Everybody's, Don't

2 Colloquial expressions:

Dialogue 1: What's the matter?, What's wrong?, Oh, come on, You must be joking.

Dialogue 2: Look who's just come in, What do you reckon?, Go ahead, not my cup of tea

Dialogue 3: Don't worry, I can manage

3 Phrasal verbs:

Dialogue 1: come on

Dialogue 2: come in, Shall I ask her out?

Dialogue 3: tidying up

4 1 Do you want to see me later?

2 Someone.

3 Are you OK?

4 Thank you very much.

5 On the other hand.

6 Write back soon.

5 Model answers

2 A: I'm going out to celebrate tonight.

B: Me too!

3 A: I've got an exam tomorrow and I haven't studied for it.

B: Don't panic! I'll help you.

4 A: I'm really sorry! I forgot to bring your CD.

B: That's OK. Tomorrow is fine.

5 A: Are you ready?

B: Not yet, hold on a moment! I'm coming.

6 A: Ouch!

B: What's wrong?

A: That bee has just stung me. It's really sore.

6 Students' own answers

7 1 give you a hand 2 reckon 3 No way!

4 I really put my foot in it. 5 I haven't got a clue. 6 pulling my leg 7 keep an eye on

Check and Test 9 (pages 92-93)

- 1 1 There are 5 characters including the audience.
2 A woman's phone rings continuously during the play.
3 He is irritated and annoyed. He becomes fed up and impatient.

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

- 3 1 The actor asked the woman if she could answer the call.
2 The actor said he wouldn't act in those conditions.
3 The audience asked why the play had stopped.
4 The police officer told the woman to leave the theatre.
5 The manager told the woman she could see the play the following day/the next day.
6 The woman said she had paid for her ticket like everybody else.
7 The woman said she wanted to see the ending.

- 4 Speaker 1 a classmate
Speaker 2 a boyfriend
Speaker 3 a daughter
Speaker 4 a boss

- 5** 1 speaker 2 2 speaker 1 3 speaker 3
4 speaker 4 5 speaker 4 6 speaker 1
7 speaker 2 8 speaker 3
- 6** 1 b 2 e 3 a 4 d 5 c
- 7** 1 Do you know what time the play starts?
2 Can you tell me how much the tickets are?
3 Do you know who the principal actors are?
4 Could you tell me if there are cheaper tickets for students?
5 Can you tell me if you recommend the play for young children?
6 Do you know how long the play is?

8 Model answer

Michael: I'm sorry I'm late. My alarm clock didn't go off and I missed the bus.

Teacher: You should go to bed earlier.

Michael: I went to bed quite early. You are always telling me off.

Teacher: Don't be rude. Please be more punctual in future.

Michael: But...

Teacher: It is difficult to learn properly if you miss the first part of the lesson.

Michael: I'm sorry for being rude and I promise I'll be more punctual in the future.

Teacher: That's good. Now, sit down and get on with your work.

9 Students' own answers

Phonetic chart

Consonants

/p/	pen, price, stop
/b/	bus, robbed, web
/t/	time, matter, shut
/d/	day, read, rained
/k/	can, black, key
/g/	big, great, digging
/tʃ/	church, nature, watch
/dʒ/	just, bridge, juice
/f/	face, laugh, photograph
/v/	van, drive, live
/θ/	think, three, path
/ð/	this, clothes, father
/s/	sad, pass, ceiling
/z/	zoo, crazy, glasses
/ʃ/	she, finish, machine
/ʒ/	pleasure, usual, television
/h/	he, ham, coherence
/m/	my, summer, smoke
/n/	no, pen, sunny
/ŋ/	ink, sing, flamingo
/l/	lemon, clock, sell
/r/	radio, sorry, different
/j/	young, Europe, new
/w/	work, white, queen

Vowels

/i:/	see, meat, teacher
/ɪ/	in, city, women
/i/	sleepy, really
/e/	end, ten, head
/æ/	hat, exam, access
/ɑ:/	car, heart, ask
/ɒ/	on, watch, cough
/ɔ:/	walk, law, door
/ʊ/	put, book, foot
/u:/	food, grew, tomb
/ʌ/	up, couple, blood
/ɜ:/	bird, earth, prefer
/ə/	about, actor, confuse

Diphthongs

/eɪ/	name, age, lazy
/əʊ/	home, know, potato
/aɪ/	time, blind, buy
/aʊ/	house, fountain, shout
/ɔɪ/	oil, annoy, employ
/ɪə/	ear, disappear, clear
/eə/	air, bear, parents
/ʊə/	poor, sure, fewer

Irregular verbs

Group 1

Infinitive	Past Simple	Past participle
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put

Infinitive	Past Simple	Past participle
read /ri:d/	read /red/	read /red/
set	set	set
shut	shut	shut
spread	spread	spread
upset	upset	upset
wet	wet	wet

Group 2

bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
dream	dreamt	dreamt
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
get	got	got
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant

meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
send	sent	sent
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
spend	spent	spent
spill	spilt	spilt
stand	stood	stood
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
sweep	swept	swept
swing	swung	swung
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
weep	wept	wept
win	won	won

Group 3

be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
give	gave	given
go	went	gone
grow	grew	grown

hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
shake	shook	shaken
show	showed	shown
sing	sang	sung
speak	spoke	spoken
steal	stole	stolen
swim	swam	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

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