

OXFORD

# Aim High



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

**KSA Edition**

كتاب المعلم Teacher's Book

**6**

- Teaching notes
- Teaching tips
- Optional activities
- Quick tests
- Unit tests

Third Secondary  
Term 2

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# Aim High

KSA Edition

Teacher's Book

6

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Jane Hudson   Paul Kelly   Susan Iannuzzi

# Introduction

*Aim High* is a six-level English language course. The development of *Aim High* was informed by research in schools – observing lessons and talking to teachers and students. The information we gathered has given us valuable insights into what students and teachers want from a coursebook, and these became the guiding principles for *Aim High*. Most people asked for:

- a challenging input of active and passive vocabulary
- a strong focus on reading and writing skills
- rapid progression in the grammar syllabus
- plenty of support for skills work, especially writing
- a focus on dealing with idiomatic English and dictionary skills
- serious but motivating topics
- plenty of extra practice material.

*Aim High* has a very clear unit structure, which has been designed to enable teachers to take students from input (reading) to output (writing). In addition, in order to support the challenging grammar and vocabulary input, we have provided a reference section and extra practice in the Student's Book. While teachers need to ensure that students adequately cover the required grammar syllabus, equal importance needs to be given to the communicative aspects of English.

## The components of the course

### Student's Book

The Student's Book contains:

- 7 topic-based units
- a *Dictionary Corner* section in each unit to promote dictionary skills and learner autonomy
- *I can* statements at the end of each unit to encourage conscious learner development
- 7 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit
- tip boxes giving advice on specific skills and how best to approach different task types in all four main skills
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000™ key symbol in the *Wordlist* indicates the most useful words for students to learn
- an irregular verbs list.

### Workbook

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice to reflect the sections of material taught in class
- *Challenge!* exercises to engage more able students
- writing guides to provide a clear structural framework for writing tasks, and a *Writing Bank* for reference
- regular *Self check* sections for students to develop an awareness of their progress
- a *Vocabulary Notebook* listing the vocabulary from the Student's Book in alphabetical order, with space for students to make their own notes.

### Teacher's Book

The Teacher's Book gives complete teaching notes for the whole course, including ideas for tackling mixed-ability classes. In addition, it offers:

- background information, optional activities and answer keys
- 7 photocopiable end-of-unit tests
- the Workbook answer key.

### Audio CDs

The audio CDs contain all the listening material from the Student's Book.

## A tour of the Student's Book

There are seven main units in the Student's Book. Each unit has seven sections. Every lesson has a cross reference to the relevant page in the Workbook for extra practice.

### Reading

- This contains the main reading text and introduces the theme of the unit.
- In addition to a *Before Reading* activity to get students thinking about the topic, a *Reading tip* develops their reading strategies.
- The reading texts are recorded so that students can listen to the text as they read.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
- The text contains instances of the main grammar point(s) of the unit.

### Vocabulary

- The *Activate* section recycles the vocabulary from the reading page in a different context to check understanding.
- The *Extend* section introduces new lexical sets related to the topic and focuses on aspects of vocabulary such as word-building, collocation and phrasal verbs.
- All the target vocabulary from the unit is highlighted in bold in the *Wordlist* at the back of the Student's Book.

### Grammar

- There are two sections of grammar per unit, introducing one main grammar structure in two stages. Alternatively, the second grammar focus may be a different, but related, structure.
- The grammar structures are presented in a short text or other meaningful context.
- *Learn this!* boxes and grammar tables help students to work out the grammar rules, and further explanation and examples can be found in the *Grammar Reference* section at the back of the Student's Book.
- *Look out!* boxes draw attention to minor grammar points, and help students to avoid common errors.
- As well as the exercises in the units, there is further practice in the *Grammar Builder* section.

### Skills

- This section focuses on listening and speaking skills.
- The topic of the listening comprehension is introduced by more vocabulary input and practice.
- The tapescript can be found in the teaching notes.
- The listening comprehension activities are followed by speaking practice.

## Writing

- This section begins with a model text or texts exemplifying the writing function and format.
- Students study a *Writing tip* and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.

## Review, Dictionary Corner and *I can* statements

- This section, which concludes the unit, offers revision and extension.
- The review activities recycle the grammar and vocabulary from the unit in a dialogue and other exercises.
- The *Dictionary Corner* activities are designed to help students become familiar with using an English–English dictionary. We recommend *Oxford Student's Dictionary*. However, the exercises can be done with any dictionary. Being able to use a monolingual dictionary independently will equip students with important skills for autonomous learning.
- Students can also be encouraged to become more autonomous learners by reviewing their learning outcomes at the end of the unit. The learning outcomes are expressed as *I can* statements which focus on skills rather than grammatical or lexical items. Students decide which skills they found difficult or easy, and, as a result, decide what their learning objectives should be. The students are then referred to the *Self check* pages in the Workbook.

## Testing and assessment

*Aim High* provides a variety of resources for teacher-made tests and for students' self-assessment:

- *I can* statements at the end of each unit in the Student's Book
- *Self check* sections at the end of each unit in the Workbook
- Unit tests covering vocabulary, reading, grammar, language skills and writing in the Teacher's Book (see pages 70–83)

## The Common European Framework of Reference

*Aim High* has been designed to be compatible with the learning objectives of the Common European Framework of Reference (CEFR). The CEFR is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. *Aim High* matches the CEFR levels as follows:

*Aim High 1* and *2*: A2

*Aim High 3* and *4*: B1 / B2

*Aim High 5* and *6*: B2 / C1

Each level is divided into five skill areas – speaking, reading, listening, conversation and writing. Each skill has a number of descriptors that explain what a student can do with the language. The descriptors are often represented as *I can* statements, for example:

*A2 Writing: I can write a simple personal letter, for example, thanking someone for something.*

The descriptors are written to help both learners and educational professionals to standardize assessment. Use the *I can* statements at the end of each unit and the *Self check* pages in the Workbook to encourage students to assess their own ability.

## Tips and ideas

### Teaching reading

#### Predicting content

Before reading the text, ask students to look at the pictures and tell you what they can see or what is happening. You can also discuss the title and topic with them.

#### Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words students may have difficulty with. Put them on the board before you read the text with the class and explain them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text.
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Ask them to call out the words. You can then explain them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to work out the meaning.
- After working on a text, ask students to choose four or five new words from the text that they would like to learn and to write these in the *Vocabulary Notebook* section of the Workbook.

### Teaching vocabulary

#### Vocabulary Notebooks

Encourage your students to record new words in the *Vocabulary Notebook* at the back of their Workbooks. You could suggest that they write an example sentence that shows the word in context, or they may find it easier to learn words by noting synonyms or antonyms.

Vocabulary doesn't appear just on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading text and learn them.

#### Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *make a mistake, do your best, have a shower, go swimming*. Make students aware of this and encourage them to record phrases as well as individual words.

#### Revision

Regularly revise previously learnt sets of vocabulary. Here are two games you could try in class:

- *Odd one out*. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind, confident, rude, friendly*, where *rude* is the odd one out as it's the only word with negative connotations.
- *Word building*. This game can be played to revise words and their derivatives. Call out a word, and nominate a student to give a derivative of the word. Then invite other students in the class to contribute to the list. For example, *danger: dangerous, dangerously; happy: unhappy, happiness, happily*. You can do the same for phrasal verbs (by asking for verb phrases using *go, get, up, on*, etc.) and idioms (by asking for idioms related to colours, parts of the body, etc.).



## Teaching grammar

### Concept checking

The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new structure. Here are some things you can do to check that they truly understand a new structure:

- Talk about the practice activities as you do them, asking students to explain their answers.
- Look beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding.
- Contrast new structures with forms that they already know in English and in their own language.

### Practice

Practice makes perfect. Learning a new structure is not easy, and students need plenty of practice and revision. Use the extra activities in the *Grammar Builder* section at the back of the Student's Book and in the Workbook.

## Teaching listening

### Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare the students adequately. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms what they are going to hear (e.g. two people talking on the phone).
- Predict the content. If there's a picture, ask students to look at it and tell you what they can see or what is happening.
- Pre-teach key vocabulary.
- Read through the accompanying exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise.

### Familiar procedure

It isn't easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you'll play the recording a number of times, and that they shouldn't worry if they don't get the answers immediately. Tell students not to write anything the first time they listen.

### Monitor

While the students are listening, stand at the back of the class and check that they can all hear.

## Teaching writing

### Use a model

Ensure that the students understand that the text in the writing section serves as a model for their own writing.

### Preparation

Encourage the students to brainstorm ideas and make notes, either alone or in groups, before they attempt to write a composition.

### Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

### Checking

Encourage them to read through their composition carefully and to check it for spelling mistakes and grammatical errors.

### Correction

Establish a set of marks that you use to correct students' written work. For example:

- sp indicates a spelling mistake
- wm indicates a word missing
- gr indicates a grammatical error
- v indicates a lexical error
- wo indicates incorrect word order

### Self correction

Consider underlining but not correcting mistakes, and asking students to try to correct them.

## Teaching speaking

### Confidence building

Be aware that speaking is a challenge for many students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting'.

### Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

### Support

Help students to prepare their ideas. Make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

### Choral drilling

Listen and repeat activities, which the class does together, can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

## Teaching mixed-ability classes

Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

### Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they'll finish quickly and get bored, or the slower students because they won't be able to keep up? Think about how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities that can be used for revision with weaker students, or as an extension for more able students.

### Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It's often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

### Peer support

If you are doing pairwork, consider pairing stronger students with weaker students. Putting students in pairs for writing activities can be a great advantage for weaker students.

### Project work

Provide ongoing work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project. They can turn to these whenever they are waiting for the rest of the class to finish an activity.

## Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

### Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it's best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

### Fluency

With activities such as role play or freer grammar exercises, it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We shouldn't show interest only in the language; we should also be asking ourselves, 'How well did the students communicate their ideas?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

### Self correction

Give students a chance to correct themselves before you supply the correct version.

### Modelling

When you correct an individual student, always ask him or her to repeat the answer after you correctly.

### Peer correction

You can involve the rest of the class in the process of correction. Ask: *Is that answer correct?* You can do this when the student has given a correct answer as well as when the answer is incorrect.

**This unit includes**

**Vocabulary:** shopping • phrasal verbs: *turn* • collocations • prefixes

**Grammar:** inversion • past tenses for distancing

**Skills:** reading, listening and talking about shopping habits

**Writing:** a narrative • using more expressive language

**Workbook pages 2–9**

**Reading** PAGES 4–5**Warm-up**

- Look at the unit title and ask students: *What is consumerism about?* [buying and using products and services]
- Read the title of the reading page, *Let's go shopping!* Ask students: *Where do you usually go shopping?*

**Before Reading**

- Focus on the photo. Students discuss the questions in pairs. Monitor and help with vocabulary.
- Discuss the questions as a class.

**ANSWERS**

Students' own answers

**Background Notes**

The reading is about the history of the shopping mall and its basic features. The first of its kind was designed by Victor Gruen and opened in 1954. Lots of shopping malls based on his design then began to appear. A businessman named Alfred Taubman then pioneered the modern shopping mall concept by adding a number of features which are still used today.

A number of these basic features have been purposely designed to attract consumers and maximize spending. These features are outlined in the text: location of escalators, number of floors, use of glass ceilings and barriers, and adding other entertainment. Nowadays you can find huge shopping malls which also contain leisure facilities.

**Read****Exercise 1**

- Read through the reading tip with students and check understanding by asking: What can you find in the first sentence of a text? [the main topic]
- Students read the text quickly to put the main ideas in the correct order.
- Check the answers.

**ANSWERS**

3, 1, 5, 4, 2

**Exercise 2** 1.02

- Play the CD while students read the text a second time and choose the correct answers.
- Check the answers.

**ANSWERS**

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

**Optional Activity: Reading skills**

**Aim:** To focus on the order of the information presented in a text.

**Preparation:** Write the following questions on the board.

*How does artificial light in a shopping mall affect shoppers?* [4]

*Where are the biggest shopping malls today?* [2]

*Give three of the features Taubman added to Gruen's design.* [3]

*Who is the 'father of the shopping mall'?* [1]

*How big are some modern shopping malls today?* [5]

Books closed. Students work in pairs to order the questions thinking of the sequence of ideas presented in the text. They check the order with the reading text.

Number the questions on the board in the right order.

Books closed. Students in pairs ask each other the questions.

**Understanding Ideas**

- Students read the questions and think of possible answers.
- Students discuss their answers in pairs.
- Bring the class together to compare answers.

**Teaching Tip: Discussing techniques and explaining how they work**

Focus on question 2. Books closed. Write on the board: *Encouraging spending; how and why it works*. Draw two columns underneath with the headings *Techniques for encouraging spending* and *Reasons for the technique*. Put students in small groups, ask them to brainstorm the techniques used to influence shopper behaviour and then think of the reasoning behind each one. Write their ideas on the board. Then ask them to look at the text and see which of their ideas are mentioned.

**SAMPLE ANSWERS**

- 1 Shopping malls 'encourage' shoppers to spend their money by forcing people to walk past every shop on a floor, using glass safety barriers on the first floor, and removing obstacles between shoppers and the goods on sale.
- 2 Artificial lights are installed next to the glass ceiling so shoppers don't realize it is getting late.
- 3 Students' own answers.
- 4 Students' own answers.

## Vocabulary

### Teaching Tip: Vocabulary Notebook

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69). Give students more information about the words from the text (see below) and tell them to make notes. Encourage them to use a monolingual dictionary to find definitions and example sentences. Also encourage them to make their example sentences personal and true, e.g.

**perfect (verb):** to make something perfect. *I really want to perfect my English.*

- Students match the highlighted words in the text with the definitions. Check the answers.

### ANSWERS

1 obstacles 2 artificial 3 press 4 influential  
5 barriers 6 faded 7 turned into 8 belong to  
9 retailers 10 coincidence 11 suburb 12 layout  
13 escalators 14 perfected 15 appreciate

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**appreciate** is a regular verb which means to recognize the good qualities of something. The noun form is *appreciation*.

**artificial** is an adjective which means made or produced to copy something natural.

**barrier** is a countable noun which means an object like a fence that prevents people from moving from one place to another.

**belong to** is a phrasal verb which means to be owned by someone.

**coincidence** is a countable noun which means two things happening at the same time by chance, in a surprising way.

**escalator** is a countable noun which means moving stairs that carry people between different floors of a large building.

**fade** is a regular verb which means to become paler or less bright or to disappear gradually.

**influential** is an adjective which means having an effect on the way a person thinks or behaves. The noun form is *influence* and the verb form is *to influence*.

**layout** is a noun which means the way in which the parts of something such as a building are arranged.

**obstacle** is a noun which means an object that is in your way and that makes it difficult to move forward.

**perfect** is a regular verb which means to make something perfect or as good as you can. The noun form *perfection* describes the state of being perfect.

**press** is an uncountable noun which means newspapers and magazines and the journalists and photographers who work for them.

**retailer** is a countable noun which means a person or a business that sells goods to the public.

**suburb** is a noun which means an area where people live that is outside the centre of a city.

**turn into sth** is a phrasal verb which means to make something become something different. It is a separable phrasal verb (*to turn sth into sth*).

### Quick Test: Complete the words

Write the following on the board:

<i>app</i>	[appreciate]
<i>turn</i>	[turn into]
<i>esc</i>	[escalator]
<i>fa</i>	[fade]
<i>coi</i>	[coincidence]
<i>per</i>	[perfect]
<i>bar</i>	[barrier]
<i>obs</i>	[obstacle]
<i>pre</i>	[press]
<i>inf</i>	[influential]
<i>artif</i>	[artificial]
<i>belong</i>	[belong to]
<i>lay</i>	[layout]
<i>ret</i>	[retailer]
<i>sub</i>	[suburb]

Students in pairs complete the words without looking at their books. The winner is the first pair to make all the words.

### Optional Activity: Memorizing vocabulary

**Aim:** To help students memorize target vocabulary.

**Preparation:** Write the following words on separate pieces of paper: *turn into, escalator, fade, coincidence, barrier, obstacle, press, artificial, belong to, layout, retailer, suburb*.

Divide the students into small groups giving each one of the words from the list above and a piece of paper. They mustn't show their word to the other groups.

Explain to students that they have to plan, then draw a picture to demonstrate their word. They can have several attempts to draw the picture. If possible, display all the pictures on the board or wall for students to look at. Students have to guess which word each picture represents. They then vote on the top three pictures that they think best represent the words from the vocabulary list.

### More practice

Workbook page 2



## Target Vocabulary

**The home of shopping:** appreciate artificial barrier belong to coincidence escalator fade influential layout obstacle perfect press retailer suburb turn into

**Negative prefixes:** il- im- ir- un-

**Expressions with turn:** to turn someone away to turn around to turn something down to turn into something to turn out to turn over to turn to someone to turn up

**Collocations:** spend time / money construct a sentence / a shopping mall install a computer program / lights attract customers / interest copy a plan / an idea last forever / longer open a business / a shop get late / dark

## Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe an area where people live which is outside the centre of a city?* [suburb] *What is the word for a set of moving stairs?* [escalator]
- Students complete the sentences. Check the answers.

### ANSWERS

1 retailers 2 artificial 3 Barriers 4 fading  
5 coincidence 6 suburb 7 layout 8 belongs to  
9 appreciate 10 turn ... into 11 press 12 perfect  
13 obstacle 14 escalator 15 influential

## Extend

### Exercise 1 Prefixes

- Students work individually or in pairs to choose the correct prefix. They may use a dictionary.
- Check the answers.

### ANSWERS

1 ir 2 im 3 un 4 il 5 un 6 ir 7 un 8 im 9 il

### Exercise 2

- Students work individually or in pairs to complete the sentences with the prefixes and words from exercise 1.
- Check the answers.

### ANSWERS

1 il-, unlikely 2 im-, unpleasant 3 ir-, unreasonable

### Exercise 3 Expressions with turn

- Elicit any expressions with *turn* that students may know, e.g. *turn around, turn up*.
- Focus on the example. Students in pairs continue matching the expressions with the definitions. Encourage the students to try to match answers before using their dictionaries.
- Check the answers.

### ANSWERS

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

## Quick Test: Right or wrong

Put a chair in front of the board facing the class. Ask one volunteer to come and sit on the chair. Write an expression from the list below on the board and get the class to define it for the student sitting on the chair. If they guess the answer correctly, choose a different student to come to the front. If they can't guess the word, tell them the answer and write up a different expression for students to define.

<i>turn someone away</i>	<i>turn around</i>
<i>turn something down</i>	<i>turn into something</i>
<i>turn out</i>	<i>turn over</i>
<i>turn to someone</i>	<i>turn up</i>

## Exercise 4 Collocations

- Elicit the meaning of *collocation* from students [a combination of words that is very common – the wrong combination sounds wrong].
- Write the following on the board: *write / make / do* and *essay*. Ask: *Which word doesn't collocate with essay?* [make]
- Students work individually or in pairs to decide which words do not collocate. Check the answers.

### ANSWERS

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

## Teaching Tip: Verb and noun collocations

Use of correct collocations can make students sound more like native speakers. When listing vocabulary on the board, for example, nouns, include verbs that typically collocate with them (e.g. *to explore / search the internet*.) Make sure students record collocates in their **Vocabulary Notebooks**.

## Optional Activity: Collocations snap

**Aim:** To practise the collocations in exercise 4.

**Preparation:** Write the correct nouns and the verbs (twice) from exercise 4 on separate sheets of paper. Cut the words out and shuffle them separately. Put them in two piles.

A pair of students come to the front of the class. One takes a noun and reads it out. The other reads out a verb. When students hear an incorrect collocation, they call out the correct collocation. When students hear a correct collocation, they shout *Snap!* The first student to shout *Snap!* or say a correct collocation wins a point. Another pair of students comes to the front, and repeats the process.

## Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

## More practice

Workbook page 3

## Inversion

### Warm-up

- Ask students: *How much do you spend on clothes every month?*

### Explore

#### Exercise 1

- Students read the letter and answer the questions in pairs.

#### ANSWERS

Ann Farnsley wants more consumer education for students. She thinks this is important because students need to become better shoppers.

#### Exercise 2

- Students answer the question and rewrite it.

#### ANSWERS

The sentence starts with an inversion. The subject comes after the verb in the statement. This word order is unusual for statements.

Rewritten: We don't realize how much knowledge ...

- Read through the **Learn this!** box and check understanding.
- Ask students to find the three other examples of inverted sentences in the letter.

#### ANSWERS

Under no circumstances should we forget ...

Seldom do teenagers examine ...

Only with education can we expect ...

### Follow-up

Grammar Reference page 60

## Exploit

#### Exercise 1

- Students complete the sentences individually or in pairs.

#### ANSWERS

1 should you buy 2 did we see 3 am I going to buy  
4 did that shop open 5 do they realize 6 do we know

#### Exercise 2

- Students do the task individually or in pairs.

#### ANSWERS

1 Under no circumstances can you buy that dress.  
2 Not until much later did I realize how much I had spent.  
3 At no time should the children be left alone in the shop.  
4 Little did she realize how much her shoes cost.  
5 Seldom have we seen so many shops going out of business.  
6 Only after he got a new job did he appreciate his old one.

### Teaching Tip: Formal and literary style

Remind students that expressions using *hardly*, *scarcely* and *no sooner* plus the past perfect tense are often used in formal or literary style to show that one thing happened very soon after another. The inverted form adds emphasis. Draw attention to the use of *when* in *hardly* and *scarcely* structures, and *than* after *no sooner*.

**Hardly had I** closed my eyes **when** the baby started to cry.  
**No sooner had she** agreed to represent the school **than** she started to have doubts.

#### Exercise 3

- Read through the **Look out!** box with students. Check understanding by asking: *What tense do we use when no sooner and hardly start a sentence?* [the past perfect for the first event followed by *than*]
- Students do the task individually or in pairs.

#### ANSWERS

- 1 Little did we realize there were benefits to comparing prices.
- 2 Not only did we discover that we bought fewer things, but we also saved money.
- 3 No sooner had we started going to different shops than we found better quality goods.
- 4 Not until the availability of designer goods increased did more people start buying them.
- 5 Only after the teacher had gone were the students able to relax.

#### Exercise 4

- Students do the task individually or in pairs.

### More practice

Workbook page 4

Grammar Builder page 61, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

#### Exercise 1

1 B 2 A 3 A 4 B 5 B 6 A 7 A 8 B

#### Exercise 2

- 1 At no time did I mention my address.
- 2 Not only is he kind, but he's intelligent too.
- 3 No sooner had he bought the watch than he regretted it.
- 4 Under no circumstances would I buy that belt.
- 5 Little did they know that I was listening.
- 6 Hardly had I spoken to him, than he texted me.
- 7 Never again will we sit in this room.
- 8 Not until I apologized did she forgive me.

#### Exercise 3

- 1 Not only was he confident, but he had lots of friends.
- 2 Not until / Only after I'd been there for six weeks did anyone speak to me.
- 3 Not until / Only after you've said the secret word can you come in.
- 4 Hardly had we finished washing one pile of dishes than another one was brought in.
- 5 At no time did they say we'd have to wait two weeks for the results.
- 6 Never / At no time have I been more embarrassed.
- 7 Little did she realize that the conversation was being recorded.
- 8 No sooner / Hardly had Ben arrived than most people left.

## Shopping habits

### Target Vocabulary

**Shopping vocabulary:** a good buy cheap offers  
must-have items price tag shopping list  
shopping spree terrific deals wasteful with money

### Warm-up

- Ask students: *How often do you go shopping? What was the last thing you bought?*

### Vocabulary

#### Exercise 1

- Students work in pairs to answer the question. Ask one or two students for their opinions. Carry out a class survey to find out how many students enjoy shopping.

#### Exercise 2

- Students match the pictures with the descriptions in pairs. Students then ask each other the question: *What type of shopper are you?* Check the answers.

#### ANSWERS

1 A serious shopper 2 C bargain hunter 3 B impulse buyer

#### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

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

### More practice

Workbook page 5

### Listen

#### Exercise 1 1.03

- Play the CD once for students to do the task.

#### ANSWERS

1 BH 2 SS

#### TAPESCRIPT

**Interviewer** I'm David Huntley and I work for Research Solutions, a marketing firm that helps advertisers market their products to the right consumers. Today, I'm researching consumer behaviour at the Tivoli Department Store in Hammersmith.

**Interviewer** Thank you for participating in our marketing survey. What is your name?

**Richard Lewis** It's Richard Lewis.

**Interviewer** Thanks, Mr Lewis. Now you've reviewed the three types of shoppers on our survey, so which one describes you?

**Richard Lewis** Hmm... Well, I think I'm a bargain hunter. I don't like to spend more than I have to. I often go to three or four places to compare prices on expensive things like TVs.

**Interviewer** I see. Anything else that makes you think you're a bargain hunter?

**Richard Lewis** Yes, when I shop for groceries, I compare the prices of different brands. For example, bars of soap. I look at the weight of the bar and the price. I always go for the best deal.

**Interviewer** Does quality matter?

**Richard Lewis** Oh, yes, I wouldn't buy something that was badly made, but I would sacrifice a bit of quality for a terrific price.

**Interviewer** I understand. Now, do you ever buy something you hadn't planned to buy?

**Richard Lewis** I'm sure I have at some point, but I can't recall an occasion.

**Interviewer** OK, thanks very much, Mr Lewis.

**Interviewer** Thank you for agreeing to be interviewed for our marketing research survey on shopping habits. I'd like to ask you a few questions if I might. First of all, what is your name?

**Donald Smith** It's Donald Smith.

**Interviewer** Very good. Thank you, Mr Smith. Since you've had a chance to review the types of shoppers described on our survey, I'd like to ask you which type you are.

**Donald Smith** Oh, that's easy. I'm a serious shopper. I organize myself before I go to the shops. For example, I make a list of the things I need, and I always go to the same shops because I know where everything is.

**Interviewer** OK, and how often do you buy things that aren't on your list?

**Donald Smith** Hmm... I've never thought about that. Let me see. About three weeks ago I went shopping for a rug, but I also bought a pair of socks and a leather jacket.

**Interviewer** And have you worn the jacket yet?

**Donald Smith** No, I haven't worn the leather jacket yet, and the socks are still in the drawer.

**Interviewer** Can you recall other occasions when you bought something that you hadn't planned to buy?

**Donald Smith** Hmm... yes. I was shopping for new trousers last month when I saw some fine Italian shoes. Actually, that was the time I bought a new gold watch and some electronics for my children. I really should wear that watch. I think it's still in the box.

**Interviewer** OK, thanks very much, Mr Smith.

#### Exercise 2 1.03

- Play the CD again for students to answer the questions.

#### ANSWERS

- He's a researcher (on consumer behaviour).
- He doesn't like to spend more than he has to.
- Expensive items, like TVs, and groceries, for example soap.
- He makes a list of the things he needs.
- He also bought a pair of socks and a leather jacket.
- A leather jacket, a pair of socks, and a gold watch.

#### Exercise 3

- Discuss the question as a class.

#### ANSWER

Donald Smith – he thinks he is a serious shopper, but actually he is an impulse buyer.

### Speak

#### Exercises 1 and 2

- Students interview each other. Remind them to take some notes.
- Select some students to give feedback to the class about their partner.

**Past tenses for distancing**

**Warm-up**

- Ask students: *What kinds of shops do the dialogues happen in?* [accessories shop, jewellery shop] *Which situation is more formal?* [jewellery shop]

**Explore**

**Exercise 1** 1.04

- Students read and listen to the dialogues.
- Focus on the first verb form in the accessories shop dialogue and elicit the name of the tense. [present simple] Students continue naming the tenses in pairs. Check the answers.

**ANSWER**

present simple, present continuous, past simple, past continuous

**Teaching Tip: Auxiliary verbs**

Students may have difficulty remembering which auxiliary verb is used with which past tense. Remind them that *did* is used for the interrogative form of the past simple and *didn't* is used for the negative. Highlight the use of *was* or *were* for all forms of the past continuous. If a student makes a mistake, use the prompt: *Auxiliary verb?* and ask them to repeat the sentence correctly.

**Exercise 2**

- Focus on question 1 and elicit the answer. [present]
- Students work individually or in pairs to answer the questions. Check the answers.

**ANSWERS**

- 1 present
  - 2 present simple and present continuous
  - 3 past simple and past continuous
  - 4 The accessories shop is informal and the jewellery shop is more formal.
  - 5 It creates a more formal and polite tone.
- Read through the **Learn this!** box with students. Check understanding by asking: *How can we make questions and requests sound more polite?* [by using the past simple and past continuous] *What verbs are typically used with the past continuous to sound polite?* [wonder, think and hope]

**Follow-up**

Grammar Reference page 60

**Exploit**

**Exercise 1** 1.05

- Play the recording for students to decide which dialogue is informal. Check the answer.

**ANSWER**

Dialogue 3

**Exercise 2**

- Students work in pairs to rewrite dialogue 3 using distancing techniques.
- Check the answers by getting one pair to write their answers on the board.

**SAMPLE ANSWERS**

- A:** Did you have these shoes in black?  
**B:** Yes. Did you want to try them on?  
**A:** Yes, please. I wanted to make sure they fit.

**Quick Test: Sentence construction**

Write the following word prompts for a dialogue on the board. Give students time to think how the dialogue can be constructed using distancing techniques. Elicit answers from the whole class.

- A* wonder / tonight / room / reserve  
 [I was wondering if I could reserve a room for tonight.]  
*B* Certainly sir. want / single / double  
 [Did you want a single or a double?]  
*A* A double please.  
*B* pay / cash / want / credit card  
 [Did you want to pay by cash or credit card?]  
*A* hope / pay / by cheque  
 [I was hoping to pay by cheque.]  
*B* Sorry, sir. We don't accept cheques.

**Exercise 3**

- Students work in pairs to complete the dialogues.
- Check the answers by asking different pairs to read out the completed dialogues.

**SAMPLE ANSWERS**

- 1 I was hoping to order, Did you want to order
- 2 was hoping to get, Did you want to take
- 3 was wondering if I could speak, Did you want to leave
- 4 Did you think / I was thinking, Did you want to try
- 5 I was wondering if I could borrow

**More practice**

Workbook page 6

Grammar Builder page 61, exercises 4-6

**ANSWERS GRAMMAR BUILDER 1 (PAGE 61)**

**Exercise 4**

**Correct sentences:** 1 A, B 2 B 3 A, B 4 A 5 B 6 B 7 B 8 B

**Exercise 5**

1 Did 2 Were 3 I was 4 did 5 were 6 Did you have 7 did 8 were

**Exercise 6**

- 1 Were you hoping to stay in a hotel while you're here?
- 2 Did you want to go to bed immediately when you arrive?
- 3 I was wondering what time you serve / served breakfast.
- 4 What time were you thinking of leaving?
- 5 We were hoping to stay for another night.
- 6 Were you thinking of visiting the shopping mall while you're here?
- 7 Did you have a particular excursion in mind?
- 8 I was intending to take a taxi.

### A narrative

**Target Language**

**Expressive vocabulary:** action-packed advisable beneficial delightful deluxe exceptional favourable furious inappropriate pleasant superior tedious tips welcoming

### Warm-up

- Ask students: *What can you see in the photo?* [a busy shopping mall]

### Read

#### Exercise 1

- Students read the text quickly and answer the questions in pairs. Check the answers.

**ANSWERS**

The writer was shopping in London.  
He stood in the middle of the escalator.  
He did not stand in the queue.

- Focus on the narrative and elicit the following information:
  - The text is divided into four paragraphs: an introduction, a paragraph for each event and a conclusion.
  - The style of the text is formal, so we do not use short forms.
  - There is a mixture of longer and shorter sentences. We use shorter sentences to describe dramatic events.

#### Exercise 2

- Read through the **Writing tip** with the students. Check understanding by asking: *What should you do to make vocabulary more expressive?* [use a dictionary or a thesaurus to find alternatives to frequently used words]
- Students replace the underlined words in the text. Check the answers.

**ANSWERS**

1 action-packed 2 welcoming 3 tips 4 advisable  
5 furious 6 tedious 7 inappropriate 8 pleasant

**Teaching Tip: Synonyms for basic verbs**

When writing, and particularly for creative and descriptive writing, it is important to use expressive vocabulary. Encourage students to think about the basic verbs they use when they are writing and to look up synonyms that may add different levels of descriptive depth. There are many synonyms for the verb *to walk*, for example: *tiptoe* (quietly), *stroll* (casually), *march* (with purpose), *limp* (with difficulty).

### Prepare

- Students do the task individually or in pairs. Monitor and help. Check the answers by asking a few students to read out their sentences.

**ANSWERS**

Students' own answers.

## Write

### Exercises 1, 2 and 3

- Read through the instructions with students. Make sure they understand what they are going to write.
- Give time for students to think of an event.
- Students make notes on the answers to the questions.
- Students plan and write their narrative. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

**SAMPLE ANSWER**

Last summer I went with my brother to London for the first time. There was so much to see and we were looking forward to an action-packed holiday. On our first day, we decided to go clothes shopping and I particularly wanted to buy some new trainers. So we went to look for Camden market. Of course, we made a wrong turn and ended up by accident on a quiet street with some small shops on it. I saw a sports shop with some fantastic red and white trainers in the window so we went inside. The shop assistant was very welcoming and gave me the shoes to try on. They were a perfect fit! My brother also saw a cool running watch and some running trousers he liked. We were delighted and decided to buy all three things. However, we got a shock. The total came to £350! Unfortunately we didn't have enough money to pay and realised why the area was so quiet. Nobody shopped here because it is so expensive! We apologised to the shop assistant, who was furious with us, and left. We eventually found our way to the market where we bought a few things which were probably not as good but cheaper. We had a pleasant holiday but had also learnt a valuable lesson – always check the price tag before you buy things!

**MARKING SCHEME**

- Narrative follows a logical order. [2 marks]
- Narrative answers at least 6 of the questions in Exercise 1. [2 marks]
- First paragraph sets the scene. [1 mark]
- The narrative is organized logically into paragraphs. [1 mark]
- Final paragraph concludes the narrative. [1 mark]
- The writing includes expressive vocabulary. [1 mark]
- Appropriate use of formal style, including full forms. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

**More practice**

Workbook page 7



**Language Skills****Exercise 1** 1.06

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

**ANSWERS**

1 up 2 escalator 3 wasteful 4 cheap offers 5 im-  
6 spend 7 install 8 deals 9 un- 10 away

**Exercise 2**

- Students work individually. Check the answers.

**ANSWERS**

- 1 Jim is late.
- 2 They meet at the bottom of the escalator inside the mall.
- 3 He wants to look at a few computer stores.
- 4 They want cheap, easy to use computers.
- 5 They might think their expectations are unreasonable.
- 6 They'll take it to another shop.

**Exercise 3**

- Students work in pairs to rewrite the sentences. Check the answers.

**ANSWERS**

- 1 Were you planning to go shopping?
- 2 Did you want to order now?
- 3 Seldom do people realize how easy it is to spend money in shopping malls.
- 4 How many days were you thinking of staying in the hotel?
- 5 Not until we had bought the furniture did we find out that we had to assemble it ourselves.
- 6 Little did Gruen and Taubman know that their ideas would have such an important impact on shopping.
- 7 Did you want to reserve a separate room for the children?
- 8 Seldom had he looked so happy.

**Dictionary Corner****Teaching Tip: The Oxford 3000™**

The most frequently used and important English words are included in a list called the **Oxford 3000™**. These words are shown in the main section of the *Oxford Student's Dictionary* (OSD) in larger print and are followed by a key symbol. For more information about the list and to download a copy, visit the website: [www.oup.com/elt/oxford3000](http://www.oup.com/elt/oxford3000).

**Exercise 1 Idioms connected to shopping**

**IDM** **buy time** to do sth in order to delay an event, a decision, etc.

- Students look up the word *buy* in their dictionary.
- Ask students to find the idiom *buy time*.
- Focus on the dictionary entry and point out the IDM label at the beginning of the section.
- Students work individually or in pairs. Check the answers.

**ANSWERS**

1 buy 2 cost 3 store 4 pay 5 talk 6 credit

**Exercise 2**

- Students look up the idioms in exercise 1 in their dictionary. Students then work individually or in pairs to replace the underlined words in the sentences.
- Check the answers by asking individual students to read out the new sentences.

**ANSWERS**

1 in store 2 cost a fortune 3 to his credit  
4 buy time 5 pay me a compliment 6 talk shop

**Follow-up**

Self check, Workbook pages 8-9

Test Unit 1, Teacher's Book pages 70-71

# 2

# Future life

## This unit includes

**Vocabulary:** city life • suffixes • ecology • the future • colours

**Grammar:** future time • future continuous and future perfect

**Skills:** talking about future plans • talking about predictions

**Writing:** a blog

**Workbook pages 10–17**

## Reading PAGES 12–13

### Warm-up

- Look at the unit title and ask students: *How will life in your country be different in 50 years?*
- Read the title of the reading page, *Saving the future*. Ask students: *What dangers face the Earth in the future?*

### Before Reading

- Students look at the photos and discuss the questions in pairs. Encourage them to use the words in the box. Compare the answers with the class.

### ANSWERS

Students' own answers.

### Background Notes

The text is an interview with a leading engineer of the Masdar Project in Abu Dhabi. Masdar is a planned city that is being built 17 km from the city of Abu Dhabi. The project started in 2006 and the city is projected to take eight years to build. Masdar will house 50,000 people and 1,500 businesses and it will rely entirely on solar energy and other renewable energy sources. There will also be a university, the Masdar Institute of Science and Technology. Cars will be banned.

## Read

### Exercise 1 1.07

- Read through the **Reading tip** with students. Check understanding by asking: *What should you look for in the interviewee's responses?* [key words, names and dates]
- Play the CD while students read the text. Give them time to scan the text again and choose the correct answers. Check the answers.

### ANSWERS

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

### Exercise 2

- Students read the text again and decide if the sentences are true or false. Check the answers.

### ANSWERS

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

## Optional Activity: Reading skills

**Aim:** To focus on the order of the information presented in an interview.

**Preparation:** Write the following questions on the board.

*What is the UAE going to do to improve its carbon footprint?* [2]

*What's the name of the city?* [3]

*How will the residents of Masdar get around?* [6]

*How will the inhabitants earn a living?* [8]

*Is the desert the right place to build a city like this?* [4]

*How much difference do you think Masdar will make to Abu Dhabi's high carbon footprint?* [9]

*Why here?* [1]

*How will the city provide its residents with water?* [5]

*When will the city welcome its first inhabitants?* [7]

Books closed. Students work in pairs to number the questions in the order they appear in the interview. They check the order with the reading text.

Number the questions on the board in the right order.

Books closed. Students in pairs role play the interview.

Student A is a reporter and Student B is an engineer. Then swap roles.

## Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

### Teaching Tip: The good and the bad

Books closed. Write the heading **MASDAR** on the board. Draw two columns underneath with the headings **GOOD THINGS** and **BAD THINGS**. Put students in pairs and ask half the class to think of good things about living in Masdar and the other half to think of bad things. Write their ideas on the board. Then ask them to look at the text and see which of their ideas are mentioned.

### SAMPLE ANSWERS

- 1 Masdar will be a very modern city. There will be no cars and no pollution, so it will be quite quiet. However, the city will have no character, as it is completely new, and there will be no historical old part. It may also feel a bit claustrophobic living inside the city walls.
- 2 Because the reserves of oil and gas are running out, and governments have to find an alternative source of energy.
- 3 It will be very important as it will bring young people to the area. It will also produce top scientists who may later work in the city.
- 4 No, I think other countries will invest more money in researching alternative energy sources, rather than building planned cities.

## Vocabulary

### Teaching Tip: Word stress

Remind students that most words maintain the same word stress when they add prefixes and suffixes, e.g. convention – conventional, special – specialize. Point out that in some cases the word stress changes, e.g. reside – resident; irrigate – irrigation. Encourage students to underline the stress of words in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

### Exercise 1

- Students match the highlighted words in the text with the definitions. Check the answers.

#### ANSWERS

1 uninhabitable 2 measure 3 alternative 4 sustainable  
5 specialize 6 sceptical 7 desalination 8 enrolments  
9 harshest 10 conventional 11 irrigation 12 residents  
13 renewable 14 shaded 15 prompted

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**alternative** is a noun which means something that is different from what is usual or traditional. *Alternative* can also be an adjective and the adverb is *alternatively*.

**conventional** is an adjective which describes somebody or something that always behaves in a traditional or normal way. The antonym of *conventional* is *unconventional*. The noun is *convention* and the adverb is *conventionally*.

**desalination** is a noun which means the process of removing salt from sea water.

**enrolment** is a noun which means the act of becoming a member of a school, university, etc. The verb is *to enrol*.

**harsh** is an adjective which describes something that is unpleasant or difficult to live in, look at, listen to, etc.

**irrigation** is a noun used in agriculture which means the act of supplying water to land and crops using pipes and small canals. The verb is *to irrigate*.

**measure** is a noun which means a way of describing the size, amount, etc. of something. *Measure* can also be a verb. The noun *measurement* means a size, amount, etc. that is found by measuring.

**prompt** is a regular verb which means to make somebody decide to do something. The third person singular form is *prompts* and the past simple form is *prompted*. We use the construction *to prompt sb to do sth*.

**renewable** is an adjective used to describe sources of energy that will always exist, e.g. solar energy and wind energy. The opposite is *non-renewable*, e.g. coal, oil and natural gas. The verb is *to renew*.

**resident** is a noun which means a person who lives in a place. The verb is *to reside*, more nouns are *residence* and *residency*, and the adjective is *residential*.

**sceptical** is an adjective that describes someone who doubts that something is right. The noun is *sceptic*.

**shade** is a regular verb which means to protect something from direct light. The third person singular form is *shades* and the past simple form is *shaded*. *Shade* can also be a noun.

**specialize** is a regular verb which means to give most of your attention to one subject. The third person singular form is *specializes* and the past simple form is *specialized*.

**sustainable** is an adjective which describes something that uses natural products and energy in a way that doesn't harm the environment. The opposite is *unsustainable*. The verb is *to sustain* and the noun is *sustainability*.

**uninhabitable** is an adjective which describes a place that is impossible to live in. The opposite is *habitable*. The verb is *to inhabit*. More adjectives are *inhabited* and *uninhabited*. *Habitat* is a noun that means the natural home of a plant or an animal.

### Quick Test: Matching race

Write the following on the board:

<i>alternat</i>	<i>ation</i>	[alternative]
<i>conven</i>	<i>itable</i>	[conventional]
<i>desal</i>	<i>ment</i>	[desalination]
<i>enrol</i>	<i>tional</i>	[enrolment]
<i>irrig</i>	<i>ination</i>	[irrigation]
<i>resid</i>	<i>ize</i>	[resident]
<i>sceptic</i>	<i>able</i>	[sceptical]
<i>special</i>	<i>al</i>	[specialize]
<i>sustain</i>	<i>ive</i>	[sustainable]
<i>uninhab</i>	<i>ent</i>	[uninhabitable]

Students in pairs match the two halves of the words. The winner is the first pair to make ten words.

### Optional Activity: An ideal city

**Aim:** To discuss the ideal city.

**Preparation:** Write the following on the board.

*The ideal city*

*location*

*housing*

*transport*

*power*

*work*

*leisure facilities*

Students in pairs discuss the different points about the ideal city. Compare ideas with the class and have a class vote on the best city.

### More practice

Workbook page 10

# Vocabulary PAGE 14

## Target Vocabulary

**An ecologist's dream:** alternative conventional desalination enrolment harsh irrigation measure prompt renewable resident sceptical shade specialize sustainable uninhabitable

**Suffixes:** assistant conventional environmental industrialize inhabitant modernize participant regional specialize

**City life:** bicycle lanes city dwellers commuters congested opportunities planners rush hour

## Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe something that is difficult to bear?* [harsh] *What do we call the removal of salt from water?* [desalination]
- Students complete the sentences. Check the answers.

### ANSWERS

- 1 alternative 2 conventional 3 sceptical 4 shade  
5 sustainable 6 measure 7 specializes 8 uninhabitable  
9 Enrolment 10 renewable 11 desalination 12 residents  
13 prompted 14 Irrigation 15 harsh

## Extend

### Exercise 1 Suffixes

- Focus on the first rule with students. Elicit that *commercial* is an adjective and *commercialize* is a verb. Elicit the missing word. [adjectives]
- Students work individually or in pairs to complete the remaining rules. Check the answers.

### ANSWERS

- 1 adjectives 2 verbs 3 nouns

### Teaching Tip: Verbs ending in -ize

Verbs ending in *-ize* can also be written with the suffix *-ise*, e.g. *industrialise, modernise, specialise*.

### Exercise 2

- Focus on the example with students and elicit that *special* is an adjective and *specialize* is a verb.
- Students work individually or in pairs to complete the table. Check the answers.

### ANSWERS

- al:** conventional, environmental, regional  
**-ize:** specialize, industrialize, modernize  
**-ant:** assistant, inhabitant, participant

### Exercise 3

- Focus on the example and explain that students may need to change the form of the words to complete the spaces.
- Students continue completing the sentences individually or in pairs. Check the answers.

### ANSWERS

- 1 specializes 2 industrialized 3 regional 4 modernized  
5 assistant 6 conventional 7 inhabitants 8 participants  
9 Environmental

## Exercise 4 City life

- Focus on the words in the box. Get students to check the meaning of the words in a dictionary or with you.
- Students complete the exercise individually or in pairs. Check the answers.

### ANSWERS

- 1 city-dwellers 2 opportunities 3 planners  
4 Congested 5 rush hour 6 commuters 7 Bicycle lanes

## Optional Activity: Word families

**Aim:** To focus on word families and expand students' vocabulary.

**Preparation:** Draw the table below on the board. Focus on the first adjective (conventional) and elicit other words in the family. Write the new words in the columns. Students continue completing the tables in pairs. They check their answers by looking up the new words in a dictionary.

noun	verb	adjective
[convention]	–	<i>conventional</i> [unconventional]
[renewal]	[to renew]	<i>renewable</i> [non-renewable]
[sustainability]	[to sustain]	<i>sustainable</i> [unsustainable]
[habitat] [inhabitant]	[to inhabit]	<i>uninhabitable</i> [habitable] [inhabited] [uninhabited]

## Quick Test: Quick-fire word formation

Divide the class into four teams. Give the first person in each team a piece of paper. Read out the first definition and give students three seconds to write the word. Ask them to pass the piece of paper to the second student. Read out the second definition and give students three seconds to write the word. Continue until you have read out all the definitions. Collect the pieces of paper and correct the answers with the class. The winner is the team with the most correct answers.

- Someone who resides somewhere* [resident]  
*Someone who participates* [participant]  
*Something that people make more modern* [modernize]  
*Something connected to the environment* [environmental]  
*Someone who assists you* [assistant]  
*Somewhere you can't inhabit* [uninhabitable]  
*Someone who plans* [planner]  
*Somewhere that people make more industrial* [industrialize]  
*Something that sustains itself* [sustainable]  
*Something you can renew* [renewable]  
*Something that follows conventions* [conventional]  
*Someone who commutes* [commuter]

## Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

## More practice

Workbook page 11

## Talking about the future

### Warm-up

- Ask students: *Do you ever go to exhibitions? Which exhibitions have you been to recently?*

### Explore

#### Exercise 1

- Students look at the picture. Ask: *What can you see?* Tell students to read the dialogue to check their answers.
- Students read the dialogue again and answer the question. Check the answers.

#### ANSWERS

present continuous (What are you doing next week?); *going to* (I'm going to visit); present simple (When does it start?); *will* (I think I'll come with you).

#### Teaching Tip: Future tenses

Students tend to overuse *will* when they are talking about the future in English. Remind them of the other tenses they can use and explain that each tense is used in a particular situation. When students use *will* instead of one of the other tenses, use the prompt *Situation?* and ask them to repeat the sentence correctly.

#### Exercise 2

- Read through the **Learn this!** box with students and elicit one example sentence from the dialogue for each of the situations. [Arrangements: *one company is making a presentation ... on Saturday morning*; Plans: *I'm going to visit the Home of the Future exhibition*; Timetables: *When does it start?* Spontaneous decisions: *I'll meet you there at 9 o'clock*; Offers and promises: *I'll bring some sandwiches for lunch*; Predictions: *I think it'll be good fun! It's going to be busy*].
- Focus on the first sentence and elicit the situation. [spontaneous decision] Students continue analysing the sentences individually or in pairs. Check the answers.

#### ANSWERS

1 spontaneous decision 2 plan 3 arrangement  
4 prediction 5 timetable 6 promise

#### Follow-up

Grammar Reference page 62

### Exploit

#### Exercise 1

- Focus on the example and elicit why answer B is correct. [we use *will* for a spontaneous decision]
- Students choose the best answer individually or in pairs. Check the answers with the class.

#### ANSWERS

1 B 2 A 3 B 4 A 5 A

#### Exercise 2

- Read through the **Look out!** box with students. Highlight that sometimes we can use the present continuous or *going to* to talk about arrangements. Ask: *What is the emphasis when we use the present continuous?* [who, where and when] *What is the emphasis when we use going to?* [the intention]
- Focus on the example and elicit why *going to* is the right verb tense. [because climbing Mount Everest is the speaker's intention]
- Students complete the sentences individually or in pairs. Check the answers.

#### ANSWERS

1 going to climb 2 having 3 going to do 4 giving  
5 going to study

#### Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the mistakes.

*I help you with your bags.* [I'll help]

*Faisal will play football with his brother later.* [is playing]

*Call me tonight. I think I'm going to be in.* [I'll be]

*The programme tonight will start at 7.15 p.m.* [starts]

*Is that the phone? I answer it.* [I'll answer]

*I will buy a new laptop on Saturday.* [I'm going to buy]

*Thanks for the money. I pay you back tomorrow.* [I'll pay]

*Look at those clouds! It will rain!* [it's going to rain]

#### More practice

Workbook page 12

Grammar Builder page 63, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

#### Exercise 1

1 're meeting / 're going to meet 2 is going to win  
3 'll help 4 're going to visit / 're visiting 5 'll tell  
6 leaves 7 will live 8 starts

#### Exercise 2

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

#### Exercise 3

1 leaves 2 will 3 coming 4 aren't 5 be 6 are



**Looking forward****Target Vocabulary****Ecology:** deforestation desertification overpopulation reclamation (water) contamination**The future:** forecast premonition scenario prediction**Warm-up**

- Ask: *What environmental problems has your country got?*

**Vocabulary****Exercise 1**

- Students work in pairs or individually. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

1 overpopulation 2 reclamation 3 deforestation  
4 water contamination 5 desertification

**Exercise 2**

- Students discuss the questions in pairs.

**ANSWERS**

Students' own answers.

**Exercise 3**

- Students work individually. Check the answers.

**ANSWERS**

1 overpopulation 2 Deforestation 3 reclamation  
4 desertification 5 Contamination

**Exercise 4**

- Students work individually. Check the answers.

**ANSWERS**

1 d 2 a 3 b 4 c

**More practice**

Workbook page 13

**Listen****Exercise 1**  1.08

- Play the CD once for students to do the task. Check the answers.

**ANSWERS**

1 c 2 a 3 b

**Exercise 2**  1.08

- Play the CD again for students to do the task. Check the answers.

**ANSWERS**

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

**TAPESCRIPT**

**Presenter** In tonight's debate we have university professor David Wright and well-known scientist Miles Evans in the studio, two old friends of the programme who are going to discuss some of the predictions that experts have been making about the consequences of climate change. Now, you'll both have heard

how the famous ecologist James Lovelock recently said that the reclamation and recycling of waste uses more energy than normal waste disposal. What do you think about those comments?

**Miles Evans** Of course I don't agree! How can Lovelock say he's an ecologist? He believes in nuclear power!

**Presenter** He also says we'll all have to go and live in the Arctic soon because of the desertification of the rest of the planet. He says it'll be uninhabitable because of the heat.

**Miles Evans** Well, he might be right about that.

**David Wright** Unfortunately, I don't know who to agree with! We seem to have entered into a period where the newspapers are full of the opinions of a small group of scientists. People forget that forty years ago all these experts said that there would be no space on the planet today because of overpopulation. They also said there would be more oil!

**Miles Evans** Come on David, just because some experts made two incorrect predictions doesn't mean that all scientists' forecasts about the future are wrong!

**David Wright** I'm not sure. A psychologist called Philip Tetlock studied over 80,000 predictions during 20 years by specialists in economics, science and politics and guess what he discovered?

**Presenter** What?

**David Wright** That the average expert is no better at predicting the future than the man in the street!

**Miles Evans** Oh, I'm afraid I can't believe that!

**David Wright** Well Miles, perhaps you should read the book he's just published about it. And one of the most important writers on the subject, Nassim Taleb, has invented a phrase to describe this modern habit of making predictions. He calls it 'the scandal of prediction'.

**Miles Evans** It would seem, David, that you and your experts think we should do nothing about pollution and contamination! Are you being serious?

**David Wright** We are not saying that, Miles. I believe very much in conservation and trying, for example, to avoid things like deforestation, but we should also trust our own instincts and not listen to experts who just want to create a climate of fear. The world isn't about to end!

**Presenter** A climate of fear! The perfect title for our conversation! Well, now we're just going to let our listeners give their opinions ...

**Speak**

- Students ask and answer the questions in pairs.

**ANSWERS**

Students' own answers.

**Optional Activity: Dialogue**

**Aim:** To practise speaking about environmental problems.

**Preparation:** Write the following dialogue on the board.

A *Where is deforestation a problem?*

B *In the Amazon rainforest.*

A *What do you think will happen?*

B *I think they'll cut down all the trees.*

Students practise the dialogue in pairs. Then get them to practise the dialogue with the other words from

**Vocabulary.**

## Future continuous and future perfect

### Warm-up

- Ask students: *What will schools be like in the future?*

### Explore

#### Exercise 1

- Students look at the picture and discuss the question in pairs. Compare the answers with the class.

**ANSWERS**

Students' own answers.

#### Exercise 2

- Students read the text and answer the question. Check the answers.

**ANSWERS**

Teachers will use interactive whiteboards and students will use tablet computers.

#### Exercise 3

- Students underline examples of future continuous and future perfect in the text. Then, they complete the rules. Check the answers.

**ANSWERS**

**future continuous:** will be using, will soon be falling

**future perfect:** will have installed, will have replaced

1 completed by 2 happening at

#### Teaching Tip: Short forms

Students often find it difficult to pronounce the short form of *will*. Model the following drill and practise it with different verbs to give them more confidence:

he / finish

*he'll finish – he'll be finishing – he'll have finished*

I / go

*I'll go – I'll be going – I'll have gone, etc.*

Encourage students to use short forms when they are speaking. If they make a mistake, use the prompt: *Short form?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 62

### Exploit

#### Exercise 1

- Students choose the correct tense individually or in pairs. Check the answers.

**ANSWERS**

1 be doing 2 have been 3 have finished 4 be studying  
5 be staying 6 have finished

#### Exercise 2

- Students complete the text individually or in pairs. Check the answers.

**ANSWERS**

1 will be participating 2 will have stopped 3 will be doing  
4 will have connected 5 will be looking 6 will have seen

#### Exercise 3

- Students write sentences individually. Compare sentences with the class.

**ANSWERS**

Students' own answers.

#### Exercise 4

- Students write sentences individually. Compare sentences with the class.

**ANSWERS**

Students' own answers.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to finish them using future continuous and future perfect.

*I'm going to the restaurant at 7.15.*

*At 7.30, [I'll be eating a meal].*

*The boys have football training at six o'clock.*

*At 6.15, [they'll be playing football].*

*My brother is starting university in September.*

*In October [he'll have started university].*

*We land in New York at 19.20.*

*At 18.00, [we'll be flying to New York].*

*I'm seeing the doctor at 10.30.*

*At 12 [I'll have seen the doctor].*

*My grandparents are moving house in June.*

*In July [they'll have moved house].*

*Sami's English class starts at 12.30.*

*At 12.45, [he'll be studying English].*

*We're having dinner at seven o'clock.*

*At eight o'clock, [we'll have had dinner].*

### More practice

Workbook page 14

Grammar Builder page 63, exercises 4–6

**ANSWERS GRAMMAR BUILDER 2 (PAGE 63)**

#### Exercise 4

- He'll be sitting in the school canteen with his classmates.
- He'll have had breakfast.
- Peter will have given his homework to his teacher.
- Peter will be chatting about the weekend.
- He'll have cycled to school.
- Peter and his classmates will be eating lunch.

#### Exercise 5

- I'll have finished 2 I'll have left 3 I'll be starting
- I'll be living 5 I'll have found

#### Exercise 6

- have sent 2 be playing 3 have heard 4 be enjoying
- be doing 6 be working 7 have studied 8 have read

## A blog

### Target Language

**Time clauses:** after as soon as before by the time once until when

### Warm-up

- Focus on the text and establish that it is a blog. Ask students: *Have you ever written a blog?*

### Read

#### Exercise 1

- Students scan the blog and answer the questions. Check the answers.

#### ANSWERS

- He writes about his final exams.
  - He explains that he'll be moving to the UAE to study at Masdar.
  - He suggests a bloggers' meeting in London. He asks for a volunteer to organize a meal.
- Focus on the blog and elicit the following information:
    - We start a blog with some friendly opening comments.
    - The style is informal and conversational, so we can use short forms, imperatives and questions.
    - We finish a blog with some questions for other bloggers.

#### Exercise 2

- Students scan the blog again and underline the examples. Check the answers.

#### ANSWERS

- get through, get on with, go off
- How is everybody? What about all of you out there? Can anyone tell me about life there? So how about a Student Times bloggers meeting ...? Any volunteers?
- Let me know! Come and visit me! Don't forget to write an entry and tell the *Student Times* blog about ...
- Actually, ... Anyway, ...

### Prepare

- Read through the **Writing tip** with the students. Check understanding by asking: *Which words usually introduce future time clauses?* [after, as soon as, before, by the time, once, until and when] *Which tense do we usually use?* [present simple] *Which tense do we use to show one thing will happen before another?* [present perfect]
- Students do the exercise individually or in pairs. Check the answers.

#### ANSWERS

- I'll search all the university websites until I find the course I want to do.
- We'll watch TV as soon as we finish / 've finished all our revision.
- When we arrive at the campus, I'll show you the new science centre.
- Once I've saved enough money, I'm going buy a bicycle.

- I'll leave for the UAE after I buy / 've bought a ticket.
- Mark will be studying abroad until he comes home to start his new job.
- I'll check the price before I buy the computer.
- Dad will have gone to work by the time we get up.

### Teaching Tip: Punctuation of questions and imperatives

We use a question mark (?) at the end of a direct question. We use an exclamation mark (!) at the end of a sentence which expresses surprise, enthusiasm or shock.

### Write

#### Exercise 1

- Focus on the writing plan. Students think of a future event and write notes about it. Monitor and help.

#### Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.

#### SAMPLE ANSWER

Hi there everyone! How are you all? Sorry I haven't added an entry recently, but I've been busy organizing our end-of-term event. I'm really looking forward to it and I hope you are too! The event itself is on Friday 27th in the school hall, and we're hoping that everyone is going to come along. The event has an international theme, so we want everyone to choose a country to represent. I'm going to represent Japan! We want people to bring along a typical dish from the country they've chosen. I'm going to make tempura, but I'm not very sure how to cook it. Can anyone give me any ideas? Anyway, the event isn't for another three weeks yet, so we've got plenty of time to get together for a bike ride. Is anyone free next Saturday? We could plan a route by the side of the river and take some sandwiches with us for lunch. Who fancies coming? Don't forget to write an entry and tell us which country you've chosen for the party. We don't want everyone turning up with burgers!

#### MARKING SCHEME

- Blog organized into four paragraphs. [1 mark]
- Blog starts with friendly opening comments. [1 mark]
- Paragraph one mentions a future event. [1 mark]
- Paragraphs two and three give more information about the event. [1 mark]
- Paragraph four includes some questions. [1 mark]
- Use of conversational language including appropriate use of short forms. [1 mark]
- Appropriate use of punctuation in questions and imperatives. [1 mark]
- Appropriate use of phrasal verbs. [1 mark]
- Appropriate use of adverbs. [1 mark]
- Correct use of grammar and spelling. [1 mark]

### More practice

Workbook page 15

## Language Skills

### Exercise 1 1.09

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

#### ANSWERS

1 surprising 2 going 3 premonition 4 sustainable  
5 expert 6 city planner 7 congested 8 traffic jams  
9 love 10 finished

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

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

### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

1 b 2 b 3 a 4 b 5 a

## Dictionary Corner

### Teaching Tip: Collocations

Important phrases and words that go together (collocations) are printed in **bold** type within the examples of a dictionary entry.

**Activity:** Write the following definitions on the board:

- To tell everyone there is an emergency.* [raise the alarm]
- To make something better.* [raise standards]
- To look after children until they become adults.* [raise a family]
- To get funding for a particular purpose.* [raise money]
- To introduce a topic in conversation.* [raise a subject]
- To speak loudly or angrily.* [raise your voice]

Students look up the verb *raise* to find the collocations that match the definitions.

### Exercise 1 Colours: figurative meanings


**green**<sup>2</sup>  /gri:n/ **noun** 1 [C,U] the colour of grass or leaves: *They were dressed in green.* ◊ *The room was decorated in greens and blues.* 2 **greens** [pl.] green vegetables that are usually eaten cooked: *To have a healthy complexion you should eat more greens.* 3 [C] (BrE) an area of grass in the centre of a village 4 [C] (SPORT) a flat area of very short grass used in games such as GOLF 5 **the Greens** [pl.] (POLITICS, ENVIRONMENT) the Green Party (=the party whose main aim is the protection of the environment)

- Students look up *green* as a noun in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *green* as a noun has five different meanings. The definition for **the Greens** can be found at meaning 5.
  - *the Greens* is related to ecological issues.
- Students look up the other words and say if they are related to ecological issues or not.

## ANSWERS

Related to ecological issues: the Greens, green belt, greenhouse effect

### Exercise 2

**black**<sup>1</sup>  /blæk/ **adj.** 1 of the darkest colour, like night or coal 2 belonging to a race of people with dark skins: *the black population of Britain* ◊ *black culture* 3 (used about coffee or tea) without milk or cream: *black coffee with sugar* 4 very angry: *to give sb a black look* 5 (used about a situation) without hope; depressing: *The economic outlook for the coming year is rather black.* 6 funny in a cruel or unpleasant way: *The book was a black comedy.*

- Students look up *black* as an adjective in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *Black* has six meanings. Meaning 4 includes information about *a black look*. Here *black* means *angry*.
- Focus on the example and explain that students should look up the words and find the expressions containing the colours. They should then replace the colour in the sentence with a word from the box.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

1 angry 2 inexperienced 3 sad 4 ecological  
5 vegetables

### Exercise 3

**black 'belt** **noun** [C] (SPORT) 1 a belt that you can earn in some fighting sports such as JUDO or KARATE which shows that you have reached a very high standard 2 a person who has gained a black belt

- Students look up *black belt* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *black belt* has two meanings, both of which are associated with judo or karate.
- Focus on the example. Explain that students should look up the words to find out which person they are associated with.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

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

### Follow-up

Self check, Workbook pages 16–17

Test Unit 2, Teacher's Book pages 72–73

# 3

## Our global heritage

### This unit includes

**Vocabulary:** historical monuments • world heritage sites • artefacts • easily confused words

**Grammar:** the passive • impersonal passive

**Skills:** discussing famous places • describing buildings

**Writing:** a description

**Workbook pages 18–25**

## Reading PAGES 20–21

### Warm-up

- Look at the unit title and ask students: *What do you understand by 'our global heritage'?*
- Read the title of the reading page, *Saving the past*. Ask: *Do you think we should preserve historical sites? Why?*

### Before Reading

#### Exercise 1

- Students look at the photos and match the places to the pictures.

#### ANSWERS

A The Saad ibn Saud Palace B Al-Balad C Abha

#### Exercise 2

- They discuss the questions in pairs. Students tell the class about their partner.

#### ANSWERS

Students' own answers.

### Background Notes

The text introduces the United Nations Educational, Scientific and Cultural Organization (UNESCO) which takes on the job of protecting historical monuments around the world. It compares the way UNESCO originally compiled its world heritage list with how it is done now.

The text mentions Al-Diriyah and looks in more detail at Al-Balad, a traditional neighbourhood with historical importance and discusses the obstacles it faces in fulfilling the criteria to get on the UNESCO list. The text concludes by outlining the advantages of being included on the list.

### Read

#### Exercise 1

- Students read the **Reading tip**. Check understanding by asking: *Which school subject can help you read this text?* [history]
- Students in pairs discuss any historical sites they know in Saudi Arabia. Compare knowledge as a class.

#### ANSWERS

Students' own answers.

#### Exercise 2

- Students read the text and choose the correct answers. Check the answers.

#### ANSWERS

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

#### Exercise 3 1.10

- Give students time to read the sentences before they read the text for a second time.
- Play the CD while students do the task. Check the answers.

#### ANSWERS

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

### Optional Activity: Reading skills

**Aim:** To focus on the content of paragraphs.

**Preparation:** Write the following headings on the board.

*The challenges of preserving Al-Balad* [3]

*Compiling the world heritage list* [1]

*Al-Balad moving forward* [4]

*Improving the world heritage list* [2]

Students match the headings to the paragraphs in the text.

Read out the following sentences. Elicit the paragraph they have been taken from:

Saudi authorities continued with their plans to turn the neighbourhood into a UNESCO heritage site. [4]

In the past, some places were presented as contenders simply as a publicity stunt for local tourism, so to avoid this UNESCO examines each candidate very closely. [2]

To carry out this difficult job, committees of scholars and technical experts were set up to visit sites and make recommendations. [1]

Naturally, people who live and work in old buildings modernize them and make them more comfortable, but UNESCO's inspectors said building work had to stop. [3]

### Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

### Teaching Tip: Pyramid discussion

Focus on question 2. Brainstorm tourist attractions in your country with students and write their ideas on the board. Tell students to write a Top Ten list of attractions individually. Then put students in pairs and tell them they must agree on a list of the Top Five tourist attractions. Now put students into groups of four and tell them they must agree on a list of the Top Three tourist attractions. Finally have a class vote on the most popular tourist attraction in their country.

#### ANSWERS

Students' own answers.



## Vocabulary

### Teaching Tip: Irregular plurals

Remind students of the rules for making the plural forms of nouns and encourage them to make a note of irregular plural forms next to the noun in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

- Most nouns: add *-s* to the singular, e.g. *contender* – *contenders*, *technique* – *techniques*.
- Nouns which end in *-sh*, *-ch*, *-s*, *-x*, or *-z*, add *-es*, e.g. *crash* – *crashes*, *church* – *churches*, *bus* – *buses*, *box* – *boxes*, *buzz* – *buzzes*.
- Nouns which end in consonant + *y*, change *y* to *i* and add *-es*, e.g. *controversy* – *controversies*, *sanctuary* – *sanctuaries*.
- Some words which come from foreign languages have special plurals, e.g. *crisis* – *crises*; *phenomenon* – *phenomena*.

### Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

#### ANSWERS

- 1 polls 2 contenders 3 proclaimed 4 heritage  
5 phenomenon 6 categorize 7 controversy  
8 disapproval 9 techniques 10 compiled  
11 scholars 12 omission 13 sanctuary 14 impartial  
15 publicity stunt

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**categorize** is a regular verb which means to divide people or things into groups. The third person singular form is *categorizes* and the past simple form is *categorized*. The noun form is *category*. The adjective is *categorical* and the adverb is *categorically*.

**compile** is a regular verb which means to collect information and arrange it in a list. The third person singular form is *compiles* and the past simple form is *compiled*. The noun form is *compilation*.

**contender** is a noun which means a person who may win a competition. The verb is *to contend*.

**controversy** is a noun which means public discussion and disagreement about something. The plural form is *controversies* and the adjective is *controversial*.

**disapproval** is a noun that means a feeling that something is bad or wrong. The verb is *to disapprove*. The adjective is *disapproving*.

**heritage** is a countable noun which is usually used in the singular. It means traditions, language and customs that exist from the past and have historical importance for a country.

**impartial** is an adjective that describes somebody that does not support one person or group more than another. *Neutral* is a synonym of *impartial*. The adverb is *impartially* and the noun form is *impartiality*.

**omission** is a noun which means something that has not been included. The verb is *to omit*.

**phenomenon** is a noun which means a fact or an event in nature or society, especially one that is interesting or unusual. The plural form is *phenomena*.

**poll** is a noun which means a study in which people are asked for their opinion about something. *Poll* can also be used as a verb.

**proclaim** is a regular verb which means to make something known publicly. The third person singular form is *proclaims* and the past simple form is *proclaimed*. The noun form is *proclamation*.

**publicity stunt** is a noun which means an action which is done to get attention.

**sanctuary** is a noun which means a place where people are protected from harm or danger. The plural form is *sanctuaries*.

**scholar** is a noun which means a person who studies a subject in great detail.

**technique** is a noun which means a practical skill that somebody has in a particular activity.

### Quick Test: BEEP

Divide the class into two teams. Read out the first sentence to a student in the first team. Say the word BEEP where there is a space in the sentence. If they can repeat the sentence with the correct word, award two points. If not, pass the sentence over to the second team and award one point for a correct answer. Read out the next sentence for the second team and continue until you have read out all the sentences. The winner is the team with the most points.

Groups of \_\_\_\_\_ visited sites to see if they should be included on the list. [scholars]

UNESCO is said to be \_\_\_\_\_. [impartial]

Internet publications frequently \_\_\_\_\_ top lists. [compile]

Some observers felt the event was a \_\_\_\_\_. [publicity stunt]

You need special construction \_\_\_\_\_ to restore historical buildings. [techniques]

The omission met with worldwide \_\_\_\_\_. [disapproval]

Campaigns to \_\_\_\_\_ monuments will continue. [categorize]

Al-Balad was a strong \_\_\_\_\_ until it was flooded. [contender]

You can get an idea of what people think by setting up an internet \_\_\_\_\_. [poll]

UNESCO takes protecting our \_\_\_\_\_ seriously. [heritage]

List-writing is not a modern \_\_\_\_\_. [phenomenon]

The organizers made an \_\_\_\_\_. [omission]

There was a lot of \_\_\_\_\_ regarding the omission of famous places in the Middle East. [controversy]

Sites on the world heritage list are \_\_\_\_\_ to be great examples of cultural interest. [proclaimed]

Al-Diriyah was the original home and \_\_\_\_\_ of the Saudi royal family. [sanctuary]

### More practice

Workbook page 18

**Target Vocabulary**

**Saving the past:** categorize compile contender controversy disapproval heritage impartial omission phenomenon poll proclaim publicity stunt sanctuary scholar technique

**Easily confused words:** disinterested uninterested economic economical exhausting exhaustive historic historical satisfactory satisfying

**Artefacts:** ceramics coin jewellery mosaic tapestry

**Activate**

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word do we use to describe a feeling that something is bad or wrong?* [disapproval] *What do we call people that compete with other people?* [contenders]
- Students complete the text. Check the answers.

**ANSWERS**

- 1 proclaimed 2 heritage 3 scholar 4 contender  
 5 compiling 6 categorized 7 sanctuary 8 phenomenon  
 9 controversy 10 poll 11 disapproval 12 techniques  
 13 omission 14 publicity stunt 15 impartial

**Extend**

**Exercise 1 Easily confused words**

- Focus on the example and read through the definition of *historic* with students. Elicit the meaning of *historical* from the list of definitions. [d] Explain that the pairs of words in the exercise are easily confused and that the exercise aims to clarify their meanings.
- Students continue matching the words and their definitions. They may use dictionaries if they wish. Check the answers.

**ANSWERS**

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

**Teaching Tip: Easily confused words**

Get students to write their own examples of the easily confused words in exercise 1. Ask them to read out their sentences, and write on the board the one which illustrates the meaning of each word the best. Ask students to copy the list of sentences and learn them for homework. Test them on the words in the next class and in future classes to remind them of the correct meanings of the words.

**Exercise 2**

- Focus on the example and elicit why *historic* is the right word here. [because it is important in the country's history]
- Students continue completing the sentences individually or in pairs. Check the answers.

**ANSWERS**

- 1 historic 2 economical 3 uninterested 4 satisfying  
 5 economic 6 historical 7 disinterested 8 exhausting  
 9 satisfactory 10 exhaustive

**Exercise 3 Artefacts**

- Focus on the pictures and the example. Students continue matching the words to the pictures individually or in pairs. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

- 1 mosaic 2 coin 3 tapestry 4 jewellery 5 ceramics

**Optional Activity: World heritage sites**

**Aim:** To practise talking about world heritage sites in a balloon debate.

**Preparation:** Elicit tourist attractions from all over the world from students and write their ideas on the board.

Allocate one attraction to each pair and tell them they have to explain to the class why their attraction is the best. Give them time to make a list of points to tell the class.

Choose four pairs and ask them to come to the front of the class. Explain to the class that the four pairs are in a balloon, which is too heavy. In order not to crash, one of the pairs must leave the balloon. Ask each pair in turn to explain why their attraction is the best. Get students to vote on the three pairs that can stay and the pair that has to leave the balloon.

Explain to the class that the balloon is now too light and needs extra people. Invite two more pairs to join and explain why their attraction is the best. Explain that the balloon is falling again and get students to vote on the three pairs that can stay and the two pairs that have to leave the balloon.

Continue until there is only one pair left in the balloon. This pair is the winner.

**Quick Test: Collocations test**

Tell the students you are going to read out some phrases. They must write down a word from the vocabulary page which collocates with the phrase you read out. Read out the phrases and give students time to write down a word. Get them to compare answers before checking the answers with the class.

- a \_\_\_ moment [historic]
- a \_\_\_ job [satisfying]
- a publicity \_\_\_ [stunt]
- \_\_\_ advice [disinterested]
- a wall \_\_\_ [tapestry]
- an \_\_\_ search [exhaustive]
- a \_\_\_ floor [mosaic]
- \_\_\_ a list [compile]
- world \_\_\_ [heritage]
- an \_\_\_ judge [impartial]
- a natural \_\_\_ [phenomenon]
- an opinion \_\_\_ [poll]
- the \_\_\_ situation [economic]

**Vocabulary Notebooks**

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

**More practice**

Workbook page 19

## The passive

### Warm-up

- Focus on the heading and ask students: *Are there any World Heritage Sites in your country?*

### Explore

#### Exercise 1

- Focus on the photo. Ask students: *What can you see?* [the headquarters of the UNESCO]
- Students read the text and answer the question.

**ANSWER**

UNESCO protects sites of cultural importance.

#### Exercise 2

- Students do the task. Check the answers.

**ANSWERS**

have been protected – present perfect passive

had been inspired – past perfect passive

were moved – past simple passive

be affected – passive infinitive

is added to – present simple passive

be found – passive infinitive

are threatened – present simple passive

are being given – present continuous passive

being damaged – passive gerund

will be added to – future passive

**Teaching Tip: Past participles**

Highlight that it is the form of *be* that changes in the passive, not the past participle. Remind students to check the past participles of irregular verbs on Student's Book page 80.

**Follow-up**

Grammar Reference page 64

## Exploit

#### Exercise 1

- Read through the **Learn this!** box with students. Check understanding by asking: *Does the passive focus on the result of an action or the person who did it?* [the result] *Is it important to say who does something in a passive sentence?* [no] *Is the passive used more often in speaking or writing?* [in writing]
- Focus on the example and elicit why this is the correct answer. [because it is important who did the action]
- Students do the task. Check the answers.

**ANSWERS**

- Liverpool FC has won the league.
- The artefacts will be restored
- My dad has been elected mayor!
- It's being cleaned.
- The Queen visited my school ...
- our flight had been delayed.

#### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which preposition do we use to introduce the agent in a passive sentence?* [by]
- Focus on the example. Highlight that the agent is necessary because it is not obvious that a robot does the housework.
- Students do the task. Check the answers.

**ANSWERS**

- necessary
- not necessary (the agent is obvious)
- not necessary (the agent is obvious)
- necessary
- necessary
- not necessary (the agent is obvious)
- not necessary (we don't know who the agent is)
- necessary

#### Exercise 3

- Read through the examples with students. They do the task individually. Monitor and help.

**Quick Test: Sentence transformation**

Write the following active sentences on the board. Give students time to rewrite them in the passive.

*Norman Foster has designed many buildings.*

[Many buildings have been designed by Norman Foster.]

*They made over 500 workers redundant last year.*

[Over 500 workers were made redundant last year.]

*Somebody had stolen some ceramics from the museum.*

[Some ceramics had been stolen from the museum.]

*The mayor will open the building next week.*

[The building will be opened by the mayor next week.]

*You can see the River Danube on a clear day.*

[The River Danube can be seen on a clear day.]

*We serve breakfast from 8 to 10 a.m.*

[Breakfast is served from 8 to 10 a.m.]

**More practice**

Workbook page 20

Grammar Builder page 65, exercises 1–3

**ANSWERS GRAMMAR BUILDER 3 (PAGE 65)**

#### Exercise 1

- All the computers have been stolen from our office.
- The new hospital building was designed by my dad.
- All the crops were destroyed by the storm.
- Our new furniture will be delivered at the weekend.
- I realized that my emails had been opened.
- A speech was given by the President on TV last night.

#### Exercise 2

- Basketball was invented in 1891.
- Paella is eaten in Spain.
- A new museum will be built in Alexandria.
- The prize has been given to Julie Bridges.
- Parc Güell was built between 1900 and 1914.
- The meeting is being held this afternoon.

#### Exercise 3

- is being decorated
- had been left
- was being cleaned
- had been closed
- was being used

**Where in the world?**

**Target Vocabulary**

**Things from the past:** ancient settlement artefact civilization era excavation fossil landmark preservation restoration ruins shipwreck

**Warm-up**

- Ask students: *Which historical monument would you most like to visit?*

**Vocabulary**

**Exercise 1**

- Students work individually or in pairs. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

- 1 landmark 2 fossil 3 ancient settlement 4 shipwreck  
5 excavation 6 ruins

**Exercise 2**

- Students work individually or in pairs. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

- 1 e 2 d 3 a 4 c 5 b

**More practice**

Workbook page 21

**Listen**

**Exercise 1**  1.11

- Focus on the photos and identify the buildings.
- Play the CD once for students to listen to and answer the question. Check the answer.

**ANSWERS**

The Eiffel Tower

**TAPESCRIPT**

**Presenter** ... and so let's introduce the next two contestants on *Where in the World?*. On my left I have Asma from Riyadh in Saudi Arabia. Hello Asma ...

**Asma** Hello!

**Presenter** And on my right I have Nada from Dahuk in Iraq.

**Nada** Hi.

**Presenter** Now in the first round you're going to hear the descriptions of some famous buildings. Just to remind you what the rules are, I'm going to give each of you some information about a famous landmark and you have to identify it. Now, Asma and Nada, you can interrupt me whenever you want, but if you're wrong the other contestant has a chance to listen to the rest of the information and win a bonus point! Right Asma, you're first. Are you ready?

**Asma** I think so!

**Presenter** OK, here we go! This building is very new; it was only completed in 2011. It took just over seven years to build it and it is the world's biggest hotel. The building has seven towers and the world's biggest clock is on the top of the tallest tower. The hotel is for the thousands of people who visit ... Asma thinks she already knows the answer! Which building is it?

**Asma** Is it Big Ben?

**Presenter** Big Ben in London? Let me have a look at the answer card ... no, Asma, it's not Big Ben! OK, Nada, you've got a chance to win a bonus point so listen carefully to the rest of the description! The hotel is for the thousands of visitors that go every year to the world's biggest mosque in Makkah in Saudi Arabia. Can you name it?

**Nada** I think ... I think ... it's the Abraj Al-Bayet Towers.

**Presenter** Nada thinks it's the Abraj Al-Bayet Towers ... and ... it is! Well done, Nada! You've won a bonus point and now it's your turn. Are you ready?

**Nada** Yes!

**Presenter** Good! Here we go! This famous landmark was built in 1889 in a European capital city and it was the tallest building in the world for 41 years. Originally, it was supposed to be taken down after twenty years but it was useful for communications so it was saved from destruction. Today it is the most visited tourist attraction in the world. Do you know which building it is?

**Nada** I'm not sure. Er ... is it the ... the ...

**Exercise 2**  1.11

- Play the CD again for students to listen to and complete the text. Check the answers.

**ANSWER**

- 1 contestants 2 identify 3 completed 4 point  
5 thousands 6 tallest 7 saved 8 tourist

**Speak**

- Students discuss the questions in pairs.

**Optional Activity: Dialogue**

**Aim:** To practise speaking about well known buildings.

**Preparation:** Write the following dialogue on the board.

A *What's your favourite building?*

B *The Masmak in Riyadh.*

A *How old is it?*

B *About 250 years old.*

A *What is it used for?*

B *It used to be a fort, but now it's a museum.*

A *Why do you like it?*

B *Because it has a fascinating history.*

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting their own ideas.

## Impersonal passive

### Warm-up

- Ask students: *Have you ever been diving? Where?*

### Explore

#### Exercise 1

- Students read the text and answer the question in pairs. Check the answer.

**ANSWER**

It will be different because it will be under water.

#### Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *When do we use the construction it + passive? [to show that many people think the same]*
- Students find the other examples in pairs. Check the answers.

**ANSWERS**

it was believed, it is said, It is thought

### Follow-up

Grammar Reference page 64

### Exploit

#### Exercise 1

- Read through the instructions and the example sentence with students. Students continue rewriting the sentences individually or in pairs. Check the answers.

**ANSWERS**

- It has been reported that UNESCO world heritage sites receive a lot more visitors.
- It was thought that there were ancient ruins under the desert sand.
- It is estimated that many monuments will be destroyed by pollution.
- In the past, it was believed that the sun went around the earth.
- It is expected that the number of tourists will go down next year.
- It was known where the shipwreck of the *Titanic* was, but nobody visited it until 1985.
- It is said that the new museum will be expensive.
- It is believed that pollution levels will rise.

**Teaching Tip: Register**

Remind students that the construction *it + passive* is used in formal writing, especially in newspaper articles.

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *When do we use the construction get / have something done? [to say that we have arranged for someone to do something for us]*
- Read through the example and elicit the next answer from students. [got / had a building designed] They continue completing the text. Check the answers.

**ANSWERS**

- getting / having
- done
- got / had
- designed
- get / have
- completed
- get / have
- built
- get / have
- cleaned

**Quick Test: Error correction**

Write the following incorrect sentences on the board. Students write the sentences correctly in their notebooks.

*It is say that the artefact is a fake.* [It is said]  
*We have a new shower installed last week.* [We had]  
*It has being reported that there is no more money.* [has been]  
*They're having repaired the roof.* [the roof repaired]  
*It was knew that the jewellery was valuable.* [It was known]  
*I'm going to have my house paint.* [painted]  
*It was thought that the repairs will cost millions.* [is thought]  
*Have you your windows cleaned every month?* [Do you have]

### More practice

Workbook page 22

Grammar Builder page 65, exercises 4–6

**ANSWERS GRAMMAR BUILDER 3 (PAGE 65)****Exercise 4**

- It is expected that the school will have a new headmaster.
- It is believed that the company has problems.
- It was estimated that prices would go up.
- It is known that he is from a very rich family.
- It was reported that they were a good team.
- It was thought that the man had robbed three banks.

**Exercise 5**

- It was reported that the president would visit next week.
- It is known that pollution damages old buildings.
- It was believed that the stars would fall from the sky.
- It is said that she cooks very well.
- It is thought that the headmaster will resign.
- It was estimated that temperatures would fall.

**Exercise 6**

- I got / had my car cleaned.
- I will get / have my new computer installed.
- I have got / had a house built.
- I get / have my grass cut.
- I'm getting / having my bedroom painted.



## A description of a place

### Target Language

**Linking words:** as a result because of this / that consequently so

### Warm-up

- Focus on the photo. Ask students: *What can you see? Where do you think it is?* Students scan the text to answer the questions. [Parc Güell in Barcelona, Spain]

### Read

#### Exercise 1

- Students read the description and answer the questions.

#### ANSWERS

Antoni Gaudí built the park as a luxurious housing estate. It isn't used in the way it was planned, because only a few houses were built.

- Focus on the description and elicit:
  - It has four clear paragraphs.
  - The style is formal so there are no short forms.
  - It contains a variety of adjectives, e.g. *rocky, stunning, luxurious, colourful*.

#### Exercise 2

- Students scan the description to find the information and number the paragraphs. Check the answers.

#### ANSWERS

1 D 2 not used 3 C 4 not used 5 B 6 A

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students.
- Focus on the instructions and the example. Students work individually or in pairs. Check the answers with the class.

#### ANSWERS

**Consequently**, there are lots of open spaces ...

Situation: fewer houses were built than planned.

... **so** his buildings in the park fit in ...

Action: Gaudí incorporated the shapes of nature.

... **as a result** they are incredibly colourful.

Action: He used small pieces of ceramics.

**Because of this**, thousands of tourists visit ...

Situation: The buildings are part of the UNESCO world heritage site.

**As a result**, it continues to be popular ...

Situation: The park is still peaceful and calm.

#### Exercise 2

- Students work individually or in pairs. Check the answers.

#### ANSWER

1 ... and **as a result** archaeologists can't ...

2 correct

3 **As a result**, it's always full then.

4 I had my camera **so** I took some pictures ...

5 **Consequently**, we don't have to queue to enter.

### Teaching Tip: Extreme adjectives

We can use extreme adjectives to make descriptions more dramatic, e.g. *big – huge, enormous, gigantic*  
*good – great, awesome, amazing*  
*surprising – astonishing, breathtaking, incredible.*

### Write

#### Exercise 1

- Students make notes individually. Monitor and help.

#### Exercise 2

- Students work individually. Monitor and help.

#### Exercise 3

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.

#### SAMPLE ANSWER

The Al Faisaliyah Centre is located in the business district of Riyadh. It is the third tallest building in Saudi Arabia and it is an impressive example of modern architecture. It was designed by UK based architects Foster and Partners and engineers Buro Happold and it was built between 1997 and 2000.

The awesome architecture is exemplified in the design which is said to resemble a ballpoint pen. It is over 250 metres high and has 44 floors. The golden ball at the top contains a revolving restaurant.

As a result of its breathtaking structure and amazing facilities, lots of tourists visit the centre each year. The building is part of the Al Faisaliyah Complex and contains a number of restaurants, a major shopping centre and a luxury hotel. There is also a viewing deck from which you can see the city's stunning skyline, which includes the Kingdom Tower.

I think it is a fantastic place and I have great memories of the Al Faisaliyah Centre from when I visited it on my sixteenth birthday. We left a lot unseen on that occasion so I would love to visit it again.

#### MARKING SCHEME

- The description has four paragraphs. [1 mark]
- First paragraph includes location and brief history. [1 mark]
- Second paragraph includes architectural objectives, materials used and style. [1 mark]
- Third paragraph explains popularity. [1 mark]
- Fourth paragraph gives writer's opinion. [1 mark]
- Use of phrases for expressing a result. [1 mark]
- Use of a variety of adjectives. [1 mark]
- Use of extreme adjectives. [1 mark]
- Accurate grammar and spelling. [1 mark]
- Use of formal style so no short forms. [1 mark]

### More practice

Workbook page 23

# Review PAGE 27

## Language Skills

### Exercise 1 1.12

- Students complete the dialogue individually.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

#### ANSWERS

- 1 sites 2 settlements 3 preservation 4 result  
5 historical 6 used 7 climate 8 so 9 exhausting  
10 sanctuary

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

- 1 F (He found three interesting places but only has to write about one.)  
2 F (The settlements are in a perfect state.)  
3 T  
4 T  
5 F (The towns are surrounded by high walls, not the streets.)  
6 T

### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

- 1 will be finished 2 getting / having ... painted  
3 was held 4 has been visited 5 was believed  
6 had been stolen

## Dictionary Corner

### Exercise 1 Dictionary terminology

**acronym** /ˈækrənɪm/ *noun* [C] **an** ~ (for sth)  
(LANGUAGE) a short word that is made from the first letters of a group of words: *TEFL is an acronym for Teaching English as a Foreign Language.*

- Students look up *acronym* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *acronym* means a short word that is made from the first letters of a group of words.
- Read through the example with students. They continue working individually or in pairs. Check the answers.

#### ANSWERS

- 1 acronym 2 synonym 3 homophone 4 Anglicism  
5 antonym

### Teaching Tip: Acronyms

Remind students that their dictionary contains not only full words, but also acronyms. The entries for acronyms appear in the dictionary at the correct alphabetical position.

**Activity:** Write the following acronyms on the board:

CEO GCSE GDP MA BA POS

Draw two columns on the board and write the headings *business* and *education*.

Students look up the acronyms and write them in one of the two categories. [business: CEO, GDP, POS; education: GCSE, MA, BA].

### Exercise 2 Science

- Focus on the words and elicit the meaning of the suffix *-ology*. [the study of a subject] Elicit words ending in *-ology* from students, e.g. *biology, psychology*.

**anthropology** /ˌænθrəˈpɒlədʒi/ *noun* [U] (SOCIAL STUDIES) the study of humans, especially of their origin, development, customs and beliefs  
▶ **anthropological** /ˌænθrəpəˈlɒdʒɪkl/ *adj.*  
▶ **anthropologist** /ˌænθrəˈpɒlədʒɪst/ *noun* [C]

- Students look up *anthropology* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *anthropology* means the study of humans, especially of their origin, development, customs and belief.
  - *anthropology* is related to the subject of social studies.
- Look at the example with students. They continue working individually or in pairs. Check the answers.

#### ANSWERS

- 1 d 2 a 3 e 4 b 5 c

### Exercise 3

- Read the question with students and elicit the answer. [-ist]
- Elicit the names of the scientists from students and write them on the board. Get students to copy and underline the stress. [anthropologist, entomologist, meteorologist, seismologist, volcanologist] Model and drill the words until students can say them perfectly.
- Ask a few students: *Which scientist would you most like to be?*

### Follow-up

Self check, Workbook pages 24–25

Test Unit 3, Teacher's Book pages 74–75

# 4

# Intelligence

## This unit includes

**Vocabulary:** exams and exams advice • intelligent or not? • the brain • expressions with *brain*

**Grammar:** question forms • question tags

**Skills:** talking about robots • exploring multiple intelligences

**Writing:** a discussion essay

**Workbook pages 26–33**

## Reading PAGES 28–29

### Warm-up

- Look at the unit title and ask students in pairs to prepare a definition of the word *intelligence*. Compare the answers with the class.
- Read the title of the reading page, *Are you intelligent?* Ask students: *Where does intelligence come from?*

### Before Reading

- Give students a minute to decide on the right figure. Get them to compare their answers with a partner. Then take a class vote on the right answer.

#### ANSWERS

Figure D is correct. (Each row/column includes a circle with a vertical black/white divide, a circle with a horizontal black/white divide and a white circle. In each row/column, two of the circles have a black triangle and a white triangle, the other having two white triangles. The missing shape needs to have a circle with a vertical black/white divide with a black triangle and a white triangle.)

IQ means Intelligence Quotient.

### Background Notes

The dictionary definition of *intelligence* is the ability to understand, learn and think. The text explores two different theories about intelligence. The first, put forward by the 19th-century British scientist Francis Galton, suggests that intelligence is hereditary. The second, supported by American psychologist Richard E Nisbett and New Zealand university professor James Flynn, proposes that intelligence can be influenced by our environment.

The term IQ is an acronym for Intelligence Quotient. Two French mathematicians, Alfred Binet and Theophile Simon, were the first to compile IQ tests, but it was the American psychologist Lewis Terman who coined the term IQ. Anybody achieving a score of 100 on an IQ test is said to be of average intelligence.

## Read

### Exercise 1

- Students read the text quickly and match the headings to the paragraphs. Check the answers with the class.

#### ANSWERS

A 4 B 3 C 5 D 6 E 1

### Exercise 2 1.13

- Play the CD while students read the text again and choose the best answer. Check the answers, asking for justification.

#### ANSWER

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

### Exercise 3

- Read through the **Reading tip** with students and check understanding by asking: *Where can you find the answer to a question asked in the title?* [in the last paragraph]
- Students answer the question in pairs. Check the answer.

#### ANSWER

The writer says that it helps to be born with innate intelligence, but the development of that intelligence depends on our environment.

### Optional Activity: Reading skills

**Aim:** To learn how to put events in chronological order.

**Preparation:** Write the following sentences on the board.

*Nisbett said intelligence was influenced by environment.* [7]

*Studies were made on identical twins.* [3]

*The study of human intelligence began.* [1]

*Nisbett began to doubt Galton's theory.* [5]

*Flynn confirmed Nisbett's theory.* [9]

*Nisbett did his own research into identical twins.* [6]

*Nisbett initially agreed that intelligence was inherited.* [4]

*Galton said intelligence came from our genes.* [2]

*Flynn studied the results of lots of IQ tests.* [8]

Students in pairs read the sentences and number them in chronological order. Get them to check their answers with the reading text.

## Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

### Teaching Tip: Twenty chances

Focus on question 3. On the board write this sentence:  
\_\_\_\_\_ is necessary to do well in life.

On a piece of paper write down these five qualities:

*ambition, determination, hard work, imagination, motivation.*

Tell students they have twenty chances to guess the words you have chosen to complete the sentence. Elicit words from students and write their ideas on the board. After twenty chances, tell them your words. Add *intelligence* to the list, and have a whole class vote on the most important quality.

#### SAMPLE ANSWERS

- 1 They're good because everyone is being judged by the same criteria. They aren't good because some people have disabilities, e.g. dyslexia, which prevent them from expressing themselves well.
- 2 By being polite and treating other people with respect.
- 3 Ambition, determination, hard work, imagination and motivation are also important.

## Vocabulary

### Teaching Tip: Verb + preposition

Write these verbs on the board for students to complete with the correct preposition:

*adhere* [to] *an idea*  
*approve* [of] *a choice*  
*believe* [in] *a theory*  
*comment* [on] *an opinion*  
*suffer* [from] *an illness*  
*vote* [for] *a person*

Remind students to make a note of verb + preposition collocations in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

### Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

#### ANSWERS

1 brought up 2 potential 3 convinced 4 cerebral  
5 reinforcing 6 hereditary 7 intellect 8 confirmed  
9 adhered to 10 passed on 11 lack 12 surroundings  
13 innate 14 flaw 15 proof

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**adhere to** is a regular verb which means to follow a particular idea or belief. The third person singular form is *adheres to* and the past simple form is *adhered to*. The noun is *adherence* and the adjective is *adherent*. These words are all used in formal register.

**bring up** is a phrasal verb which means to look after a child until he/she is an adult and to teach him/her to behave. The past simple and past participle forms are *brought up*. *Raise* is a synonym of *brought up*.

**cerebral** is an adjective that describes something that is related to the brain.

**confirm** is a regular verb which means to say or show that something is true. The third person singular form is *confirms* and the past simple form is *confirmed*. The noun is *confirmation* and the adjective is *confirmed*.

**convinced** is an adjective that describes someone that is completely sure of something. We say *to be convinced of sth*. The verb is *to convince* and the noun is *conviction*.

**flaw** is a countable noun which means a mistake in something which means that it is not correct. We say *a flaw in sth*. There are two adjectives: *flawed*, which means with mistakes, and *flawless* which means without mistakes.

**hereditary** is an adjective that describes something that is passed on from parent to child. The verb is *to inherit*. There are two nouns: *heredity*, which means the process by which qualities pass from parents to children, and *inheritance*, which means the act of receiving property and money from somebody who has died.

**innate** is an adjective that describes an ability or quality that you have when you are born. *Inborn* is a synonym of *innate*.

**intellect** is a noun which means the power of the mind to learn. The adjective is *intellectual*.

**lack** is an uncountable noun which means the state of not having something or not having enough of something. *Lack* is always used in the singular. *Dearth* is a synonym of *lack*.

**pass on** is a phrasal verb which means give something to somebody else. We say *to pass sth on to sb*.

**potential** is an uncountable noun which means qualities that exist and can be developed. We say *to realize your (full) potential*. *Promise* is a synonym of *potential*.

**proof** is a noun which means information or documents that show you something is true. *Evidence* is a synonym of *proof*. The verb is *to prove*.

**reinforce** is a regular verb which means to make something stronger. The third person singular form is *reinforces* and the past simple form is *reinforced*. The noun is *reinforcement*.

**surroundings** is a noun which means everything that is around or near something. It is always used in the plural. *Environment* is a synonym of *surroundings*.

### Quick Test: Say it again

Explain that you are going to read out some sentences. Students have to repeat the sentence correctly using a word from the reading text vocabulary.

*It hasn't rained, so there isn't enough water.* [a lack of]

*My grandparents looked after me when I was a child.*

[brought me up]

*His research showed that he was right.* [confirmed]

*There was a mistake in his argument.* [flaw]

*Eye colour is passed on from parents to children.* [hereditary]

*Her work shows great promise.* [potential]

*We always follows school rules.* [adhere to]

*The police are looking for more evidence.* [proof]

*I need to get used to my new environment.* [surroundings]

*Humans have the inborn ability to learn.* [innate]

### Optional Activity: Intelligence

**Aim:** To talk about developing intelligence.

**Preparation:** Write this question on the board.

*How can a person develop their own intelligence?*

Elicit a few examples from students e.g. do a sudoku, read a newspaper, change a routine. Ask students to make a list of different ways of developing intelligence. Compare the answers with the class.

### More practice

Workbook page 26

**Target Vocabulary**

**Nature or nurture?:** adhere to bring up cerebral confirm convinced flaw hereditary innate intellect lack pass on potential proof reinforce surroundings

**Exams:** first draft formulae knowledge legible plagiarize quotations rote-learning sitting

**Exam advice:** come up get through leave out pick up swot up on work out

**Intelligent or not?:** accomplished ignorant incompetent scatterbrained wise witty

**Activate**

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use to describe something related to the brain?* [cerebral] *What's another word for mistake?* [a flaw]
- Students complete the sentences. Check the answers.

**ANSWERS**

- 1 flaws, proof
- 2 lack, convinced
- 3 confirmed, hereditary, passed on
- 4 adhere to, reinforced
- 5 brought up, innate, surroundings, potential
- 6 intellect, cerebral

**Extend**

**Exercise 1 Exams**

- Ask students to cover the text and check the meaning of the words with you or with a dictionary.
- Students work individually or in pairs to complete the text. Check the answers.

**ANSWERS**

- 1 sitting
- 2 rote-learning
- 3 formulae
- 4 knowledge
- 5 quotations
- 6 plagiarize
- 7 first draft
- 8 legible

**Exercise 2 Exam advice**

- Ask students to cover the text. Elicit an example sentence for each phrasal verb in turn and write it on the board.
- Students work individually or in pairs to complete the text. Check the answers.

**ANSWERS**

- 1 get through
- 2 picked up
- 3 work out
- 4 come up
- 5 leave out
- 6 swotting up on

**Exercise 3 Intelligent or not?**

- Write on the board *intelligent* and *unintelligent*. Elicit synonyms from students and write their ideas under the headings on the board.
- Focus on the words in exercise 3. Elicit whether they mean *intelligent* or *unintelligent* and add them to the columns on the board.
- Students work individually or in pairs to match the words and definitions. Check the answers.

**ANSWERS**

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

**Teaching Tip: Near synonyms**

The adjectives in exercise 3 are near synonyms of the words *intelligent* or *unintelligent*. Focus on the aspects that make them different to clarify the meaning, e.g. *intelligent*: skilled (*accomplished*); amusing (*witty*); experienced (*wise*)  
*Unintelligent*: uneducated (*ignorant*); forgetful (*scatterbrained*); useless (*incompetent*).

**Exercise 4**

- Students work individually or in pairs to complete the sentences. Check the answers.

**ANSWERS**

- 1 accomplished
- 2 incompetent
- 3 witty
- 4 wise, ignorant
- 5 scatterbrained

**Optional Activity: Exams**

**Aim:** To practise talking about exams.

**Preparation:** Write the following questions on the board.

*How do you feel about sitting exams?*

*What do you find most difficult to learn?*

*How do you set about writing an essay?*

*Is your writing legible?*

*Did you get through all of your last exams?*

*Do you work out a study timetable before exams?*

Ask students to discuss the questions in pairs. Have a class discussion about the best ways to study and compile a list of advice on the board.

**Quick Test: Right or wrong?**

Divide the class into three teams. Explain that they have to decide if some sentences are right or wrong. If the sentence is wrong, they have to repeat it correctly. They get two points for a correct answer, but if they are wrong, the sentence is passed to the next team for one bonus point. Read out the following sentences:

*Parents bring after their children.* [bring up]

*The secretary is scatterbrained – she can't type!* [incompetent]

*Our teacher confirmed the date of the exam.* [✓]

*They know what will come down in the exam.* [come up]

*They're ignorant, because they've never been to school.* [✓]

*I hope I get over my exams.* [get through]

*You need to work out an exam timetable.* [✓]

*You must adhere at all the rules.* [adhere to]

*My gran is very witty – she knows everything!* [wise]

*I left off the first question.* [left out]

*I need to swot up on dates for the history exam.* [✓]

*Mathematical quotations are hard to learn.* [formulae]

*Many characteristics are passed off in the genes.* [passed on]

*He's an accomplished footballer – he plays for a good team.* [✓]

*We picked down a lot of tips during the talk.* [picked up]

**Vocabulary Notebooks**

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

**More practice**

**Workbook page 27**



**Question forms****Warm-up**

- Focus on the photo and the heading: *Multiple intelligences*. Ask students: *What do you think multiple intelligences are?* [different ways of learning]

**Explore****Exercise 1**

- Students do the quiz individually. They read the interpretation of their answers on Student's Book page 66. Ask individual students to tell the class about their type of intelligence.

**Exercise 2**

- Read through the **Learn this!** box with students and check understanding by asking: *Which question words can omit the auxiliary verb do?* [*how many, what, which and who*] *When is the auxiliary verb omitted?* [when the question word is the subject of the question]
- Focus on the first question in the quiz. Elicit the subject. [which activity]
- Students continue deciding which question words are the subject of the questions. Check the answers.

**ANSWERS**

- 1 Which activity 2 Who 3 Which present  
4 (not the subject) 5 (not the subject)

**Teaching Tip: Prepositions in questions**

Remind students that prepositions usually come at the end of a question in spoken English, e.g. *Who did you go with?* If students make a mistake, use the prompt *Preposition?* and ask them to repeat the question correctly.

**Follow-up**

Grammar Reference page 66

**Exploit****Exercise 1**

- Focus on the example. Ask: *Why is there no auxiliary verb in the question?* [because *who* is the subject of the question]
- Students continue working individually or in pairs to correct the mistakes. Check the answers.

**ANSWERS**

- Who teaches you English?
- correct
- correct
- How many students failed the IQ test?
- What does he want to be?
- How many books did you buy?
- correct
- What caused the accident?

**Exercise 2**

- Read through the **Look out!** box with students. Check understanding by asking: *What is a reply question?* [a short question asking about a statement] *When do we use reply questions?* [in spoken English]
- Focus on the example and make sure students know what they have to do. Students continue matching the statements with the reply questions individually or in pairs. Check the answers.

**ANSWERS**

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

**Exercise 3**

- Ask two students to read out the example as a model. Elicit an example for the next topic from two different students.
- Students continue making statements with the topics. Monitor and help. Correct any mistakes as a whole class at the end of the activity.

**Quick Test: Sentence transformation**

Write the following sentences on the board. Give students time to write the corresponding questions.

*I read about four books a month.*

[How many books do you read?]

*My mother always makes the dinner in my house.*

[Who makes the dinner in your house?]

*I bought the red coat.*

[Which coat did you buy?]

*A plate fell on the floor.*

[What fell on the floor?]

*I called my best friend.*

[Who did you call?]

*About five thousand people live in my village.*

[How many people live in your village?]

*We watched a programme on TV.*

[What did you watch on TV?]

*Spain won the 2010 World Cup.*

[Which country won the 2010 World Cup?]

**More practice**

Workbook page 28

Grammar Builder page 67, exercises 1–2

**ANSWERS GRAMMAR BUILDER 4 (PAGE 67)****Exercise 1**

- Who went to the shopping mall last week?
- What is Katie buying next week?
- What has happened recently?
- Who is knocking on the door?
- What did they eat last night?
- Where are your books?

**Exercise 2**

- 1 c 2 d 3 e 4 a 5 b

## Artificial intelligence

### Target Vocabulary

**Artificial intelligence:** appliance articulated robot household or office work remotely operated vehicle repetitive jobs in factories robot sea or space exploration a specific household task

**Actions:** chores drudgery errand functions tasks workload

### Warm-up

- Ask students: *What do you understand by artificial intelligence?* [Robots that can do complex tasks.]

### Vocabulary

#### Exercise 1

- Students describe the photos in pairs. Check the answers.

#### ANSWERS

- remotely operated vehicle / sea or space exploration
- appliance / a specific household task
- robot or articulated robot / housework or office work
- robot or articulated robot / repetitive jobs in factories

#### Exercise 2

- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

- chores
- errand
- tasks
- workload
- drudgery
- functions

### More practice

Workbook page 29

### Listen

#### Exercise 1 1.14

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

**Robots can:** run at 6 km an hour; do repetitive, mundane tasks; carry out one or two functions.

**Robots can't:** do the washing up; respond to speech and sound; always recognize objects.

#### TAPESCRIPT

**Presenter** Although we might think that robots are a modern idea, people have dreamed for centuries of creating robots that will do boring household chores and even entertain us. A thousand years ago the famous inventor Al-Jazari from Mesopotamia was already making plans for robots that could serve food. But if people were thinking about artificial intelligence all those years ago, why do robots still only exist in science fiction novels? To answer that question we have Professor Harris from Hillfields University of Technology in the studio. Professor Harris, will we ever have robots that do the housework and run errands for us?

**Professor Harris** Well, that depends on what you think the word 'robot' means. I think if Al-Jazari could see a modern house with all its electronic gadgets such as washing machines, computers and so on, he would say that we are surrounded by artificial intelligence.

**Presenter** Yes, but when most of us hear the words 'artificial intelligence', we think of a robot that is almost a copy of a human being, don't we?

**Professor Harris** True. And there have been important developments in that field. In 2006 the Japanese introduced the world to Asimo, a robot that can run at six kilometres an hour and carry out simple tasks.

**Presenter** Yes, I've seen it on the internet. It's entertaining but it doesn't look like it's ready to take the drudgery out of people's daily lives! Why is it taking so long to develop useful robots?

**Professor Harris** Well, one reason is that robots don't always recognize objects and they still don't respond to speech and sound.

**Presenter** Does that mean we won't see them doing the washing up for a long time?

**Professor Harris** Possibly not, but artificial intelligence already plays a big part in our lives. A lot of factory jobs are done by simple robots that don't get bored by repetitive tasks and as I mentioned before our homes are full of appliances that can perform one or two functions that make our lives a lot easier. Robots are already here, but not in the way that science fiction often presents them.

**Presenter** Well, thank you very much Professor Harris. Now before we hear the news ...

#### Exercise 2 1.14

- Play the CD again for students to do the task. Check the answers.

#### ANSWERS

- a
- b
- b
- a
- a
- b

### Speak

#### Exercises 1, 2 and 3

- Students do the task in pairs. Monitor and help.

#### Optional Activity: Dialogue

**Aim:** To practise speaking about robots.

**Preparation:** Write the following dialogue on the board.

A *Can robots cook now?*

B *Yes, they can.*

A *Can robots write essays?*

B *No, they can't.*

A *Will robots ever be able to write essays?*

B *I don't think so.*

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting their own ideas.

**Question tags**

**Warm-up**

- Ask a few students: *Do you ever go to your friend's house for dinner?*

**Explore**

**Exercise 1**

- Focus on the photo and ask students: *What can you see?* [The table has been prepared for a meal.]
- Students read the dialogue. Give them time to try and solve the brain teaser. Check the answer.

**ANSWERS**

She has invited a woman who is a grandmother (1). The grandmother is coming with her two daughters (2), who are also mothers. They have two daughters each (4) and they're coming to the meal too. The grandmother + her 2 daughters + their 4 daughters = 7 guests.

**Exercise 2**

- Read through the **Learn this!** box with students. Check understanding by asking: *Which pronoun do we use in a question tag for sentences with somebody or everybody?* [they] *Which pronoun do we use in a question tag for sentences with something or everything?* [it] *Which verb do we use in a question tag for sentences with Let's?* [shall] *Which verb do we use in a question tag for imperative sentences?* [will]
- Students do the task in pairs. Check the answers.

**ANSWERS**

- 1 Everybody is going to eat at the same time, aren't they?
- 2 Something is wrong with my maths, isn't it?
- 3 Let's do the brain teaser, shall we?
- 4 repeat that, will you?

**Teaching Tip: Intonation in question tags**

In speech, we can show the exact meaning of a question tag by the intonation. If we are not sure of the answer, we use a rising intonation. If we are sure of the answer, we use a falling intonation. Encourage students to make their voices go down in the questions in exercise 2 because they think their answers are true.

**Follow-up**

Grammar Reference page 66

**Exploit**

**Exercise 1**

- Students work individually to complete the sentences. Check the answers.

**ANSWERS**

- 1 shall we
- 2 shall we
- 3 can't you
- 4 haven't they
- 5 will it
- 6 will you
- 7 did he

**Exercise 2**

- Focus on the example and make sure that students know what to do. Give them time to write some sentences to ask their partner. Monitor and help.
- Students ask and answer their partner's questions. Correct any mistakes with the whole class at the end of the activity.

**ANSWERS**

Students' own answers.

**Exercise 3**

- Read through the **Look out!** box with students. Check understanding by asking: *How can we add emphasis to a sentence?* [by using the auxiliary verb do] *What other function can do have?* [to contradict a negative statement]
- Students do the task individually or in pairs. Check the answers.

**ANSWERS**

- 1 I do know Jane!
- 2 You did say you'd help me!
- 3 He did get a really good mark in the exam!
- 4 She did complete the task!
- 5 Mike does do his homework!
- 6 I do return things you lend me!

**Quick Test: Error correction**

Write the following sentences on the board. Give students time to correct the mistakes.

- You've got a brother, don't you?* [haven't you?]  
*Everyone is here, isn't he?* [aren't they?]  
*The teacher didn't give us any homework, is she?* [did she?]  
*I'm very witty, am not I?* [aren't I?]  
*Your cousin lives with you, don't he?* [doesn't he?]  
*Something fell, didn't they?* [didn't it?]  
*We'll be late, don't we?* [won't we?]  
*Your friends aren't very happy, is they?* [are they?]  
*Let's go home, won't we?* [shall we?]  
*Go away, do you?* [will you?]

**More practice**

Workbook page 30

Grammar Builder page 67, exercises 3–6

**ANSWERS GRAMMAR BUILDER 4 (PAGE 67)**

**Exercise 3**

- 1 contradict a negative sentence
- 2 add emphasis
- 3 add emphasis
- 4 contradict a negative sentence
- 5 add emphasis
- 6 add emphasis

**Exercise 4**

- 1 aren't I
- 2 does he
- 3 isn't there
- 4 shall we
- 5 will you
- 6 don't they
- 7 am I
- 8 can it

**Exercise 5**

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

**Exercise 6**

- 1 I do win at tennis.
- 2 Ellen did answer the question.
- 3 Alex does know how to swim.
- 4 They did bring their mobile phones.

## A discussion essay

### Target Language

**Passive structures for presenting opinions:** it is often supposed it is generally believed it is widely accepted it is often stated it is often said

**Active structures for presenting opinions:** few / some / most people those in favour of / those against opponents of / supporters of critics of

**Giving your own opinion:** I would say I think

**Linking words to add information:** as well as that besides furthermore moreover

**Linking words to contrast information:** however nevertheless nonetheless on the other hand

### Warm-up

- Write on the board the heading: *Exams*. Underneath draw two columns and write the headings: *Pros* and *Cons*. Elicit arguments for and against exams from students and write their ideas on the board.

### Read

#### Exercise 1

- Students read the essay to see if any of their ideas are mentioned. Tick those that are mentioned and elicit any extra arguments. Add them to the list on the board.
- Students discuss the question in pairs.

#### Exercise 2

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 D 2 C 3 A 4 B

- Focus on the essay and elicit the following information:
  - There are four clear paragraphs.
  - The style is formal, so we do not use short forms.
  - The sentences are joined together by linking words.

#### Teaching Tip: Formal linking words

We can use the formal linking words *moreover*, *furthermore*, *besides* and *as well as that* to introduce additional information in a discussion essay. When we want to emphasize a contrast, we can use the linking words *however*, *nevertheless*, *nonetheless* and *on the other hand*.

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students. Check understanding by asking: *Which passive expression suggests that an idea is held by a lot of people?* [It is often said that ...] *What type of active structures are used to say who holds an idea?* [general expressions]
- Students categorize the underlined expressions into active and passive structures. Check the answers.

#### ANSWERS

**passive:** It is often supposed, It is generally believed, it is widely accepted, it is often stated

**active:** some people argue, Those in favour of exams say, Critics of exams claim, I would say, I think

#### Exercise 2

- Students work individually or in pairs. Check the answers.

#### ANSWERS

suppose, believe, argue, say, accept, claim, state, think

### Write

#### Exercise 1

- Focus on the instructions. Students read the writing plan and take notes. Monitor and help.

#### Exercise 2

- Students write their essay. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.

#### SAMPLE ANSWER

It is often supposed by parents and students alike that P.E. is a waste of time. It is generally believed that schools are a place of academic study and so sports are not important. Nonetheless, some people argue that P.E. is one of the most important subjects on the school curriculum.

Supporters of P.E. say that it is fundamental for students' health. In fact, it may be the only time during the week when students actually do exercise. As well as that, students learn good habits for a healthy lifestyle in P.E. which will serve them well in later life.

Those against P.E. do not see its value in education. Moreover, many adults complain that it creates a high level of competitiveness between students which can lead to violence. Critics of P.E. believe that students should join a sports club if they wish to develop their sports skills.

In conclusion, I would say that P.E. is just as important as other subjects, but in a different way. These days, teenagers spend too much time in front of a screen. P.E. gives them the chance to do some exercise. Besides that, it teaches them some important facts about their own bodies.

#### MARKING SCHEME

- Essay organized into four paragraphs. [1 mark]
- First paragraph includes the issues that the title raises. [1 mark]
- Second paragraph includes arguments in favour. [1 mark]
- Third paragraph includes arguments against. [1 mark]
- Fourth paragraph includes the writer's experience and opinion. [1 mark]
- Appropriate use of passive and active structures for presenting opinions. [2 marks]
- Appropriate use of formal linking words. [1 mark]
- Appropriate use of full forms. [1 mark]
- Appropriate grammar and spelling. [1 mark]

#### More practice

Workbook page 31

**Language Skills**

**Exercise 1** 1.15

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

**ANSWERS**

1 nerves 2 scatterbrained 3 swotting up 4 brain  
5 rote-learning 6 testing 7 knowledge 8 ignorant  
9 sitting 10 reinforcing

**Exercise 2**

- Students do the task individually. Check the answers.

**ANSWERS**

1 T  
2 F (He can't remember anything.)  
3 T  
4 T  
5 F (He doesn't like sitting exams.)  
6 T

**Exercise 3**

- Students do the task individually. Check the answers.

**ANSWERS**

1 C 2 A 3 A 4 A 5 C

**Dictionary Corner**

**Teaching Tip: Register**

Remind students that their dictionary gives them information about the register of different words, in other words which situations a word is used (see page vii of *Oxford Student's Dictionary*). Two of the labels the dictionary uses are *formal* and *informal*.

**Activity:** Students look up the words and identify the register they are usually used in.

- adhere to* [formal]
- bright spark* [informal]
- cerebral* [formal]
- comprehensible* [formal]
- know-all* [informal]
- to swot up on sth* [informal]

**Exercise 1 The brain**

**cerebrum** /səˈri:brəm/ **noun** [C] (*pl. cerebra* /-brə/) (ANATOMY) the front part of the brain, responsible for thoughts, emotions and personality

- Students look at the diagram of the brain on the page and look up *cerebrum* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *cerebrum* is a countable noun related to the subject of anatomy.
  - the plural form is *cerebra*.
  - *cerebrum* means the front part of the brain, responsible for thoughts, emotions and personality.
- Students match *cerebrum* with item 1 in the diagram. Explain that they should look up the words in the box and match them to the diagram.
- Encourage students to use the phonetic transcriptions in the dictionary to help them pronounce more formal or academic words.
- Students work individually or in pairs. Check the answers.

**ANSWERS**

1 cerebrum 2 thalamus 3 pituitary gland  
4 cranium 5 medulla oblongata 6 spinal cord

**Exercise 2 Expressions with the word brain**

**brain** ɾ0 /breɪn/ **noun** 1 [C] (ANATOMY) the part of your body inside your head that controls your thoughts, feelings and movements: *He suffered serious brain damage in a road accident.* ◊ *a brain surgeon* ➔ picture on page 80 2 [C,U] the ability to think clearly; intelligence: *She has a very quick brain and learns fast.* ◊ *He hasn't got the brains to be a doctor.* 3 [C] (informal) a very clever person: *He's one of the best brains in the country.* 4 **the brains** [sing.] the person who plans or organizes sth: *She's the real brains in the organization.*

**IDM** **have sth on the brain** (informal) to think about sth all the time  
**rack your brains** → RACK<sup>2</sup>

- Students look up *brain* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *brain* has four meanings and the most common meaning is related to the subject of anatomy.
  - meaning 4 corresponds to the definition in the example sentence.
  - *the brains* is always used in the singular.
- Focus on the example and explain that students should look at the idioms for *brain* and the entries below *brain* containing the word *brain* in their dictionary.
- Students work individually or in pairs to complete the dictionary entries. Check the answers.

**ANSWERS**

1 brains 2 on the brain 3 brain drain 4 brainchild  
5 brainwave 6 brainy

**Follow-up**

Self check, Workbook pages 32–33

Test Unit 4, Teacher's Book pages 76–77



# 5

# Only a game?

## This unit includes

**Vocabulary:** physical exercise • athletics • winners and losers • sports idioms • verb patterns

**Grammar:** mixed conditionals • *I wish / If only*

**Skills:** talking about teenagers and sport • discussing advertising in sport

**Writing:** a biography

**Workbook pages 34–41**

## Reading PAGES 36–37

### Warm-up

- Look at the unit title and ask students: *Which sports people have been successful recently in your country?*
- Read the title of the reading page, *The price of success*. Ask: *What sacrifices does a young sports person have to make?*

### Before Reading

#### Exercise 1

- Students discuss the question in pairs. Compare answers with the class.

#### ANSWER

Students' own answers.

#### Exercise 2

- Read through the **Reading tip** with students. Check that they have understood by asking: *How can you find out what an article is about before actually reading it?* [by reading the title and looking at the pictures]
- Students do the task in pairs. Compare answers with the class.

#### ANSWER

Students' own answers.

### Background Notes

Thomas (Tom) Daley is a British diver who specializes in the 10-metre platform event. He started diving at the age of seven and is a member of Plymouth Diving Club. At the age of 14, he represented Great Britain at the Olympic Games in Beijing, and in 2009 he became the FINA World Champion.

After his performance at the Olympics, Tom was bullied at his local school. He has since changed schools, and is now a celebrity supporter of the children's charity *Childline*, which aims to fight bullying.

## Read

### Exercise 1

- Students read the text quickly and match the sentences to the paragraphs. Check the answers.

#### ANSWERS

1 D 2 E 3 B 4 C 5 A

### Exercise 2 1.16

- Play the CD while students read the text a second time and choose the best answers. Check the answers.

#### ANSWERS

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

### Optional Activity: Reading skills

**Aim:** To practise ordering the events of a biography.

**Preparation:** Write the following sentences on the board.

*Some students threatened to hurt him.* [8]

*He became the British under-18 diving champion.* [3]

*Thomas started diving.* [1]

*His first day back at school was filmed for TV.* [6]

*He started competing in Europe.* [4]

*He changed school.* [9]

*His classmates started calling him names.* [7]

*He started working with a children's charity.* [10]

*He drew a picture of himself as an Olympic Champion.* [2]

*He took part in the Olympic Games.* [5]

Students number the sentences in the correct order. Get them to look at the reading text to check their answers. Then they practise telling Thomas's biography from memory in pairs.

## Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

### Teaching Tip: Teamwork

Focus on question 1. Get a large piece of card and write the title: *Being a famous sports person*. Draw two columns on the card with the headings *Advantages* and *Disadvantages*. Stick the card over the board. Ask each student in turn to come to the front and write an advantage or a disadvantage on the card. If they can't think of one, the other students can help. Afterwards, have a class vote on whether they would like to be Thomas Daley or not. Display the poster your class has made on the wall.

#### SAMPLE ANSWERS

- 1 Thomas enjoys doing sport because he is good at it. However, he probably doesn't like the media attention, because it affects his private life.
- 2 They can probably learn to do it reasonably well, but they will never become a world champion.

- 3 Because they want to get publicity for their country and attract more visitors in order to obtain more money.

## Vocabulary

### Teaching Tip: Learning expressions

Write up some gapped sentences on the board for students to complete with a personal example of the expression, e.g.

My \_\_\_\_\_ is very down to earth.

I \_\_\_\_\_ being in the limelight.

\_\_\_\_\_ is on a winning streak.

I \_\_\_\_\_ call people names.

Get students to write their example sentences in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

### Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

#### ANSWERS

- 1 winning streak 2 backfired 3 underneath 4 overnight  
5 down-to-earth 6 in the limelight 7 appeals  
8 admiration 9 escalated 10 combat 11 prodigy  
12 podium 13 calling him names 14 fame 15 provoked

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**admiration** is an uncountable noun which means a feeling of respect and liking for somebody or something. We say *admiration for sb or sth*. The verb is *to admire*.

**appeal** is a regular verb which means to attract or interest somebody. The third person singular form is *appeals* and the past simple form is *appealed*. We say *to appeal to sb*. The verb is *to appeal* and the adjective is *appealing*.

**backfire** is a regular verb which means to have the opposite effect to the one intended. The third person singular form is *backfires* and the past simple form is *backfired*. We say *to backfire on sb*.

**call someone names** is an expression which means to use insulting words about somebody.

**combat** is a regular verb which means to stop something unpleasant or harmful from happening or from getting worse. The third person singular form is *combats* and the past simple form is *combated* or *combatted*. The noun is also *combat*.

**down-to-earth** is an adjective which describe something or somebody that is sensible and practical. It shows approval for the person or thing.

**escalate** is a regular verb which means to make something greater, worse, more serious, etc. The third person singular form is *escalates* and the past simple form is *escalated*. The noun is *escalation*.

**fame** is an uncountable noun which means the state of being known and talked about by many people. The adjective is *famous*.

**in the limelight** is an expression which means in the centre of public attention. We say *to be in the limelight*.

**overnight** is an adjective which describes something that happens suddenly or quickly.

**podium** is a noun which means a small platform for a speaker, performer, etc. to stand on.

**prodigy** is a countable noun which means a young person who is unusually clever or skilful for their age. We often say *a child prodigy*.

**provoke** is a regular verb which means to cause a particular reaction or to have a particular effect. The third person singular form is *provokes* and the past simple form is *provoked*. The noun is *provocation* and the adjective is *provocative*.

**underneath** is a preposition which means directly below.

**winning streak** is an expression which means a series of successes in a game of sport.

### Quick Test: First to finish

Divide the class into three teams. Number the students in each team. Explain that you are going to read out some sentences and the students must try to be the first to finish them with a word from the reading text. Read out sentence 1 for the number 1 students and award two points to the student who answers correctly first. Award one point each in the case of a draw. Continue until you have read out all the sentences. The winner is the team with the most points.

- 1 They haven't lost a match. They're on a \_\_\_\_\_. [winning streak]
- 2 The problem is getting worse. It's \_\_\_\_\_. [escalating]
- 3 His name in the magazine brought him \_\_\_\_\_. [fame]
- 4 The boy was very good at maths, he was a child \_\_\_\_\_. [prodigy]
- 5 Our plan had the opposite effect. It \_\_\_\_\_. [backfired]
- 6 That athlete is the centre of attention. He's \_\_\_\_\_. [in the limelight]
- 7 It is not nice to insult people and \_\_\_\_\_. [call them names]
- 8 The argument wasn't an accident. It was \_\_\_\_\_. [provoked]
- 9 The winner received his gold medal on the \_\_\_\_\_. [podium]
- 10 He became successful suddenly. It happened \_\_\_\_\_. [overnight]
- 11 My friend is very sensible. She's very \_\_\_\_\_. [down-to-earth]
- 12 We saw a tree and took shelter \_\_\_\_\_. [underneath]

### Optional Activity: Sports person

**Aim:** To make a presentation about a sports person.

**Preparation:** Write these questions on the board.

Where was he born?

How old is he?

What sport does he play?

When did he start playing?

When did he become successful?

Which prizes has he won?

What is he doing now?

Do you know anything about his family life?

Ask students to copy the questions and research a sports person for homework in order to answer them. Get them to tell a partner about their sports person in the next class. Monitor and help. You could ask students to write up their presentation as an article and display the articles on the wall of the class.

### More practice Workbook page 34

## Target Vocabulary

**Diving in with both feet:** admiration appeal backfire call someone names combat down-to-earth escalate fame in the limelight overnight podium prodigy provoke underneath winning streak

**Winners and losers:** front-runner runner-up victor world number one

**Physical exercise:** handstand press-up pull-up sit-up squat thrust stretching

**Athletics:** beat break a record coach match practise (technique) race season test track events train trial warm up win

**Sports idioms:** give the game away a level playing field off your own bat on that score on the ball sail through

## Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use to describe a feeling of respect?* [admiration] *How do we say to try to stop something unpleasant?* [combat]
- Students complete the sentences. Check the answers.

### ANSWERS

- 1 calling ... names 2 fame 3 backfired 4 escalated  
5 overnight 6 podium 7 combat 8 provoke  
9 appeal 10 winning streak 11 admiration 12 prodigy  
13 down-to-earth 14 in the limelight 15 underneath

## Extend

### Exercise 1 Winners and losers

- Ask students to cover the definitions and focus on the words for people. Say each word in turn and elicit *winner* or *loser* from students.
- Uncover the definitions. Students match the people with the definitions. Check the answers.

### ANSWERS

- 1 c 2 d 3 a 4 b

### Teaching Tip: Compounds

Most compound nouns ending in prepositions are hyphenated in English. Remind students to look in a dictionary to check the spelling of compound words they are not sure about.

### Exercise 2 Physical exercise

- Ask students to cover the words and focus on the photos. In pairs students describe the exercises in the photos in their own words.
- Uncover the words. Students match the words with the photos. Check the answers.

### ANSWERS

- 1 pull-up 2 stretching 3 handstand 4 press-up  
5 squat thrust 6 sit-up

### Exercise 3 Athletics

- Brainstorm with students words related to athletics. Write their ideas on the board.
- Students work individually or in pairs to choose the best answers. Check the answers.

### ANSWERS

- 1 train 2 up 3 practise 4 track 5 season 6 beat  
7 broke 8 trial

### Exercise 4 Sports idioms

- Ask students to cover the definitions and focus on the idioms. Elicit from students which words they need to look up in a dictionary to find the idioms.
- Uncover the definitions. Students match the idioms with the definitions. They may use a dictionary if they wish. Check the answers.

### ANSWERS

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

### Optional Activity: Sports idioms

**Aim:** To practise sports idioms.

**Preparation:** Give out paper and coloured pens.

Tell students they have to choose one of the sports idioms from exercise 4 and draw a picture to illustrate it. Give them a few minutes to complete their picture. Now, get them to hold up their picture for the other students to guess the idiom.

### Quick Test: Fill the gap

Write these sentences on the board and give students five minutes to complete them with a word from Student's Book page 38.

- I was on the \_\_\_ so I called the police immediately.* [ball]  
*Usain Bolt has just \_\_\_ another world record.* [broken]  
*They spend ten minutes \_\_\_ after every match.* [stretching]  
*He never scores a goal so he's \_\_\_ shooting.* [practising]  
*The runners have to do two laps of the \_\_\_.* [track]  
*It's a level \_\_\_ so we've all got a fair chance.* [playing field]  
*He was the \_\_\_ so he got a silver medal.* [runner-up]  
*Whenever I do a \_\_\_, the blood goes to my head.* [handstand]  
*My brother gave the \_\_\_ away about the present.* [game]  
*She hasn't played this \_\_\_ because of an injury.* [season]  
*It's an important match so we're \_\_\_ every day.* [training]  
*All the students \_\_\_ through the exam.* [sailed]

### Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

### More practice

Workbook page 35

**Mixed conditionals**

**Warm-up**

- Ask students: *Which famous footballers do you know?*

**Explore**

**Exercise 1**

- Students read the text quickly and answer the questions. Check the answers.

**ANSWERS**

His brother Roberto is his manager.  
His mother cooks for him.  
His sister Deisi organizes his meetings with the media.

**Teaching Tip: was and were in conditional sentences**

Remind students that we often use *were* instead of *was* after *if* and that this is common in both formal and informal styles, e.g. *If I were rich, I'd give lots of money to charity. If your brother were taller, he could play basketball.*

**Exercise 2**

- Read through the **Learn this!** box with students. Check understanding by asking: *When do we use mixed conditionals?* [to show that the time in the *if* clause is different from the time in the result clause]
- Students find the examples in the text. Check the answers.

**ANSWERS**

- 1 If injury had not cut short his brother Roberto's football career, he wouldn't be Ronaldinho's manager today.
- 2 And if Ronaldinho's father hadn't died some years ago, his mother wouldn't always be around to cook his favourite dishes for him.
- 3 In fact, if Ronaldinho didn't have the support of all his family, he would have had to employ quite a few people during his long career!

**Follow-up**

Grammar Reference page 68

**Exploit**

**Exercise 1**

- Students complete the sentences individually or in pairs. Check the answers.

**ANSWERS**

- 1 weren't so short
- 2 hadn't given me a trial
- 3 'd warmed up
- 4 wouldn't be happy
- 5 didn't love sport
- 6 hadn't run
- 7 hadn't taken me to lessons
- 8 were fitter

**Exercise 2**

- Read through the **Look out!** box with students. Ask: *Which verb can we use instead of would, when the result of the action is less certain?* [might]
- Students work individually or in pairs to rewrite the sentences. Check the answers.

**ANSWERS**

- 1 I might be the leading scorer if I had played in Saturday's match.
- 2 If I wasn't so frightened of heights, I might have been able to do the parachute jump.
- 3 We might be at home now if we hadn't missed the bus.
- 4 He might have become a good jockey if he wasn't so overweight.
- 5 If you had asked him, he might have helped you.
- 6 Henry might still be on the pitch if he hadn't argued with the referee.

**Exercise 3**

- Focus on the instructions and the example sentence.
- Students ask and answer the questions in pairs. Monitor and help.

**ANSWERS**

Students' own answers.

**Quick Test: Sentence transformation**

Write the following sentences on the board. Give students time to rewrite them using mixed conditionals.

- I'm tired today. I went to bed late last night.*  
*John fell off a wall. He's got a broken leg.*  
*Our teacher is angry today. We didn't do our homework yesterday.*  
*The weather is bad. We didn't have a barbecue this weekend.*  
*You feel ill now. You ate too much dinner.*

**More practice**

Workbook page 36  
Grammar Builder page 69, exercises 1–3

**ANSWERS GRAMMAR BUILDER 5 (PAGE 69)**

**Exercise 1**

- 1 had asked 2 was 3 would have invited  
4 wouldn't have 5 had 6 had shown

**Exercise 2**

- 1 Ray would be playing tonight if he hadn't hurt himself in training.
- 2 If I hadn't given up training, I wouldn't be unfit.
- 3 If Tom had a bicycle, he would have taken part in the race.
- 4 Sue would be worried about the exam if she hadn't done a lot of revision last weekend.
- 5 Ann would be at school this week if she hadn't broken her leg last Saturday.
- 6 If we hadn't run a marathon yesterday, we wouldn't be very tired.

**Exercise 3**

- 1 be 2 have been 3 be 4 have been

## The sports business

### Target Vocabulary

**The sports business:** commercial endorsement media coverage slogan sponsorship target audience

### Warm-up

- Ask students: *What role does advertising play in sport?*

### Vocabulary

#### Exercise 1

- Students match the words to the definitions individually or in pairs. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

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

#### Exercise 2

- Students complete the sentences individually or in pairs. Check the answers.

#### ANSWERS

1 target audience 2 media coverage 3 sponsorship  
4 commercials 5 slogan 6 endorsement

#### Exercise 3

- Students answer the questions in pairs. Compare the answers with the class.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 37

### Listen

#### Exercise 1 1.17

- Play the CD once for students to tick the topics. Check the answers.

#### ANSWERS

2, 4, 5 and 6

#### TAPESCRIPT

**Ashley** Hi Sara, how's your research for your project going?

**Sara** Quite well. There's loads of material on the internet, although it's not all relevant to what I'm going to write about.

**Ashley** And what are you writing about exactly?

**Sara** Basically the way sport is used to sell products to teenagers.

**Ashley** You mean teenage boys, don't you? My brother has to have the new Manchester United kit every season and it's not exactly cheap!

**Sara** That's also one of the things I'm going to be looking at.

**Ashley** What do you mean?

**Sara** The different marketing techniques used to sell things to boys and girls.

**Ashley** But we don't waste our money on football shirts and tracksuits covered in sponsors' names. We don't go around advertising cars and banks, do we? It's only boys that do that!

**Sara** That's true! Most of the endorsements for sports clothing are done by footballers and the advertising campaigns are aimed at young men. In fact, I discovered that Real Madrid actually bought the Portuguese footballer Cristiano Ronaldo as much for his ability to sell shirts as for his footballing talents. And the more shirts the club sells, the more money they can expect from sponsorship.

**Ashley** Exactly. I don't know why boys can't see it. A modern football shirt is covered in at least one sponsor's name and the logo of the sports company that made the shirt! It's almost impossible to see the club's colours. They're not backing their team by wearing a football shirt; they're giving exposure to businesses!

**Sara** Yes, but one thing is certain; professional sport is used to sell us all kinds of things, most of which we don't need!

#### Exercise 2 1.17

- Play the CD again for students to answer the questions. Check the answers.

#### ANSWERS

- 1 information for her project
- 2 the new Manchester United kit
- 3 football shirts and tracksuits
- 4 footballers
- 5 at least one sponsor's name and the logo of the sports company that made the shirt

### Speak

#### Exercise 1

- Students discuss the photos in pairs. Check the answers.

#### ANSWERS

- 1 a mobile phone company
- 2 an airline company
- 3 a bank

#### Exercise 2

- Students discuss the statements in pairs. Compare the answers with the class.

#### Optional Activity: Dialogue

**Aim:** To practise talking about money in sport.

**Preparation:** Write the following dialogue on the board.

A *How do you feel about number 1?*

B *I agree. Professional sport is a business today. What do you think?*

A *I don't agree. I still enjoy watching football.*

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting their own ideas.



**I wish / If only**

**Warm-up**

- Focus on the title and the photo and ask students: *What happened?* [The footballer, John Terry, slipped when he was taking a penalty.]

**Explore**

**Exercise 1**

- Students read the text and do the task. Check the answers.

**ANSWERS**

- 1 If only I could count – Julián Simón
- 2 I wish it hadn't rained – John Terry
- 3 If only I hadn't followed the truck – Natsuki Terada

**Exercise 2**

- Read through the **Learn this!** box with students. Check understanding by asking: *Which tense do we use with I wish or If only to talk about a present situation?* [past simple] *Which tense do we use with I wish or If only to talk about a past situation?* [past perfect]
- Students discuss the question in pairs. Check the answers.

**ANSWERS**

**Present:** If only I could count!  
**Past:** I wish it hadn't rained! If only I had won just once!

**Follow-up**

Grammar Reference page 68

**Exploit**

**Exercise 1**

- Students write sentences individually or in pairs. Check the answers.

**ANSWERS**

- 1 I wish / If only it had stopped raining.
- 2 I wish / If only my coach was / were good / better.
- 3 I wish / If only I could run faster.
- 4 I wish / If only my coach didn't always shout at me.
- 5 I wish / If only I had trained harder!
- 6 I wish / If only I had studied the tactics of my rivals.
- 7 I wish / If only I had gone to bed early last night.

**Teaching Tip: Pronunciation *should have***

Remind students that *have* is pronounced /əv/ in the construction *should have*. Model and drill the two sentences in the **Look out!** box and encourage students to copy the rhythm when you elicit the answers to exercise 2.

**Exercise 2**

- Read through the **Look out!** box with students. Check understanding by asking: *How can we say what would have been the right thing to do in a past situation?* [Use *should have* + past participle]

**ANSWERS**

- 1 I should have written Sally's email address down.
- 2 Anne should have got up earlier.
- 3 Tom shouldn't have spent all his money on the new Liverpool shirt.
- 4 James should have scored and put us in the lead.
- 5 They should have played better.
- 6 Hamad shouldn't have argued with the trainer.

**Exercise 3**

- Students do the task in pairs. Monitor and help. Correct any errors at the end of the activity with the whole class.

**ANSWERS**

Students' own answers.

**Quick Test: Error correction**

Write the following sentences on the board. Give students time to find the mistakes and write the sentences correctly.

*If only we haven't got so much homework.* [we didn't have]  
*If only he passed his last exam.* [he had passed]  
*I wish I can swim.* [I could swim]  
*If only my friend didn't go away.* [my friend hadn't gone]  
*I wish tomorrow is a holiday.* [tomorrow was a holiday]  
*I wish I didn't leave school.* [I hadn't left]  
*If only you don't live so far away.* [you didn't live]  
*I wish we bought a new car.* [we had bought]

**More practice**

Workbook page 38  
 Grammar Builder page 69, exercises 4–6

**ANSWERS GRAMMAR BUILDER 5 (PAGE 69)**

**Exercise 4**

- 1 If only I could cook well.
- 2 I wish I had found a new job.
- 3 If only I hadn't eaten a lot of sweets.
- 4 If only I hadn't broken my leg.
- 5 I wish I slept well.
- 6 I wish I hadn't lost my watch.

**Exercise 5**

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

**Exercise 6**

- 1 They should have taken an umbrella.
- 2 She should have done warm-up exercises.
- 3 He should have gone to the bank.
- 4 She should have put on warm clothes.
- 5 He should have left earlier.

## A biography

### Target Language

**Time expressions:** in 1942 ... during his childhood ...  
When he was 12 ... from then on ... from 1960 until  
his retirement in 1981 ... Since his retirement ...  
in 2005

**Linkers:** so and however even though also but

### Warm-up

- Ask students: *Which famous boxers do you know?*

### Read

#### Exercise 1

- Students read the biography and answer the question. Check the answers.

#### ANSWERS

**Inside the boxing ring:** an Olympic gold medal, three world championships, 56 out of 61 professional fights won

**Outside the boxing ring:** the Muhammad Ali Centre, sports personality of the 20th century

#### Exercise 2

- Read through the **Writing tip** with the students. Check understanding by asking: *What comes at the beginning of a biography?* [information about the person's childhood] *What comes at the end of a biography?* [information about the person's death or the present day]
- Students match the information to the paragraphs. Check the answers.

#### ANSWERS

1 D 2 A 3 C 4 B

- Focus on the biography and elicit the following information:
  - There are four clear paragraphs.
  - The style is formal, so we do not use short forms.
  - The sentences are joined together by linking words, e.g. *so, and, however, even though, also, but.*

#### Teaching Tip: Time expressions

Time expressions are an important feature of biographies. Get students to underline all the time expressions in the biography. [*in 1942 ..., During his childhood ..., When he was 12, ..., From 1960 until his retirement in 1981 ..., Since his retirement ..., in 2005 ...*] Remind students to insert a comma after time expressions at the start of a sentence, e.g. *Since his retirement, Muhammad Ali has worked for many humanitarian causes.*

### Prepare

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

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

## Write

### Exercise 1

- Students research information about the person they would like to write about. They could do this for homework.

### Exercise 2

- Students look at the writing plan and organize their information into paragraphs.

### Exercise 3

- Students write their biography. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

#### SAMPLE ANSWER

Ulises de la Cruz was born in 1974 in Piquiucho, a small village in one of the poorest regions of Ecuador. There was no running water or medical care and the villagers were all very poor. As a child, Ulises spent much of his time playing football with the other boys.

He started playing professionally when he was 16, and later he was selected for the Ecuador team. In 2001, he went to Scotland to play for Hibernian before joining top British clubs Aston Villa, Reading and Birmingham City. At home, he also played for Ecuador in the 2002 and 2006 World Cups. However, Ulises is not only famous for his football skills. Instead of spending his salary on fast cars and luxury holidays, he funds a number of projects to help his local community back in Ecuador. So far, he has paid for a water treatment plant, a health centre and a sports ground.

In 2009, Ulises returned to Ecuador. He now plays for LDU Quito and his team won the Recopa Sudamericana that year. Nevertheless, more important than football for Ulises is his village. 'I want to create opportunities for the children to show that they have a brighter future,' he says.

#### MARKING SCHEME

- Biography organized into four paragraphs. [1 mark]
- Information appears in chronological order. [1 mark]
- First paragraph includes information about the person's childhood. [1 mark]
- Second paragraph includes information about the person's early career. [1 mark]
- Third paragraph includes information about the person's later career. [1 mark]
- Fourth paragraph includes information about the end of the person's career. [1 mark]
- Appropriate use of formal style, including full forms. [1 mark]
- Appropriate use of time expressions. [1 mark]
- Appropriate use of linking words. [1 mark]
- Appropriate grammar and spelling. [1 mark]

### More practice

Workbook page 39

## Language Skills

### Exercise 1 1.18

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

#### ANSWERS

1 training 2 warmed up 3 sit-ups 4 skills 5 practised  
6 match 7 trial 8 season 9 beat 10 win

### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

1 F (Tom plays basketball.)  
2 T  
3 T  
4 F (Tom doesn't say. They spent 15 minutes playing a match.)  
5 T  
6 F (They beat Tom's team.)

### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWERS

1 I'd be in the final if I hadn't got an injury in the semi-final.  
2 He would have new trainers if he hadn't spent all his money on a tracksuit.  
3 If we hadn't won the match, we wouldn't be having a pizza.  
4 If they could swim, they would have gone on the sailing course.  
5 We would have seen the game if we had a TV.

### Exercise 4

- Students do the task individually. Check the answers.

#### ANSWERS

1 I wish I hadn't eaten so much before the match.  
2 If only our captain would pass the ball to me.  
3 I wish I'd seen my son's basketball match yesterday.  
4 If only I hadn't broken my watch when I fell over.  
5 I wish I could kick the ball with both feet.

## Dictionary Corner

### Teaching Tip: Verb patterns

Remind students that a dictionary gives them information on how verbs can be used in sentences.

**Activity:** Write these pairs of sentences on the board. Students tick the sentence in each pair they think is correct. Then, they look up the underlined verbs in their dictionaries to check their answers.

Unfortunately, our plan backfired.  
Unfortunately, our plan backfired us.  
They've introduced measures to combat.  
They've introduced measures to combat crime.  
The announcement provoked.  
The announcement provoked a storm of protest.

## Exercise 1 Verb patterns

**transitive** /'trænsətɪv/ *adj.* (LANGUAGE) (used about a verb) that has a direct object: *In this dictionary transitive verbs are marked [T].* **OPP** intransitive

**intransitive** /ɪn'trænsətɪv/ *adj.* (LANGUAGE) (used about a verb) used without an object **OPP** transitive ► **intransitively** *adv.*

- Students look up the words *transitive* and *intransitive* in their dictionary. Check that they understand that a transitive verb needs an object.
- Students complete the sentences. Check the answers.

#### ANSWERS

1 transitive 2 intransitive 3 transitive 4 intransitive

## Exercise 2

**beat**<sup>1</sup> **rw** /bi:t/ *verb* (*pt* beat; *pp* beaten /'bi:tɪn/) **1** [T] ~ sb (at sth); ~ sth to defeat sb; to be better than sth: *He always beats me at tennis.* ◊ *We're hoping to beat the world record.* ◊ *If you want to keep fit, you can't beat swimming.* **2** [I,T] to hit sb/sth many times, usually very hard: *The man was beating the donkey with a stick.* ◊ *The rain was beating on the roof of the car.* **3** [I,T] to make a regular sound or movement: *Her heart beat faster as she ran to pick up her child.* ◊ *We could hear the drums beating in the distance.* ◊ *The bird beat its wings* (= moved them up and down quickly). **4** [T] to mix sth quickly with a fork, etc.: *Beat the eggs and sugar together.*

- Students look up the verb *beat* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *beat* is an Oxford 3000 keyword.
  - The past simple form is *beat* and the past participle is *beaten*.
  - The first meaning of *beat* is *to defeat someone*.
  - *beat* is a transitive verb with a noun phrase as the object.
  - We say *to beat somebody at something*.
- Focus on the example and explain that students should look up the verbs and answer the questions.
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 win, lose and draw 2 beat and defeat 3 defeat  
4 defeat, draw and win

## Exercise 3

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 beat / defeated 2 won 3 lose 4 drew 5 beats  
6 wins

## Follow-up

Self check, Workbook pages 40–41

Test Unit 5, Teacher's Book pages 78–79

# 6

# Literature

## This unit includes

**Vocabulary:** types of books • reading • parts of a book • writing style

**Grammar:** object relative clauses • reduced relative clauses

**Skills:** talking about books and reading • discussing the effects of computers on reading habits

**Writing:** a book review

**Workbook pages 42–49**

## Reading PAGES 44–45

### Warm-up

- Look at the unit title and ask students: *Who are the most famous authors from your country?*
- Read the title of the reading page, *What are you reading?* Ask students: *Which books are popular in your country right now?*

### Before Reading

#### Exercises 1 and 2

- Students discuss the questions in pairs before comparing answers with the class.

#### ANSWERS

Students' own answers.

#### Background Notes

This text is about the history of the written word and reading habits. It begins by discussing the original purpose of writing and the fact that only a privileged few could read, write and own books as they were so expensive. It goes on to discuss the revolutionary invention of the printing press by Johann Gutenberg in 1455 and how it influenced society. The text then moves onto the growth of libraries. It focuses on the King Abdulaziz Public Library in Riyadh and how it stays current in the digital age. The text then concludes with a discussion on how the e-book (and digitalization in general) has affected our reading habits and the way we access information.

## Read

### Exercise 1

- Read through the **Reading tip** with students and check understanding by asking: *What do you need to look for when you scan a text?* [key words]
- Focus on the task. Highlight that the information appears in the text in a different order from the questions. Students do the task individually. Check the answers.

#### ANSWERS

- 1 Johann Gutenberg 2 by downloading it to a mobile phone, tablet computer or eBook 3 Mesopotamia  
4 the aristocracy and wealthy business people 5 translation

### Exercise 2 1.19

- Play the CD while students read the text and choose the best answers. Check the answers.

#### ANSWER

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

### Optional Activity: Reading skills

**Aim:** To focus on the order of events in a text.

**Preparation:** Write the following sentences on the board.

*Technology has enabled you to carry the world's knowledge and literature around with you.* [7]

*Johann Gutenberg invented the printing press.* [3]

*The digital book revolution is changing the way we read.* [6]

*Reading and writing were first used for business and administration purposes.* [2]

*Messages were engraved on stone.* [1]

*The King Abdulaziz library has developed to become a cultural centre.* [5]

*Libraries were built because few people could afford books or had space for them* [4]

Students in pairs read the sentences and number them in chronological order. Get them to check their answers with the reading text before checking the answers with the class.

### Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

#### Teaching Tip: Brainstorming ideas

Focus on question 1 or 2 and elicit possible answers from students. Write all of their ideas on the board. Take a vote on which change students think is the most influential.

#### ANSWERS

Students' own answers.

## Vocabulary

### Teaching Tip: Noun suffixes

The suffixes *-tion*, *-al* and *-ation* can be used in English to change a verb into a noun. Write the following verbs on the board and ask students to write down the noun form:

*accumulate* [accumulation]

*memorize* [memorization]

*recite* [recital]

*preserve* [preservation]

*degenerate* [degeneration]

*revive* [revival]

*stagnate* [stagnation]

Get students to make a note of both forms in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

- Students match the highlighted words in the text to the definitions. Check the answers.

### ANSWERS

1 engraved 2 revival 3 epic 4 prose  
5 criticisms 6 literate 7 privileged 8 degenerate  
9 memorize 10 quest 11 recitals 12 preserved  
13 stagnation 14 accumulated 15 flourish

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**accumulate** is a regular verb which means to gradually get more and more of something over a period of time. The third person singular form is *accumulates* and the past simple form is *accumulated*. A synonym of *accumulate* is *amass*. The noun is *accumulation* and the adjective is *accumulative*.

**criticism** is a noun which means the act of describing the bad points of something.

**degenerate** is a regular verb which means to become worse by becoming lower in quality or weaker. The third person singular form is *degenerates* and the past simple form is *degenerated*. A synonym of *degenerate* is *deteriorate*. The noun is *degeneration* and the adjective is *degenerative*.

**engrave** is a regular verb which means to cut words or designs on wood, stone, metal, etc. The third person singular form is *engraves*. The past simple form is *engraved*. We often use *engrave* in the passive. The noun is *engraving* and the person is *engraver*.

**epic** is a countable noun which means a long poem about the actions of amazing men and women or about a nation's history.

**flourish** is a regular verb which means to develop quickly and be successful. The third person singular form is *flourishes* and the past simple form is *flourished*. A synonym of *flourish* is *thrive*.

**literate** is an adjective which describes somebody who is able to read and write. The opposite is *illiterate*.

**memorize** is a regular verb which means to learn something carefully so that you can remember it exactly. The third person singular form is *memorizes* and the past simple form is *memorized*. The noun is *memorization*.

**preserve** is a regular verb which means to keep something in its original state in good condition. The third person singular form is *preserves* and the past simple form is *preserved*. The noun is *preservation*.

**privileged** is an adjective which describes somebody who has special rights or advantages that most people do not have. The noun is *privilege*.

**prose** is an uncountable noun which means writing that is not poetry.

**quest** is a countable noun which means a long search for something, especially for some quality such as happiness. *Quest* is a formal or literary word. We say *a quest for something*.

**recital** is a countable noun which means a public performance of, for example, poetry, usually given by one person or a small group. The verb is *to recite*.

**revival** is a countable noun which means the process of something becoming or being made popular or fashionable again. The verb is *to revive*.

**stagnation** is an uncountable noun which means the state of not making progress. The verb is *to stagnate* and the adjective is *stagnant*.

### Quick Test: Short definitions

Choose a good student. Explain that you are going to give short definitions for some words and the student has to say the word. Ask another student to time you and say *stop* after one minute. Read out these definitions.

*It's to get worse.* [degenerate]

*It's a person who can read.* [literate]

*It's to write on stone.* [engrave]

*It's to learn by memory.* [memorize]

*It's a long poem.* [epic]

*It's to keep in good condition.* [preserve]

*It's to develop quickly.* [flourish]

*It's having an unfair advantage.* [privileged]

*It isn't poetry.* [prose]

*It's a long search.* [quest]

*It's a state of no progress.* [stagnation]

*It's a public performance of poetry.* [recital]

Give students five minutes in pairs to write down short definitions. Then team up two set of pairs. Pair A read out the definitions and Pair B guess the word. Time the activity and find out which pair guessed the most words. Pairs swap and repeat.

### Optional Activity: Survey

**Aim:** To do a class survey on students' reading habits.

**Preparation:** Write the following questions on the board.

*Are you reading a book at the moment?*

*Do you read a newspaper?*

*Did you read when you were little?*

Get students in pairs to write five more questions about reading. Explain that the questions should have a yes or no answer. Ask each pair to write one of their questions on the board. Choose the ten best questions and rub off the rest. Ask for a show of hands for each of the questions and write the results on the board. Sum up the conclusions with the class or ask them to write a report for homework.

### More practice Workbook page 42



# Vocabulary PAGE 46

## Target Vocabulary

**Reading through the ages:** accumulate criticism degenerate engrave epic flourish literate memorize preserve privileged prose quest recital revival stagnation

**Reading:** bestseller bookworm browse flick through from cover to cover look up pore over take out

**Types of books:** anthology biography novel reference book textbook travel guide

**The parts of a book:** acknowledgements appendix bibliography blurb contents page footnote glossary index

## Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word is to get more of something over a period of time?* [accumulate] *What do we call the process of something becoming popular again?* [revival]
- Students work individually or in pairs. Check the answers.

### ANSWERS

1 engraved 2 privileged 3 revival 4 recital  
5 quest 6 stagnation 7 memorize 8 flourished  
9 criticism 10 preserved 11 literate 12 degenerating  
13 accumulated 14 epic 15 prose

## Extend

### Teaching Tip: Phrasal verbs

Encourage students to write down phrasal verbs with an object to make it easier to remember them, e.g.  
*flick through* [a magazine looking at the pictures]  
*look up* [a difficult word]  
*pore over* [an interesting article]  
*take out* [some books from the library]

## Exercise 1 Reading

- Cover the text and focus on the words. Get students to check their meaning in a dictionary.
- Students complete the text individually or in pairs. Check the answers.

### ANSWERS

1 bookworm 2 browsing 3 bestsellers 4 take out  
5 look up 6 poring over 7 flick through  
8 from cover to cover

## Exercise 2 Types of books

- Brainstorm with students different types of books. Write their ideas on the board. Make sure the list includes the words in exercise 2. If necessary elicit the words by giving examples.
- Students label the books individually or in pairs. Check the answers.

### ANSWERS

1 reference book 2 travel guide 3 novel 4 textbook  
5 anthology 6 biography

## Exercise 3 The parts of a book

- Brainstorm with students the parts of a book. Write their ideas on the board. Make sure the list includes the words in exercise 3. If necessary elicit the words by giving examples.
- Students match the word with the definitions individually or in pairs. Check the answers.

### ANSWERS

1 bibliography 2 index 3 acknowledgements  
4 contents page 5 blurb 6 glossary 7 appendix  
8 footnote

## Optional Activity: Books

**Aim:** To practise the vocabulary of books.

**Preparation:** Place a selection of different books on a table at the front of the class.

Divide the class into four teams. Tell students you are going to call out words from the vocabulary page and they have to find an example of the word.

Call out a word from exercise 2 or 3. The first student from each team runs to the front of the class and tries to find an example of the word. Award a point to the first team who shows you the correct example.

## Quick Test: Alphabet quiz

Write the following letters on the board:

A B C D E F G I M N P Q R S T

Divide the class into two teams. Explain that you are going to define words from the vocabulary page and students have to guess the words. Read out the first definition to the first student in the first team. If they guess the word correctly, read the next definition and continue until they get a word wrong. When they get a word wrong or cannot guess a word, the turn passes to the next team. Start reading the definitions from the beginning again until they get a word wrong. The winner is the team that guesses most words correctly.

*Which A is the extra part at the back of a book?* [appendix]

*Which B is a person who loves reading?* [bookworm]

*Which C is a list of the chapters in a book?* [contents page]

*Which D is to become worse?* [degenerate]

*Which E is a long poem?* [epic]

*Which F is to look quickly at a magazine?* [flick through]

*Which G is an explanation of difficult words?* [glossary]

*Which I is an alphabetical list of subjects?* [index]

*Which M is to learn by memory?* [memorize]

*Which N is a work of fiction?* [novel]

*Which P is to read very carefully?* [pore over]

*Which Q is a long search?* [quest]

*Which R is a book with facts and information?* [reference]

*Which S is the state of not making progress?* [stagnation]

*Which T is to borrow a book from a library?* [take out]

## Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

## More practice

Workbook page 43

## Object relative clauses

### Warm-up

- Ask students: *Which magazines are popular in your country?*

### Explore

#### Exercise 1

- Students look at the picture. Ask: *What can you see?* [men and women from the past queuing outside a bookshop]
- Students read the text and answer the question.

#### ANSWERS

Cheaper books, the everyday language of the writers and marketing.

#### Exercise 2

- Read through the **Learn this!** box and check understanding by asking: *When can you omit a relative pronoun?* [when it is the object of the verb]
- Students find six relative clauses in the text.

#### ANSWERS

... people who had free time used it to read.  
 ... the language that writers used ...  
 Magazines which printed stories ...  
 ... readers who were waiting ...  
 The stories which these magazines serialized ...  
 ... the same comments that critics of TV make ...

#### Teaching Tip: Defining relative clauses

Students often repeat the subject after a relative pronoun in a defining relative clause. If they make this mistake, use the prompt *Relative clause?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 70

### Exploit

#### Exercise 1

- Students answer the question individually or in pairs. Check the answers.

#### ANSWERS

##### Subject relative clauses:

... people who had free time used it to read.  
 Magazines which printed stories ...  
 ... readers who were waiting ...

##### Object relative clauses:

... the language that writers used ...  
 The stories which these magazines serialized ...  
 ... the same comments that critics of TV make ...

#### Exercise 2

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 who you / you 2 that I 3 who 4 we / that we

### Exercise 3

- Read through the **Look out!** box with students. Check understanding by asking: *Where do we put the preposition in a formal sentence?* [before the relative pronouns *whom* and *which*] *Where do we put the preposition in an informal sentence?* [at the end of the sentence] *Which words can replace the relative pronoun where?* [*in which* and *at which*] *Which words can replace the relative pronoun when?* [*on which* and *in which*] *Which words can replace the relative pronoun why?* [*for which*]
- Students do the task individually or in pairs.

#### ANSWERS

- 1 The year in which man first landed on the ...
- 2 ... was the reason for which ...
- 3 I borrowed that book the day on which I met ...
- 4 The university at which I studied ...
- 5 One of the reasons for which he wrote poetry ...

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to combine them using relative clauses.

*She looked at a magazine. It was lying on the table.*  
 [She looked at a magazine which was lying on the table.]  
*The man gave a poetry recital. He was a friend of mine.*  
 [The man who gave the poetry recital was a friend of mine.]  
*I've accumulated books. I don't know what to do with them.*  
 [I don't know what to do with the books I've accumulated.]  
*I've lent that book to people. They've all said it's excellent.*  
 [The people I've lent that book to have all said it's excellent.]  
*He lives in a village. It's near the motorway.*  
 [The village in which / where he lives is near the motorway.]  
*I won't forget the day. I met my best friend then.*  
 [I won't forget the day on which / when I met my best friend.]

### More practice

Workbook page 44

Grammar Builder page 71, exercises 1–4

#### ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

##### Exercise 1

- 1 subject 2 subject 3 object 4 object 5 subject  
 6 subject 7 object 8 object

##### Exercise 2

- 1 cannot be left out
- 2 Alice is the student I sit next to in class.
- 3 That's the doctor I go to see.
- 4 I want to read the magazine Mary told me about.
- 5 cannot be left out
- 6 We went to the shop you bought your new suit from.

##### Exercise 3

- 1 I saw him on the day on which we started our school holidays.
- 2 correct
- 3 The boy to whom I was chatting is my cousin.
- 4 We told Dad the reason for which we wanted to go to school early.
- 5 He lives in the town in which my father was born.
- 6 correct

##### Exercise 4

- 1 when 2 why 3 where 4 where 5 when 6 why

**E-books**

**Target Vocabulary**

**E-books:** audio book comic book e-book hardback leaflet paperback scroll tablet

**Warm-up**

- Ask students: *How many books are there in your house?*

**Vocabulary**

**Exercise 1**

- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

1 e-book 2 hardback 3 leaflet 4 scroll 5 audio book  
6 tablet 7 paperback 8 comic book

**Exercise 2**

- Students do the task individually or in pairs.

**ANSWERS**

1 audio book 2 scrolls 3 tablet 4 paperback  
5 e-book 6 leaflet 7 hardbacks 8 comic books

**More practice**

Workbook page 45

**Listen**

**Exercise 1**

- Students discuss the questions in pairs.

**ANSWERS**

Students' own answers.

**Exercise 2** 1.20

- Play the CD once for students to complete the table.

**ANSWERS**

**Advantages:** You can store lots of books on an e-book. You can save a lot of space at home.

**Disadvantages:** The battery might run out when you're in the middle of reading. Reading an e-book screen all the time can strain your eyes.

**TAPESCRIPT**

**Presenter** You can take it with you wherever you want and use it whenever you like. You can fast forward, rewind, pause and replay when it suits you and it doesn't suddenly go off because it doesn't need batteries. You can have innumerable experiences with it from reliving the lives of our ancestors to taking part in a modern detective investigation. Yes, I'm talking about ... the humble book! Since humans started reading tablets and scrolls thousands of years ago, books have been educating and entertaining us, but on tonight's programme Alex Crumble from the E-book Project is here to tell us that the days of the printed book are over. Welcome Alex.

**Alex** Good evening.

**Presenter** So, Alex, why do you think books are about to disappear from our lives?

**Alex** Well, I don't think they will completely disappear but I do think that e-book reading devices are going to drastically reduce book sales! With the new e-books you'll be able to store lots of books on them.

**Presenter** OK, I admit that is an advantage, but I'm still not convinced.

**Alex** But think of all the space you'll save at home if you can store books digitally. The internet has virtually destroyed the market for printed encyclopaedias because people just don't have the shelf space for all those volumes.

**Presenter** But e-books are actually bigger than paperbacks and most hardbacks and ...

**Alex** ... that's debatable; some books are smaller and some are bigger ...

**Presenter** Imagine the following situation: a woman is sitting on the underground going to work and she's just arrived at the most interesting part of the book and ... ping! The screen goes blank because the battery has run out. That doesn't happen with paperbacks.

**Alex** That's true, but the latest e-books have very long-lasting batteries and that is unlikely to happen very often.

**Presenter** And I think it's true to say that reading from a screen can strain your eyes.

**Alex** Yes, but again the latest e-books have much better screens.

**Presenter** Well, you've persuaded me that there is a place for e-books but I still don't think they'll replace printed books. But never mind what I think, let's find out what you, the listeners, have to say! Call ...

**Exercise 3** 1.20

- Play the CD again for students to answer the questions.

**ANSWERS**

1 a book 2 book sales 3 the internet  
4 to work 5 because the battery has run out  
6 the batteries and the screens

**Speak**

**Exercises 1, 2 and 3**

- Students do the tasks in pairs.

**Optional Activity: Dialogue**

**Aim:** To practise speaking about books.

**Preparation:** Write the following dialogue on the board.

A How do you use dictionaries?

B I use them in printed form. How about you?

A Me too.

B How do you use encyclopaedias?

A I use them online. We haven't got any encyclopaedias at home.

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting their own ideas.

**More practice**

Workbook page 45

## Reduced relative clauses

### Warm-up

- Ask students: *What do you know about Ghazi Al Gosaibi?*

### Explore

#### Exercise 1

- Students read the text and answer the questions. Check the answers.

#### ANSWERS

He wrote novels and poems. He studied law and international relations.

#### Exercise 2

- Students find the five relative clauses in the text.

#### ANSWERS

... a wealthy family that was known for its success in business and trading.  
 ... from universities which were located in ...  
 ... Minister of Health and Labour, which were both important ...  
 ... Creative writing, which was his passion ...  
 ... to charities which help ...

#### Exercise 3

- Read through the **Learn this!** box with students and check understanding by asking: *What is a reduced relative clause?* [one where the relative pronoun and the verb to be are omitted] *When can we omit these words?* [in subject relative clauses]
- Students do the task. Check the answers.

#### ANSWERS

... a wealthy family known for its success in business and trading.  
 ... from universities located in ...  
 ... Minister of Health and Labour, both important ...  
 ... Creative writing, his passion ...

### Follow-up

Grammar Reference page 70

### Exploit

#### Exercise 1

- Students do the task. Check the answers.

#### ANSWERS

- 1 Al Gosaibi, born in 1940, became both the Minister of Health and Labour.
- 2 Young authors looking for a publisher should try this website.
- 3 Many books on university literature courses are unknown to most people.
- 4 Jonathan Swift's *Gulliver's Travels*, published in the 18th century, is still popular today.

- 5 Only lucky readers given an invitation will meet the author.
- 6 *Hayy ibn Yaqdhan*, one of the world's first novels, was written by Ibn Tufail.

#### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *When can we use reduced relative clauses with present and past participles?* [after *there is / was* and *there are / were*]
- Students do the task. Check the answers.

#### ANSWERS

- 1 There were lots of students revising for their exams.
- 2 There was nothing written in it.
- 3 There are some courses starting at the university.
- 4 There were lots of writers producing good material.
- 5 There was a poem translated badly from Chinese.
- 6 There are writers signing autographs.

#### Teaching Tip: Using participles

Remind students that present participles usually have an active meaning whereas past participles normally have a passive meaning. If students use the wrong form in a reduced relative clause, use the prompt *Participle?* and ask them to repeat the sentence correctly.

#### Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the sentences.

*Who's the boy talks with your brother?* [talking]  
*On the shelf there's a novel wrote by an Egyptian.* [written]  
*I found him is sitting at an empty desk.* [is sitting]  
*The authors interviewing had different backgrounds.* [interviewed]  
*The writer spoke to is an uncle of mine.* [I spoke to]  
*There were some editors discussed a manuscript.* [discussing]

### More practice

Workbook page 46

Grammar Builder page 71, exercises 5–6

#### ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

#### Exercise 5

- 1 That man walking towards us is my uncle.
- 2 There was a camera left on the table.
- 3 Klose, a footballer from Poland, has spent most of his life in Germany.
- 4 There is a dog barking loudly in the garden.
- 5 The computer delivered two days ago has already broken down.
- 6 The customers in the restaurant started to eat.

#### Exercise 6

- 1 This book (which) I borrowed from the library is fascinating.
- 2 The game (which) my brother played in was very good.
- 3 The girl (who) I sit next to in class is very friendly.
- 4 Andy is an Irish boy (who) I met last week.
- 5 The teacher (who) I have maths lessons with is getting married next week.
- 6 That car (which) my neighbour bought last week is very expensive.

## A book review

### Target Language

**A book review:** He is the protagonist of the story  
I couldn't put it down. It is narrated in the third person  
It was first published in ... I would thoroughly  
recommend to ... The author uses the novel as a  
vehicle to ... The book's message is still relevant today  
The main character inhabits a world of ... The novel is  
set in ... The plot develops slowly until ... The pace of  
the story quickens. There's a twist at the end. The story  
takes place in ...

**Linking words:** although despite even though  
in spite of

### Warm-up

- Ask students to tell a partner about the last book they read.

### Read

#### Exercise 1

- Students read the book review and answer the question.

#### ANSWER

The message is the importance of friendship and loyalty.

#### Exercise 2

- Students do the task. Check the answers.

#### ANSWERS

- 1 ... the author also uses the novel as a vehicle to ...
  - 2 There is a turning point when ...
  - 3 ... it is set around 1751 on a ship and around various locations ...
  - 4 I would thoroughly recommend to ...
- Focus on the book review and elicit the following information:
    - The review is organized into four paragraphs.
    - The style is formal, so we do not use short forms.
    - The writer uses adjectives to describe the book, e.g. *appealing, gripping, thought-provoking*.

### Prepare

#### Exercise 1

- Students do the task. Check the answers.

#### ANSWERS

**Characters:** The main character inhabits a world of ..., ... is the protagonist of the story

**Story:** There's a twist at the end, The plot develops slowly until ..., The pace of the story quickens

**Facts about the book:** It is narrated in the third person, It was first published in ...

**Opinions:** The book's message is still relevant today, I couldn't put it down

**Setting / background:** The story takes place in ..., The novel is set in ...

#### Exercise 2

- Students do the task. Check the answers.

### ANSWERS

- 1 There's a twist at the end
- 2 I couldn't put it down
- 3 The main character inhabits a world of
- 4 the book's message is still relevant today

### Write

#### Exercises 1 and 2

- Students do the tasks individually. Monitor and help.

#### Teaching Tip: *Although* and *despite*

We use *although* and *even though* with a verb clause, e.g. *Although the book is very long, I found the story fascinating.* We use *despite* and *in spite of* with a noun, an *-ing* form or the phrase *the fact that*, e.g. *Despite its length, I found the story fascinating.*

Students underline the three sentences with *although* in the book review and rewrite them using *despite* or *in spite of*.

#### Exercises 3

- Read through the **Writing tip** with students. Check understanding by asking: *What tense do we use in a book review to describe the action?* [present tense]
- Students do the task. Monitor and help.

#### SAMPLE ANSWER

One of my favourite books is *Robinson Crusoe*, written by Daniel Defoe. The novel is set between 1650 and 1690 around various locations in the UK, South America and Africa. It is an adventure story and was first published in 1719.

The main character is Robinson Crusoe, who leaves his home in England to find his fortune. At first he is successful and he makes a lot of money. But then, his luck changes when he is involved in an accident on a sea voyage to West Africa. Crusoe finds himself alone on a desert island.

Crusoe fetches food from the ship and he builds a shack on the beach for protection. Although it is very different from anything he has experienced before, he is very positive about surviving the accident and does his best to get on with his life. There is a turning point when, after 28 years on the island, Crusoe finally manages to leave the island when another ship arrives from England.

All in all, *Robinson Crusoe* is an appealing story and the author uses the novel as a vehicle to explore other cultures and how to deal with difficult situations. I would thoroughly recommend it to anyone who is looking for a gripping adventure story.

#### MARKING SCHEME

- Review organized into four paragraphs. [1 mark]
- First paragraph gives important facts and details. [1 mark]
- Second paragraph describes the character and situation. [1 mark]
- Third paragraph mentions a turning point. [1 mark]
- Fourth paragraph includes the writer's opinion. [1 mark]
- Use of formal style, including full forms. [1 mark]
- Inclusion of useful phrases. [1 mark]
- Appropriate use of *although* and *despite*. [1 mark]
- Appropriate use of adjectives. [1 mark]
- Appropriate grammar and spelling. [1 mark]

#### More practice

Workbook page 47



## Review PAGE 51

### Language Skills

#### Exercise 1 1.21

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

#### ANSWERS

1 review 2 from cover to cover 3 plot 4 bestsellers  
5 relevant 6 look up 7 glossary 8 pace 9 paperback  
10 browse

#### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 T
- 2 T
- 3 F (Human hypocrisy is still around.)
- 4 F (She thinks it is old-fashioned.)
- 5 T
- 6 T

#### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 Is that who you lent the books to?
- 2 Only writers on the shortlist have a chance of winning the Nobel Prize.
- 3 There's a bookshop in town selling classics at half price this week.
- 4 Charles Dickens wrote about places he had worked in during his childhood.
- 5 Khalil Gibran was the poet I liked best.
- 6 This is the anthology of poetry found in the library storeroom.

### Dictionary Corner

#### Teaching Tip: British and American English

There are many cases when different words are used in British and American English. The *Oxford Student's Dictionary* shows the British word (labelled *BrE*) and the American word (labelled *AmE*).

Activity: Students look up the following words and say if they are used in British or American English.

cookie [*AmE*; *BrE* – *biscuit*]  
tram [*BrE*; *AmE* – *street car*, *trolley*]  
sidewalk [*AmE*; *BrE* – *pavement*]  
courgette [*BrE*; *AmE* – *zucchini*]  
estate agent [*BrE*; *AmE* – *real estate agent*]

#### Exercise 1 Writing style

**agony** /'æɡəni/ **noun** [C,U] (*pl. agonies*) great pain or suffering; *to be/scream in agony*

- Students look up *agony* in their dictionaries.

- Focus on the dictionary entry and elicit the following information:
  - *agony* is a noun. The plural form is *agonies*.
  - *agony* means great pain and suffering.
  - Two common collocations are *be in agony* and *scream in agony*.
- Focus on the example. Explain that students should match the words on the left with the synonyms on the right and find out which part of speech they are.
- Students work individually. Check the answers.

#### ANSWERS


1 e (noun) 2 h (noun) 3 b (verb) 4 g (adjective)  
5 f (verb) 6 c (noun) 7 a (noun) 8 d (adjective)

#### Exercise 2

**acquaintance** /ə'kwɛɪntəns/ **noun** 1 [C] a person that you know but who is not a close friend 2 [U] ~ with sb/sth a slight knowledge of sb/sth

**buddy** /'bʌdi/ **noun** [C] (*pl. buddies*) (*informal*) a friend, especially a male friend of a man

**colleague**  /'kɒli:g/ **noun** [C] a person who works at the same place as you

**neighbour**  (*AmE neighbor*) /'neɪbə(r)/ **noun** [C] 1 a person who lives near you: *My neighbours are very friendly.* ◊ *our next-door neighbours* 2 a person or thing that is near or next to another: *Britain's nearest neighbour is France.* ◊ *Try not to look at what your neighbour is writing.*

- Focus on the first list of words. Elicit that all the words describe people you know. Students look up the words and find what they have in common.
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

- 1 people you know
- 2 tools and equipment
- 3 stories

#### Exercise 3

- Students look up *buddy* again in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *buddy* means friend in informal British English.
- Focus on the example. Explain that students should find other words from exercise 2 that are informal.
- Students answer the questions about the words in exercise 2. Check the answers.

#### ANSWERS

- 1 buddy, gadget, yarn 2 appliance 3 colleague
- 4 anecdote

#### Follow-up

Self check, Workbook pages 48–49

Test Unit 6, Teacher's Book pages 80–81

# 7

## Body language (Optional unit)

### This unit includes

**Vocabulary:** facial expressions • *face* idioms • collocations with *research* • formal and strong adjectives

**Grammar:** determiners • verb patterns: *-ing* or infinitive form?

**Skills:** talking about fashion and brands • discussing what clothes can tell us about people

**Writing:** an email or informal letter

**Workbook pages 50–57**

## Reading PAGES 52–53

### Warm-up

- Look at the unit title and elicit from students the meaning of body language [showing how you feel by the way you move, stand, sit, etc., rather than by what you say]
- Read the title of the reading page, *What are you thinking about?* Ask: *Would life be better or worse if we could read other people's thoughts?*

### Before Reading

- Students do the task individually or in pairs and then answer the question. Check the answers.

#### ANSWERS

1 contempt 2 sadness 3 fear 4 anger 5 excitement  
Students' own answers.

### Background Notes

The text is about the habit humans have of trying to hide their emotions. It explores the work of American psychologist Paul Ekman, who has spent forty years researching emotions and their relation to facial expressions. Through his research he has shown that facial expressions are not culturally determined, but universal across human cultures and thus biological in origin. Ekman has developed the Facial Action Coding System (FACS) which catalogues every conceivable facial expression. He has also discovered microexpressions, facial expressions which flash briefly across the face of people who are not telling the truth. Only 50 people out of 15,000 are able to detect these microexpressions without training, but Ekman believes that this skill can be developed.

## Read

### Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *What should you do when you read a text for the first time?* [underline key words]
- Students read the text and underline the key words. Then they answer the question. Check the answers.

#### ANSWERS

2, 4 and 5

### Exercise 2 1.22

- Play the CD once for students to read the text and choose the best answers. Check the answers.

#### ANSWERS

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

### Optional Activity: Reading skills

**Aim:** To practise summarizing a text.

**Preparation:** Write the following questions on the board.

*Which theory was accepted until the 1960s?*

*Who decided to test this theory?*

*How did he test it?*

*What were the results of his research?*

*What other conclusion did he reach?*

*What did he spend seven years studying?*

*What did he discover by watching people speaking in public?*

*What is his research used for today?*

Books closed. Students answer the questions in pairs and then check their answers with the reading text. Student A closes their book and Student B uses the questions as prompts to tell student A about Professor Ekman. Then they swap roles.

## Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

### Teaching Tip: Role-play

Focus on question 3. Elicit from students the fields listed in the article in which face-reading is useful. Write the following sentence on the board:

*I'm a ..., and face-reading is useful for me because ...*

Ask students to complete the sentence for the fields mentioned in the article, e.g.

*I'm a psychologist and face-reading is useful for me because I can detect the true mental state of my patients.*

Ask students to think of more jobs where face-reading would be useful and complete the sentence. Elicit possible answers from individual students.

#### SAMPLE ANSWERS

- 1 If a person looks comfortable and relaxed, they are normally saying what they feel.
- 2 The example in the article is someone asking about your health. Other situations are being asked your opinion about something you don't like or trying not to cry in public when something has upset you.
- 3 The article mentions the fields of psychology, cardiology and crime detection. Other fields are politics and business.

## Vocabulary

### Teaching Tip: Adjectives and adverbs

When students encounter an adjective, encourage them to try and form the adverb and vice versa, e.g.

*appropriate (adj) – appropriately (adv)*

*deliberately (adv) – deliberate (adj)*

Get students to make a note of the both forms in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

### Exercise 1

- Students match the highlighted words in the text to the definitions. Check the answers.

#### ANSWERS

1 cardiologists 2 brief 3 reveal 4 facial 5 led to  
6 appropriate 7 painstaking 8 catalogued 9 flashes  
10 contradict 11 inconsistencies 12 look out for  
13 interrogating 14 deliberately 15 detect

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

**appropriate** is an adjective which describes something which is suitable or right for a particular situation, person, use, etc. The opposite is *inappropriate* and the adverbs are *appropriately* or *inappropriately*.

**brief** is an adjective which describes something which is short or quick. The adverb is *briefly* and the noun is *brevity*.

**cardiologist** is a countable noun which means a doctor who studies and treats heart diseases. The noun is *cardiology*.

**catalogue** is a regular verb which means to arrange a list of things in order. The third person singular form is *catalogues* and the past simple form is *catalogued*. The noun is also *catalogue*.

**contradict** is a regular verb which means to say that something is wrong or not true. The third person singular form is *contradicts* and the past simple form is *contradicted*. The noun is *contradiction* and the adjective is *contradictory*.

**deliberately** is an adverb which means on purpose. Two synonyms are *intentionally* and *purposely*. The adjective is *deliberate*.

**detect** is a regular verb which means to notice or discover something that is difficult to see. The third person singular form is *detects* and the past simple form is *detected*. The noun is *detection*, a person is a *detective* and a machine is a *detector*.

**facial** is an adjective which is used to describe something related to the face.

**flash** is a regular verb which means to show something very quickly. The third person singular form is *flashes* and the past simple form is *flashed*. The noun is also *flash*.

**inconsistency** is a countable noun which means a statement that does not match another, so that one of them must be wrong or untrue. The opposite is *consistency*. The adjectives are *consistent* and *inconsistent* and the adverbs are *consistently* and *inconsistently*.

**interrogate** is a regular verb which means to ask somebody a lot of questions over a long period of time. The third person singular form is *interrogates* and the past simple form is *interrogated*. The noun is *interrogation* and a person is an *interrogator*. The adjective is *interrogative*.

**lead to** is an irregular verb which means to cause something to happen or exist. The third person singular form is *leads to* and the past simple form is *led to*. We usually say *to lead to sth*.

**look out for** is a phrasal verb which means to pay attention in order to see something. We usually say *to look out for sth*.

**painstaking** is an adjective which means very careful and taking a long time. The adverb is *painstakingly*.

**reveal** is a regular verb which means to make something known that was secret or unknown before. The third person singular form is *reveals* and the past simple form is *revealed*. The noun is *revelation* and the adjective is *revealing*.

### Quick Test: Opposites

Tell students you are going to read out some sentences and they have to write down the opposite of one of the words to complete the sentence.

*It wasn't unsuitable for the children, it was \_\_\_\_.* [appropriate]

*They didn't miss the mistake, they \_\_\_\_ it.* [detected]

*She doesn't agree with me, she \_\_\_\_ me.* [contradicts]

*The meeting wasn't long, it was \_\_\_\_.* [brief]

*We didn't hide it, we \_\_\_\_ it.* [revealed]

*It wasn't a quick job, it was a \_\_\_\_ job.* [painstaking]

*She isn't a paediatrician, she's a \_\_\_\_.* [cardiologist]

*His books aren't in a random order, he \_\_\_\_ them.*

[catalogues]

*They didn't do it accidentally, they did it \_\_\_\_.* [deliberately]

### Optional Activity: Body language

**Aim:** To practise talking about body language.

**Preparation:** Divide students into pairs and make sure each pair has pencils and paper.

Ask students to think of five gestures that are typical in their country. Get them to draw one picture of each of the gestures. Ask each pair to join with another. They show each other the pictures and guess the meaning of the gesture. Stick the best pictures on coloured card and display them on the wall.

### More practice

Workbook page 50

## Target Vocabulary

**It's written all over your face!:** appropriate brief cardiologist catalogue contradict deliberately detect facial flash inconsistency interrogate lead to look out painstaking reveal

**Face idioms:** be face-to-face with someone keep a straight face lose face pull faces put on a brave face say something to someone's face

**Facial expressions:** beam blink frown grimace sneer

**Collocations with research:** area of research findings fund research in-depth research research grant research paper reveal undertake research

## Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use for a statement that contradicts a previous one?* [inconsistency] *What word means to show something very quickly?* [flash]
- Students complete the sentences. Check the answers.

### ANSWERS

- 1 facial, revealed 2 interrogated, led to  
3 inconsistencies, contradicted 4 cardiologist, painstaking  
5 looking out, detected 6 appropriate, catalogue  
7 deliberately 8 brief, flash

## Extend

### Exercise 1 Idioms: face

- Ask students to cover the definitions and focus on the idioms. Elicit from students which words they need to look up in a dictionary to find the idioms.
- Uncover the definitions. Students match the idioms with the definitions. They may use a dictionary if they wish. Check the answers.

### ANSWERS

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

### Exercise 2

- Students complete the sentences individually or in pairs. Explain that they will have to change the form of the verb in some sentences. Check the answers.

### ANSWERS

- 1 lost face 2 face-to-face 3 keep a straight face  
4 pulling faces 5 putting on a brave face 6 to ... face

### Exercise 3 Facial expressions

- Brainstorm facial expressions with students and write their ideas on the board.
- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

### ANSWERS

- 1 frown 2 sneer 3 blink 4 grimace 5 beam

## Teaching Tip: Collocations

Elicit from students the meaning of the word *collocation*. [a combination of words that is very common] Remind students that they can find words that collocate with other words in the examples in their dictionaries.

## Exercise 4 Collocations with research

- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

### ANSWERS

- 1 undertake 2 in-depth 3 grant 4 fund 5 paper  
6 findings 7 reveal 8 area

## Optional Activity: Facial expressions

**Aim:** To practise facial expressions.

**Preparation:** Write the following words on the board.

*amusement, anger, disgust, embarrassment, excitement, fear, happiness, relief, sadness, satisfaction, shame, surprise*

Check that students understand the words by eliciting a situation in which they would feel each of these emotions. Choose one of the facial expressions. Stand in front of the class and act it out. Elicit the word from the class. Choose another word and continue until you have acted out all the words. Repeat, eliciting the words very quickly, until you are sure that all of the students know them. Then, say a word and encourage students to act out the facial expression. Repeat for the rest of the words, and continue until you are sure that all of the students are familiar with the words.

## Quick Test: Get it right

Write these sentences on the board and give students five minutes to correct them.

*She sneered her eyes in the bright sunlight.* [blinked]  
*His jacket wasn't painstaking for the occasion.* [appropriate]  
*I published a research book when I had finished.* [paper]  
*He lost head when they found out he'd been lying.* [face]  
*Proofreaders are employed to contradict mistakes.* [detect]  
*He put on a good face although his back was hurting.* [brave]  
*They're doing deep research into the problem.* [in-depth]  
*My mother frowned when I told her I had passed.* [beamed]  
*It was hard to keep a plain face when she fell over.* [straight]  
*We flicked through the report on their founds.* [findings]

## Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

## More practice

Workbook page 51

**Determiners**

**Warm-up**

- Ask students: *What problems can occur with body language?* [a gesture that is acceptable in your culture may cause problems in another culture]

**Explore**

**Exercise 1**

- Focus on the photos and ask students: *What can you see?*
- Students read the text quickly to check their answers. Check the answers.

**SAMPLE ANSWERS**

In the first photo, the men are Japanese and one is passing something to the other, possibly a business card. In the second photo, they are probably North American, because they are sitting close together and maintaining eye contact.

**Exercise 2**

- Read through the **Learn this!** box with students and check understanding by asking: *Which determiners are articles?* [a, an and the] *Which quantifiers can be used with singular nouns?* [each and every] *Which quantifiers can be used with plural nouns?* [few, many and several] *Which quantifier is not used with of?* [every]
- Students do the task. Check the answers.

**ANSWERS**

1 few 2 many 3 each 4 every 5 several 6 both

**Teaching Tip: (a) few and (a) little**

Remind students that we use *a few* and *a little* to mean *some* and *few* and *little* to mean *not many / much*, e.g.

*I've got a little money so I'm going to have a holiday.*

*I've got little money so I can't go on holiday.*

*I've got a few friends so I'm going to have a barbecue.*

*I've got few friends so I can't have a barbecue.*

If students make a mistake, use the prompts: *Some or not many? / Some or not much?* and ask students to repeat the sentence correctly.

**Follow-up**

Grammar Reference page 72

**Exploit**

**Exercise 1**

- Students do the task individually or in pairs. Check the answers.

**ANSWERS**

1 Many 2 Each 3 several 4 many 5 Every 6 Few

**Exercise 2**

- Read through the **Look out!** box with students. Check understanding by asking: *When do we say the university?* [when we are referring to the building] *When do we say university?* [when we are referring to the activity that happens there]
- Elicit from students words that are similar to *university*. [bed, hospital, prison, school, town]
- Students do the task individually or in pairs. Check the answers.

**ANSWERS**

the 1, 4, 5 and 8  
no article 2, 3, 6 and 7

**Quick Test: Error correction**

Write the following sentences on the board. Give students time to correct the sentences.

*A sun was shining so we went to the beach.* [The sun]

*There weren't much people in the meeting.* [many people]

*Can you shut a door, please?* [the door]

*All milk has gone off.* [All of the milk]

*We drove past school and turned right.* [the school]

*Both them were born in the country.* [Both of them]

*My uncle is doctor.* [a doctor]

*Every of the rooms has a window.* [Each of the rooms]

*I've got a little things to do before I go home.* [a few things]

**More practice**

Workbook page 52

Grammar Builder page 73, exercise 1–3

**ANSWERS GRAMMAR BUILDER 7 (PAGE 73)**

**Exercise 1**

1 an, a, The 2 The, a, a 3 no article 4 the, the  
5 a, The 6 no article

**Exercise 2**

1 all 2 Each 3 much 4 little 5 several 6 Both

**Exercise 3**

1 Both 2 All 3 little 4 few 5 Each 6 many  
7 every 8 much



## Making an impression

### Target Vocabulary

**Making an impression:** aimless creased dishevelled  
idle inappropriate industrious matching meticulous  
neat respectable scruffy single-minded sloppy  
well dressed

### Warm-up

- Ask students: *What would you wear to a job interview?*

### Vocabulary

#### Exercise 1

- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

1 well dressed 2 matching 3 neat 4 respectable  
5 dishevelled 6 inappropriate 7 creased 8 scruffy

#### Exercise 2

- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

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

#### Exercise 3

- Students do the task individually or in pairs.

#### ANSWERS

aimless – single-minded, idle – industrious, sloppy – meticulous

#### Exercise 4

- Students do the task individually or in pairs.

#### ANSWERS

Photo 1: single-minded, industrious, meticulous

Photo 2: aimless, idle, sloppy

### More practice

Workbook page 53

### Listen

#### Exercise 1 1.23

- Play the CD once for students to tick the topics.

#### ANSWERS

punctuality, appearance, CVs

#### TAPESCRIPT

**Speaker** ... so I've come here today to give you some tips on what to do when you attend interviews. Until now I suspect most of you have never had to attend a formal interview, but at the end of next year you will be going to interviews to enter university or to find a job. Now, can anyone tell me what things we should take into account when we go to an interview?

**Student 1** Er, arriving on time?

**Speaker** Exactly, punctuality. It's much better to spend half an hour being nervous waiting than arriving late. What else?

**Student 2** Appearance.

**Speaker** Yes, our appearance! The way we dress for an interview clearly communicates the way we feel about the university course or job we are applying for. In fact, they say that an interviewer makes up their mind about the person they are interviewing after just five minutes, and if the first impression you make is bad, it can be very difficult to correct it. So, if you turn up in creased clothes and looking dishevelled, the interviewer will probably interpret this as a sign that you are uninterested at best, and a sloppy worker at worst.

**Student 3** Excuse me.

**Speaker** Yes?

**Student 3** I don't think that's fair. Maybe you're quite industrious but you're just not interested in clothes.

**Speaker** That's true, but the interviewer doesn't know that. They don't know anything about you except what they've read on your CV. So that's why you have to be single-minded about the interview and prepare for it like an exam and remember that your appearance is under examination as well. A well-dressed candidate suggests they are meticulous at their work. You should also be neat and tidy and make sure you get a good night's sleep the night before; you want to look awake and not sleepy. Another thing to do is to research the clothes the people wear at the place you're having the interview. Check the pictures on their website or wait outside the office or the university department that you want to go to and make a note of how the people dress. If you go to the interview looking like the people that already work there, the interviewer will already think you fit in! Now, can anybody tell me ...

#### Exercise 2 1.23

- Play the CD again for students to answer the questions.

#### ANSWERS

- 1 Our feelings about the course or job we're applying for.
- 2 The interviewer can make up their mind about the candidate.
- 3 A bad impression.
- 4 The information that is on their CV.
- 5 You should get a good night's sleep.
- 6 To see how the people there dress.

### Speak

- Students answer the questions individually, then discuss their answers in pairs.

#### Optional Activity: Dialogue

**Aim:** To practise talking about what you should wear for different situations.

**Preparation:** Write the following dialogue on the board.

A *What do you think you should wear if you are going to an expensive restaurant?*

B *I think you should wear smart clothes, for example, a smart cotton shirt and trousers.*

A *I agree. And smart shoes, too, not trainers.*

B *You're right. What about if you are going to play football?*

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting their own ideas.

**Verb patterns: -ing or infinitive form?**

**Warm-up**

- Ask students: *Have you ever had an interview?* Ask any students who say they have: *How did it go?*

**Explore**

**Exercise 1**

- Focus on the pictures and ask students to discuss the question in pairs.
- Students read the text to check their answer. Check the answer.

**ANSWERS**

The man in picture 3 has the best chance because he is mirroring the gestures of the interviewer. He is also well dressed and appears to be listening to the questions.

**Exercise 2**

- Read through the **Learn this!** box with students and check understanding by asking: *When do the verbs remember, forget, regret and stop refer to an earlier time?* [when they are used with a gerund] *Which time do these verbs refer to when they are used with an infinitive?* [the same time or a later time than the main verb] *Which construction with go on means change?* [go on with an infinitive] *Which construction with try means do something to see what will happen?* [try with a gerund]
- Students find the examples in the text. Check the answers.

**ANSWERS**

- remember to prepare (verb + infinitive)
- stop to think (verb + infinitive)
- try copying (verb + gerund)
- regret doing (verb + gerund)
- go on to get (verb + infinitive)

**Teaching Tip: Gerund and infinitive forms**

Remind students that two other uses of the gerund are as the subject of a sentence and after prepositions, e.g.

*Reading broadens the mind.*  
*I'm tired of walking to school.*

Remind them that two other uses of the infinitive are to express purpose and after adjectives, e.g.

*I went to the travel agent's to book a holiday.*  
*It's impossible to park in the town centre.*

If students make a mistake, use the prompt: *Infinitive or gerund?* and ask them to repeat the sentence correctly.

**Follow-up**

Grammar Reference page 72

**Exploit**

**Exercise 1**

- Students work individually or in pairs to complete the sentences. Remind students to check the rules if necessary. Check the answers.

**ANSWERS**

- 1 to return 2 to have 3 talking 4 lending 5 to tell 6 speaking

**Exercise 2**

- Read through the **Look out!** box with students and check understanding by asking: *When are the verbs hate, love, like and prefer followed by the infinitive?* [when they are used with would] *When are the verbs begin, continue and start followed by the infinitive?* [when they are used in a continuous form]
- Students work individually or in pairs to choose the correct verb forms. Check the answers.

**ANSWERS**

- 1 to do 2 both 3 both 4 both 5 to go 6 to work

**Quick Test: Sentence transformation**

Write the following sentences on the board. Give students time to rewrite them.

- The walkers wanted lunch so they stopped after 10 km. (have)*  
[The walkers stopped after 10 km to have lunch.]
- He made an effort but he couldn't mend his bike. (tried)*  
[He tried to mend his bike but he couldn't.]
- Do you fancy going out for dinner? (like)*  
[Would you like to go out for dinner?]
- I know I put my phone in my pocket. (remember)*  
[I remember putting my phone in my pocket.]
- We're sorry for telling you, but the factory is closing. (regret)*  
[We regret to tell you that the factory is closing.]
- The leaves have fallen off the tree. (starting)*  
[The leaves are starting to fall off the tree.]

**More practice**

Workbook page 54

Grammar Builder page 73, exercises 4–6

**ANSWERS GRAMMAR BUILDER 7 (PAGE 73)**

**Exercise 4**

- 1 to snow 2 to come 3 warning 4 to see 5 playing 6 to explain 7 adding 8 visiting

**Exercise 5**

- 1 meeting 2 to have 3 telling 4 to go 5 talking 6 to train 7 to rain 8 to bring

**Exercise 6**

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

### An email or informal letter

**Target Language**

**Informal language:** a roof over someone's head boss by and large folks foot the bill for get off get on in a flash in a nutshell in cash in touch kids off the beaten track pull up the tube to get somewhere to give someone a hand to give someone the low-down to hand up to your neck in it

### Warm-up

- Ask students: *How often do you write letters? How often do you write emails?*

### Read

#### Exercise 1

- Students read the letter and do the task. Check the answers.

**ANSWER**

They are silent on the tube.  
They hide behind their newspapers.  
They say sorry constantly to apologize but also when someone does something bad to them.

- Focus on the letter and elicit the following information:
  - The letter starts with an informal greeting (*Hi*) and finishes with an informal phrase (*Catch up soon*).
  - There are four clear paragraphs.
  - The style of the letter is informal, so we use short forms.

**Teaching Tip: Omitting words**

In informal English, we sometimes omit the start of a sentence if the meaning is completely clear, e.g. *Great to hear that you're coming over...*  
*Catch up soon.*

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students and check understanding by asking: *What sort of features can you find in informal writing?* [informal words and expressions]
- Students answer the question in pairs.

**ANSWERS**

They are all informal expressions.

#### Exercise 2

- Students do the task individually. Check the answers.

**ANSWER**

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

#### Exercise 3

- Students do the task individually. Check the answers.

**ANSWER**

1 to hand, get on 2 boss, foot the bill for  
3 kids, up to their necks in 4 off the beaten track, in cash  
5 get off, pulls up

### Write

#### Exercise 1

- Focus on the instructions. Students make notes in pairs. Monitor and help.

#### Exercise 2

- Focus on the writing plan. Students organize their notes into paragraphs.

#### Exercise 3

- Students write their informal email or letter. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

**SAMPLE ANSWER**

Hi Fahad,  
Thanks for your email. Great to hear that you're coming to work in Madrid. Of course I'll give you a hand to find a flat. In fact, my brother is looking for someone to share with, so perhaps you can look for something together.  
I also thought I'd give you the low-down on the people here before you arrive. By and large, Spanish people are quite loud and they often seem to be arguing when they're actually just chatting to a friend. They're really friendly, though, and it isn't hard to find someone to talk to.  
Another thing is their directness. Spanish people often tell you what they think when you haven't actually asked for their opinion. They hardly ever say please or thank you either, except in a formal situation. However, they do expect you to say hello and goodbye when you go into an office or a restaurant and they think you're very rude if you don't.  
Anyway, it's time for me to go. I've got to write a history essay so I'd better get on with it. I'll be in touch with more info about Madrid soon. Say 'hi!' to your folks from me.  
Catch up soon.  
Faisal

**MARKING SCHEME**

- Appropriate start and end to letter. [1 mark]
- Writing organized into four paragraphs. [1 mark]
- First paragraph responds to a previous letter. [1 mark]
- Second paragraph describes a local characteristic. [1 mark]
- Third paragraph describes a second local characteristic. [1 mark]
- Fourth paragraph says what writer is going to do next and mentions reader's family. [1 mark]
- Appropriate use of informal style such as short forms. [1 mark]
- Appropriate use of informal words and expressions. [1 mark]
- Appropriate omission of the start of some sentences. [1 mark]
- Appropriate grammar and spelling. [1 mark]

**More practice**  
Workbook page 55

**Language Skills**

**Exercise 1** 1.24

- Students work individually, then compare answers.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

**ANSWERS**

- 1 dishevelled 2 inappropriate 3 face 4 large 5 track  
6 impression 7 kids 8 industrious 9 idle 10 touch

**Exercise 2**

- Students do the task individually. Check the answers.

**ANSWERS**

- 1 F (He was studying local Spanish customs.)  
2 T  
3 F (The school day in Spain is longer than it is in Britain.)  
4 T  
5 T  
6 F (He'll be studying two languages – Spanish and Catalan.)

**Exercise 3**

- Students do the task individually. Check the answers.

**ANSWERS**

- 1 We'd love to see your new baby.  
2 Do you remember doing that course on body language last year?  
3 She goes to the school every day by bus.  
4 correct  
5 The students study English but few of them have the opportunity to speak it.  
6 The hospital was only built five years ago.  
7 I regret to tell you that you won't be going on the trip.  
8 correct

**Dictionary Corner**

**Teaching Tip: Pronunciation**

The pronunciation of English words is shown in the dictionary after the headword inside the slashes / /. The *Oxford Student's Dictionary* has information about phonetic spelling on the inside of the front cover.

**Activity:** Draw two columns on the board and write the headings /ʃ/ and /tʃ/. Model and drill the two sounds. Write the following words on the board. Students look up the words to check their pronunciation and write them in the correct column. Check the answers and get students to practise the pronunciation of the words.

child [tʃ]	impression [ʃ]
dishevelled [ʃ]	matching [tʃ]
essential [ʃ]	punctuality [tʃ]
facial [ʃ]	research [tʃ]
flash [ʃ]	touch [tʃ]

**Exercise 1 Formal adjectives**

**derisory** /dɪˈrɪsəri/ *adj.* too small or of too little value to be considered seriously: *Union leaders rejected the derisory pay offer.*

- Students look up *derisory* in their dictionaries.
- Focus on the dictionary entry and elicit the following information:
  - *derisory* is an adjective meaning too small or of too little value to be considered seriously.
- Focus on the table. Explain that students should complete the table by looking up the adjectives to find the correct meaning.
- Students work individually or in pairs. Check the answers.

**ANSWERS**

**necessary:** essential, fundamental  
**perfect:** flawless, impeccable  
**unimportant:** derisory, trivial  
**imperfect:** erroneous, flawed

**Exercise 2 Strong adjectives**

**dissatisfied** /dɪsˈsætɪsfaɪd/ *adj.* ~ (with sb/sth) not satisfied or pleased: *complaints from dissatisfied customers* **OPD** satisfied

**angry** ➊ /ˈæŋɡri/ *adj.* (angrier; angriest) ~ (with sb) (at/about sth) feeling or showing anger: *Calm down, there's no need to get angry.* ◊ *My parents will be angry with me if I get home late.* ◊ *He's always getting angry about something.* ► **angrily** *adv.*

**furious** /ˈfjʊəriəs/ *adj.* 1 ~ (with sb); ~ (at sth) very angry: *He was furious with her for losing the car keys.* ◊ *He was furious at having to catch the train home.*  
➋ noun **fury**  
2 very strong; violent: *A furious row has broken out over the closure of the school.* ► **furiously** *adv.*

- Students look up *furious*, *dissatisfied* and *angry* in their dictionaries.
- Focus on the dictionary entries and elicit the following information:
  - *dissatisfied* is an adjective meaning not satisfied or pleased.
  - *dissatisfied* is not as strong as *angry*.
  - *furious* means very angry.
- Focus on the example and explain that students should look up the words to find their meaning and put them in order of strength.
- Students complete the table individually or in pairs. Check the answers.

**ANSWERS**

- 1 dissatisfied, angry, furious  
2 worried, scared, terrified  
3 pleased, happy, delighted  
4 fed up, unhappy, dejected  
5 damp, wet, soaked

**Follow-up**

Self check, *Workbook* pages 56–57  
Test Unit 7, *Teacher's Book* pages 82–83

# Workbook answer key

## PAGE 2 Unit 1

### READING The psychology of shopping

- 1 1 generated 2 influences 3 asked for 4 had 5 maximize  
6 give  
2 It has been documented that customers are more likely to buy products that are in their line of sight.  
3 1 b 2 c 3 a 4 b 5 c

### PAGE 3 VOCABULARY The home of shopping

- 1 1 b 2 c 3 a 4 b 5 c 6 a 7 c 8 a 9 a 10 a 11 c  
12 a 13 c 14 b 15 c  
2 1 turn over 2 turned to 3 turn up 4 turned into  
5 turned down 6 turned ... away  
3 1 opened 2 spent 3 attracts 4 gets 5 copied 6 installed  
7 lasts 8 construct  
4 1 irrelevant 2 unreasonable 3 illegible 4 illegal 5 irrational  
6 immature

### PAGE 4 GRAMMAR Inversion

- 1 1 have we thought 2 do some people think 3 should we spend  
4 At no time 5 will it 6 than 7 have we had 8 they are also  
2 1 sooner 2 only 3 Under 4 until 5 than 6 Only  
3 1 Under no circumstances should we change the hours for the shop.  
2 Only after it started losing business did the shop start selling a wider variety of products.  
3 Hardly had he advertised the terrific deals than he sold many of the new mobile phones.  
4 Seldom have so many people been interested in buying very small cars.  
5 Never do I shop at that supermarket.  
6 Only after wearing them all day did I realize how comfortable these shoes were. / Not until I wore these shoes all day did I realize how comfortable they were.  
7 Never did we expect our shop to be so successful. / At no time did we expect our shop to be so successful. / Little did we expect our shop to be so successful.  
8 At no time were they interested in learning about becoming smart shoppers.  
4 1 should customers take 2 do we have 3 should you leave  
4 do we want 5 had we advertised 6 are we going to achieve

### Challenge!

Students' own answers.

### PAGE 5 SKILLS Shopping habits

- 1 1 e 2 c 3 d 4 g 5 b/f 6 b/f 7 h 8 a  
2 1 price tag 2 must-have item 3 shopping list  
4 wasteful with money 5 shopping spree 6 terrific deals  
7 cheap offers 8 good buy  
3 Students' own answers.  
4 Students' own answers.

### Challenge!

Students' own answers.

## PAGE 6 GRAMMAR Using past tenses for distancing

- 1 1 waiter 2 employee 3 customers at a travel agent's  
4 shop assistant 5 hotel receptionist 6 secretary  
7 airline passengers 8 car salesman  
2 1 informal 2 formal 3 informal 4 informal 5 formal  
6 informal 7 formal 8 formal  
3 1 talking about the past 2 distancing 3 talking about the past  
4 talking about the past 5 distancing 6 distancing  
4 **Formal conversation:** 9, 7, 5, 8, 4  
**Informal conversation:** 10, 3, 1, 6, 2  
5 1 Did you have a ticket?  
2 We were hoping to see this coat in brown. / We were wondering if you had this coat in brown. / We wondered if you had this coat in brown.  
3 How many pairs of shoes did you want?  
4 I was wondering if the fitting room is available. / I wondered if the fitting room is available. / I was hoping the fitting room is available.  
5 I was wondering if I can see the manager. / I wondered if I can see the manager. / I was hoping to see the manager.

### Challenge!

Students' own answers.

## PAGE 7 WRITING A narrative

- 1 The writer was shopping in New York. The shop assistant made the writer uncomfortable by asking for the writer's name.  
2 1 action-packed 2 tips 3 furious 4 inappropriate  
5 welcoming 6 advisable  
3 1 pleasant 2 advisable 3 furious 4 action-packed 5 tips  
6 inappropriate 7 welcoming  
4 Students' own answers.  
5 Students' own answers.  
6 Students' own answers.

## PAGE 8 Self check 1: Grammar

- 1 1 We use it for emphasis and dramatic effect.  
2 distancing  
3 A negative adverbial expression  
4 Possible answers: hardly, little, only, seldom  
5 the simple past  
6 auxiliary verb followed by the subject  
7 the past continuous  
8 think and hope  
9 no and not  
10 positive  
2 1 No sooner had I heard the news than I sent an email to my friends.  
2 I was wondering if you had any watches for \$30?  
3 Under no circumstances should you use credit cards if you can avoid it.  
4 At no time were we aware of the damage we were causing.  
5 I was hoping the new book by Jack Thompson is available?  
3 1 Only in a few companies **do** all the workers print documents on recycled paper.  
2 We were wondering **of** if we could borrow your car.  
3 ~~Never I did~~ Never did I think that e-books would be successful.  
4 Did you want ~~paying~~ to pay by credit card?  
5 Not until much later was the shopping mall built. ✓  
6 Seldom ~~a sale has~~ has a sale been so successful  
7 Hardly had Jane got home ~~but~~ than she spotted a hole in her new dress.  
8 I was hoping to catch the next flight. ✓  
9 ~~Will we never~~ Never will we improve sales without reducing prices.  
10 We were thinking **if** of going to the concert.

## PAGE 9 Self check 1: Vocabulary

- 1 1 artificial 2 turn(ed) up 3 un- 4 escalator 5 fade 6 press  
7 illegal 8 to 9 down 10 install 11 barrier 12 influential  
13 unpleasant 14 illegible 15 immature 16 lasts  
17 an obstacle 18 around 19 perfect 20 ir-  
2 1 a 2 c 3 c 4 b 5 d 6 a 7 a 8 d 9 b 10 d



**Unit 2****READING A radical lifestyle**

- 1 1 energy-saving light bulbs  
2 motorized transport  
3 industrial revolution  
4 mass consumption  
5 carbon footprint  
6 energy industry
- 2 his car
- 3 1 D 2 C 3 not used 4 A 5 B
- 4 1 a 2 b 3 c 4 c

**VOCABULARY An ecologist's dream**

- 1 1 sceptical 2 sustainable 3 harsh 4 residents 5 irrigation  
6 Conventional 7 uninhabitable 8 shade 9 alternative  
10 renewable 11 prompted 12 enrolments 13 measure  
14 specialize 15 desalination
- 2 1 nouns adjectives 2 adjectives verbs 3 verbs nouns
- 3 1 -ize 2 -al 3 -ize 4 -ant 5 -ize 6 -al 7 -ant
- 4 1 e 2 f 3 g 4 a 5 c 6 b 7 d
- 5 1 commuters 2 opportunities 3 congested 4 bicycle lanes  
5 rush hour 6 planners 7 city-dwellers

**GRAMMAR Talking about the future**

- 1 1 d 2 c 3 b 4 c 5 a 6 b
- 2 1 f 2 c 3 a 4 g 5 b 6 d 7 h 8 e
- 3 1 going to stay at home and study  
2 having  
3 leaves  
4 playing  
5 going to do  
6 going to talk
- 4 1 a 2 a 3 b 4 a 5 b 6 a 7 b 8 b
- 5 1 won't snow 2 correct 3 I'm going to study 4 I'll help  
5 correct 6 We're meeting

**Challenge!**

Students' own answers.

**SKILLS Looking forward**

- 1 1 deforestation 2 reclamation 3 contamination  
4 desertification 5 overpopulation
- 2 1 premonition 2 prediction 3 forecast 4 scenario  
5 prediction 6 forecast 7 premonition 8 scenario
- 3 Students' own answers.
- 4 A premonition B scenario C prediction D forecast

**GRAMMAR Future continuous and future****perfect**

- 1 1 perfect 2 continuous
- 2 1 won't have finished 5 'll be working  
2 'll have read 6 'll have written  
3 'll be studying 7 'll be revising  
4 won't have repaired 8 won't have left
- 3 1 He'll have done his last exam.  
2 He'll have finished school.  
3 He'll have said goodbye to his mum and dad.  
4 He'll have taken the train to Brighton.  
5 He'll be living in the country.  
6 He'll be working on his uncle's farm.  
7 He'll be staying with cousins.  
8 He'll be going to the beach.
- 4 1 will ... be doing 4 will be standing  
2 'll be running 5 won't be wearing  
3 'll have finished 6 'll have run

**Challenge!**

Students' own answers.

**WRITING A blog**

- 1 She's going to the Eden Project in Cornwall, where she will see plants and trees from all over the world and learn about how they contribute to our lives.
- 2 1 Actually 2 Anyway 3 On top of that 4 Incidentally
- 3 1 set off 2 get back 3 take part 4 go on
- 4 1 informal questions: Hi everybody, how's life? How can we expect our parents to improve?! What is the Eden project? It sounds cool, doesn't it?  
2 imperatives: Remember ..., Volunteer now! Take part ...
- 5 1 I'll send out the results by email when I've received them.  
2 Jack won't phone until he knows the news.  
3 Sharon will update her blog as soon as she has returned from the trip.  
4 Our teacher will hand out the photocopies before he starts the lesson.  
5 The coach will leave after everyone has got on.  
6 We'll have dinner once your brother arrives.
- 6 Students' own answers.

**Self check 2: Grammar**

- 1 1 offer 6 plans / arrangements  
2 plans 7 timetables  
3 past participle 8 will  
4 be completed 9 spontaneous  
5 in progress 10 arrangements
- 2 1 The conference starts at 2.30.  
2 They'll be visiting Paris this time next week.  
3 They're meeting Mr Franks in reception.  
4 I'm going to basketball training tonight.  
5 He'll have finished the report by this afternoon.  
6 I'm going to stay at my friend's house in London.  
7 The weather will be hot.  
8 I'm meeting my friends in town.  
9 Jack and Ewan are going to play in the final.  
10 I'll have done it by tomorrow morning.
- 3 1 Mary won't have finished her essay by tomorrow.  
2 I won't be doing my exams at this time on Wednesday.  
3 Will Nigel have moved to his new flat by the weekend?  
4 Does the coach arrive at 7.30?  
5 I won't bring the books tomorrow.  
6 Will Alice have sent the emails to everybody by 7 o'clock?  
7 Are the teachers meeting in the staffroom this evening?  
8 Ray isn't going to see the historical exhibition on Saturday.  
9 Will Hassan be driving home in his new car?  
10 Sue won't pass all her exams.
- 4 1 I'll get 6 I'm not going to change  
2 I'll have finished 7 I won't be sitting  
3 Arsenal is going to win 8 we have / have got  
4 I'll bring it 9 What will you be doing  
5 The train leaves 10 you will visit
- 5 1 are going 6 're meeting  
2 won't be sitting 7 are going to take  
3 takes off 8 won't wake  
4 'm going to do 9 'll be visiting  
5 will be 10 'll have seen

**Self check 2: Vocabulary**

- 1 1 -ize 2 resident 3 Rush 4 future 5 bicycle lanes  
6 uninhabitable 7 nouns 8 commuters 9 overpopulation  
10 renewable 11 forecast 12 shade 13 desertification  
14 irrigation 15 cut down 16 specialize 17 sceptical  
18 conventional 19 a planner 20 prompt
- 2 1 b 2 a 3 c 4 a 5 d 6 d 7 a 8 c 9 b 10 c

PAGE 18 **Unit 3**

**READING Arabian gold**

- 1 g 2 e 3 f 4 h 5 d 6 a 7 c 8 b
- 2 Frankincense was transported to China and India on camels and on ships.
- 3 1 c 2 b 3 a 4 c 5 a

PAGE 19 **VOCABULARY Saving the past**

- 1 1 b 2 c 3 c 4 a 5 b 6 b 7 a 8 c 9 c 10 b 11 c 12 b 13 c 14 b 15 a
- 2 1 disinterested 2 uninterested 3 exhaustive 4 exhausting 5 satisfying 6 economical 7 historic
- 3 1 satisfying 2 economic 3 historical 4 uninterested
- 4 1 ceramics 2 mosaic 3 tapestry 4 jewellery

PAGE 20 **GRAMMAR The passive**

- 1 1 result of the action 2 it isn't important 3 it's obvious 4 often
- 2 1 A 2 P 3 P 4 A 5 A 6 P 7 A 8 P
- 3 1 The report won't be sent next week.  
2 Have the ceramic artefacts been restored (by the museum)?  
3 The ceramics were going to be taken out of the country (by the man).  
4 The office is opened at 9 o'clock every morning (by him).  
5 The jug wasn't broken by her.  
6 The site is being destroyed by pollution.  
7 The mosaics can be seen at the museum.  
8 Our room hadn't been cleaned.
- 4 1 a 2 b 3 b 4 a 5 a 6 b
- 5 1 The food has been prepared / is being prepared  
2 correct  
3 The artefacts are stored / will be stored  
4 The brooch was going to be returned  
5 correct  
6 The vase is being restored / has been restored

**Challenge!**

Students' own answers.

PAGE 21 **SKILLS Where in the world?**

- 1 1 f 2 e 3 d 4 b 5 a 6 c
- 2 1 preservation 2 artefacts 3 era 4 civilizations 5 restoration
- 3 1 b 2 e 3 d 4 c 5 a
- 4 Students' own answers.
- 5 1 c 2 a 3 b 4 b 5 a

PAGE 22 **GRAMMAR Impersonal passive**

- 1 1 an idea 2 general 3 thinks 4 a clause
- 2 1 was believed 2 was confirmed 3 was thought 4 was brought 5 was known
- 3 1 It was reported that the artefact had been found.  
2 It is said that the council is going to build a new school.  
3 It is thought that one day we will travel to Mars.  
4 It was expected that the team would win the match.  
5 It was believed that the world was flat.  
6 It is known that the country has had financial problems.
- 4 1 got / had it repaired  
2 'm going to get / have it installed  
3 got / had it made  
4 'll get / have it restored  
5 'm going to get / have it cut  
6 get / have it looked after  
7 got / had it painted  
8 's going to get / have it cooked

**Challenge!**

Students' own answers.

PAGE 23 **WRITING A description of a place**

- 1 The writer likes the location: it's in a quiet neighbourhood with shops and restaurants nearby, but also it's near to the city centre so it's easy to visit interesting places.
- 2 1 B 2 D 3 A 4 C
- 3 1 The writer's father needed to be closer to his job.  
2 The move to Fulham.  
3 They lived in a third-floor flat.  
4 Fulham is only 6 km from the centre of London.  
5 Most big cities have interesting places to visit.
- 4 1 e 2 c 3 d 4 a 5 b
- 5 Students' own answers.

PAGE 24 **Self check 3: Grammar**

- 1 1 that  
2 get  
3 by  
4 obvious / unimportant  
5 opinion / idea  
6 past participle  
7 formal / written  
8 someone else / another person  
9 When the agent is not obvious, or is important.
- 10 result
- 2 1 The airport won't be built next year.  
2 Does he get his car cleaned every week?  
3 Is the artefact being returned to its home country?  
4 We didn't have a new cooker installed.  
5 It wasn't reported that he wouldn't play football.  
6 Were the emails sent last night?  
7 These souvenirs weren't being sold at the airport.  
8 The exhibition hasn't been visited by lots of people.  
9 Does he have his suits made by a tailor?
- 10 Has the government been contacted by the museum?
- 3 1 was built 6 were used  
2 had been destroyed 7 have been taken  
3 was decided 8 have never been allowed  
4 was being built 9 is considered  
5 hasn't been stopped 10 is shown
- 4 1 Sam had / got his suit cleaned.  
2 We had / got some new trees planted in our garden.  
3 I was having / was getting a new program installed on my computer.  
4 They had / got the stolen artefacts looked at by an expert.  
5 I have / get my hair cut every month.  
6 Dad is having / is getting his car repaired at the garage.  
7 Alice had / got her dress made by a dressmaker.  
8 Rachel has had / has got her office furniture changed.  
9 Andy is going to have / going to get a new fridge delivered.  
10 Frank is having / is getting a swimming pool built.

PAGE 25 **Self check 3: Vocabulary**

- 1 1 human customs and society 2 scholar 3 economical  
4 included 5 era 6 impartial 7 shipwreck 8 jewellery  
9 categorize 10 exhausting 11 bad 12 contender  
13 protected 14 compile 15 preservation 16 ceramics  
17 Heritage 18 get attention 19 landmark 20 controversy
- 2 1 a 2 a 3 d 4 c 5 d 6 b 7 b 8 a 9 c 10 d

PAGE 26 **Unit 4**

**READING Little geniuses**

- 1 1 f 2 h 3 a 4 g 5 b 6 d 7 c 8 e  
2 Most 'prodigies' fail to continue to be outstanding when they grow older.  
3 1 T  
2 T  
3 F: Ruth Lawrence graduated from Oxford University at the age of 13.  
4 F: The children want to have normal lifestyles.  
5 T  
6 F: They usually fail to continue to be outstanding as adults.  
7 T  
8 T

PAGE 27 **VOCABULARY Nature or nurture?**

- 1 1 a 2 c 3 a 4 c 5 b 6 a 7 c 8 b 9 a 10 c 11 b  
12 b 13 a 14 a 15 c  
2 1 e 2 f 3 a 4 b 5 h 6 d 7 c 8 g  
3 1 up 2 through 3 out 4 up 5 up on 6 out  
4 1 work out 2 come up 3 got through 4 picked up  
5 swot up on 6 left out / leave out  
5 1 b, c 2 a, c 3 a, b 4 b, c 5 a, c 6 a, b

PAGE 28 **GRAMMAR Question forms**

- 1 1 subject 2 main verb 3 object 4 infinitive  
2 1 did Mike say 2 leaves 3 have you done 4 missed 5 forgot  
6 fell 7 has happened 8 were you  
3 1 teaches you English 2 book did you read  
3 sits next to you in class 4 students failed the IQ test  
5 does he want to be 6 books did you buy  
7 motorbike goes the fastest 8 caused the accident  
4 1 Who did you go shopping with?  
2 What did you buy?  
3 Where did you get it?  
4 Who helped you?  
5 What did he show you?  
6 Where did you go next?  
7 How many coats did you look at?  
8 When did you come home?  
5 1 Why not? 2 How much? 3 When exactly? 4 Why mine?  
5 Who with? 6 Where? 7 Which one? 8 How?

PAGE 29 **SKILLS Artificial intelligence**

- 1 1 robots 2 repetitive 3 articulated 4 exploration  
5 remotely operated 6 appliances 7 household 8 office  
2 1 drudgery 2 chore 3 errand 4 workload 5 task 6 function  
3 Students' own answers.  
4 1 The three issues are shrinking living spaces, growing urban populations and growing interest in environment protection.  
Students' own answers.  
2 Students' own answers.  
3 The Bio Robot Refrigerator does not require electricity. The Clean Closet saves water, electricity, and space.  
Students' own answers.  
4 Students' own answers.

PAGE 30 **GRAMMAR Question tags**

- 1 1 d 2 e 3 a 4 f 5 c 6 b  
2 1 shall 2 didn't 3 will 4 it 5 we 6 aren't 7 is 8 shall  
3 1 isn't 2 will 3 Let's 4 doesn't 5 it 6 shall 7 they 8 can  
4 1 aren't they 2 does she 3 will you 4 correct 5 doesn't he  
6 does it 7 correct 8 won't it  
5 1 a 2 b 3 a 4 b 5 b

**Challenge!**

Students' own answers.

PAGE 31 **WRITING A discussion essay**

- 1 philosophy and history  
2 1 some people argue  
2 Those in favour of the present situation argue  
3 critics of these subjects say  
4 They also claim  
5 It is generally believed  
6 It is also widely accepted  
7 It is often supposed  
8 It is often stated  
3 1 favour 2 stated 3 generally 4 Critics 5 accepted 6 argue  
7 often 8 would  
4 Students' own answers.  
5 Students' own answers.

PAGE 32 **Self check 4: Grammar**

- 1 1 Which athlete won the competition?  
2 How many people know about the problem?  
3 What type of car has your dad bought?  
4 What did Sara read?  
5 Which question was the most difficult?  
6 How many students did you speak to?  
7 Who failed the IQ test?  
8 Who went with you to the shops?  
9 Who does that book belong to?  
10 What time did you leave home?  
2 1 haven't they 6 shouldn't they  
2 did she 7 has he  
3 don't they 8 won't it  
4 shall we 9 weren't they  
5 will you 10 shall we  
3 1 f 2 h 3 g 4 b 5 j 6 d 7 i 8 c 9 e 10 a  
4 1 do 2 haven't 3 did 4 happened / about 5 can't  
6 Where 7 don't 8 Let's 9 When 10 they

PAGE 33 **Self check 4: Vocabulary**

- 1 1 appliances 2 repetitive 3 work out 4 articulated 5 flaw  
6 potential 7 bring up 8 to 9 quoted 10 remotely  
11 scatterbrained 12 plagiarize 13 legible 14 witty  
15 incompetent 16 workload 17 exploration 18 include  
19 surroundings 20 hard work  
2 1 c 2 b 3 a 4 a 5 b 6 d 7 d 8 a 9 a 10 c

PAGE 34 **Unit 5**

**READING Making football history**

- 1 e 2 h 3 b 4 f 5 d 6 g 7 c 8 a
- Muhammad and Saud Bukri Yunis travelled by motorbike and plane.
- 1 c 2 d 3 f 4 a 5 b 6 e
- 1 F: Pelé played for Brazil.  
2 T  
3 F: 25,000 Saudi Arabian fans went to the matches.  
4 T  
5 F: Most Saudi Arabian fans were extremely proud of the team.  
6 T

PAGE 35 **VOCABULARY Diving in with both feet**

- 1 c 2 a 3 b 4 b 5 c 6 a 7 c 8 a 9 b 10 b 11 b  
12 a 13 b 14 a 15 c
- 1 world number one 2 victor 3 front-runner 4 runner up
- 1 stretching 2 sit-up 3 handstand 4 pull-up 5 press-up  
6 squat thrust
- 1 e 2 a 3 g 4 b 5 h 6 d 7 c 8 f
- 1 gave the game away 4 off his own bat  
2 on a level playing field 5 sailed through  
3 worry on that score 6 on the ball

PAGE 36 **GRAMMAR Mixed conditionals**

- 1 unreal past 4 unreal past  
2 unreal present 5 unreal present  
3 unreal present 6 unreal past
- 1 had phoned 5 didn't like  
2 would have got 6 wouldn't feel  
3 wasn't 7 wouldn't have stayed  
4 hadn't broken down 8 wouldn't be
- 1 If I'd done my homework, the teacher wouldn't be angry with me.  
2 If he was a fast runner, he would have won a race.  
3 If Anne didn't have to look after her sister after school, she would have come shopping with us.  
4 If Sam hadn't lost his mobile phone, he wouldn't have to use his dad's old one.  
5 If Mike didn't get tired quickly, he would have run in the marathon.  
6 If we had seen the match, we would know what happened.  
7 If Maria didn't go to French lessons on Wednesdays, she would have stayed to watch our match.  
8 If they hadn't played badly, the trainer wouldn't want them to do extra practice this week.
- 1 hadn't started 4 wouldn't have  
2 wouldn't be 5 hadn't trained  
3 wasn't 6 wouldn't display
- 1 might not be 4 might have performed  
2 might have saved 5 might not have  
3 might know 6 might have chosen

**Challenge!**

Students' own answers.

PAGE 37 **SKILLS The sports business**

- 1 commercials 2 slogans 3 Media coverage 4 sponsorship  
5 endorsements 6 target audience
- 1 commercial 2 slogan 3 target audience 4 sponsorship  
5 media coverage 6 endorsement
- Students' own answers.  
According to the text, TV provides the audiences and sport provides the drama. It's a winning combination.
- 1 T  
2 F (The transformation of sport from a leisure activity to an industry has occurred because of the increasing importance of television in our lives.)  
3 T  
4 F (Advertisers were quick to see the potential.)  
5 T  
6 F (They expect the stars to appear in the events they pay for.)  
7 T

**Challenge!**

Students' own answers.

PAGE 38 **GRAMMAR I wish / If only**

- 1 past tense 2 were 3 past perfect tense
- 1 had gone 2 had studied 3 spoke 4 was / were  
5 had remembered 6 had
- 1 If only I had an umbrella.  
2 I wish I hadn't eaten so much chocolate.  
3 If only I'd taken my camera.  
4 I wish I was / were warmer.  
5 If only I'd practised more.  
6 If only I lived in a big city.  
7 I wish I'd eaten more food.  
8 I wish I hadn't driven so fast.
- 1 He should have handed in his homework on time.  
2 Talal should have gone to volleyball training.  
3 Sam should have scored the penalty.  
4 Frank should have phoned his parents.  
5 Lisa should have bought some bread.  
6 They should have taken a map.  
7 Sally should have rested after her injury.  
8 We should have arrived for the start.
- 1 hadn't lost 5 correct  
2 shouldn't have bought 6 shouldn't have forgotten  
3 were 7 wasn't / weren't raining  
4 correct 8 had seen

**Challenge!**

Students' own answers.

PAGE 39 **WRITING A biography**

- 1 C 2 B 3 D 4 A
- a 3 b 4 c 4 d 1 e 3 and 4 f 2 g 1 h 2
- Paragraph 1: his date of birth, his early years  
Paragraph 2: first steps in his field and career, first successes and failures  
Paragraph 3: an important event, the consequences of an important event  
Paragraph 4: his situation now, what people think of him
- 1 Probably paragraph 4, as it talks about what the person is doing now.  
2 Paragraph 2, as it describes his first steps towards a professional career.  
3 Paragraph 1, as it talks about the sportswoman's first contact with swimming.  
4 Paragraph 2, as it talks about his first professional race.  
5 Probably paragraph 3, as it describes the person's life away from his career.  
6 Paragraph 4, as it describes her work since leaving her sporting career.
- Students' own answers.

PAGE 40 **Self check 5: Grammar**

- 1 hadn't lived 6 practised  
2 wasn't / weren't 7 wouldn't have to  
3 would go 8 wouldn't hurt  
4 would be 9 spoke  
5 had met 10 would have stayed
- 1 I wish / If only I had some money.  
2 I wish / If only I hadn't failed / had passed my maths exam.  
3 I wish / If only we hadn't lost / had won the volleyball match.  
4 I wish / If only I hadn't crashed my car.  
5 I wish / If only it wasn't / weren't hot / was cool.  
6 I wish / If only I could hear what they are saying.  
7 I wish / If only I spoke less / didn't speak too much / didn't speak so much.  
8 I wish / If only I hadn't lost my mobile phone.  
9 I wish / If only the television worked.  
10 I wish / If only I had bought that book.
- 1 a 2 b 3 a 4 b 5 a 6 a 7 b 8 a 9 b 10 b
- 1 hadn't had 2 have told 3 had phoned 4 wouldn't play  
5 had told 6 had read 7 could 8 have thought  
9 wouldn't be 10 went

PAGE 41 **Self check 5: Vocabulary**

- 1 beat 2 pass easily 3 runner up 4 endorsements 5 limelight  
6 prodigy 7 quick 8 up 9 game 10 commercial  
11 make... happen 12 winning streak 13 break 14 names  
15 winner 16 a level playing field 17 press-ups 18 a podium  
19 media coverage 20 below
- 1 d 2 a 3 b 4 a 5 c 6 d 7 a 8 a 9 a 10 c

## Unit 6

## READING How to write a novel

- 1 e 2 h 3 g 4 f 5 c 6 b 7 d 8 a
- 2 Because they think they can do better than published writers.
- 3 1 Plot 2 Characters 3 Write! 4 Characters 5 Genre 6 Write!  
7 Genre 8 Plot
- 4 1 F (It's a good idea to write about what you know.)  
2 T  
3 T  
4 F (The climax comes *after* the turning point.)  
5 T  
6 F (Invent biographies for your characters.)  
7 T  
8 F (Ask your family and friends to read your work and give you their opinions.)

## PAGE 43 VOCABULARY Reading through the ages

- 1 1 c 2 a 3 b 4 c 5 c 6 c 7 a 8 b 9 a 10 b 11 c  
12 b 13 a 14 b 15 c
- 2 1 bookworm 2 from cover to cover 3 browse 4 pored over  
5 look up 6 flick through 7 bestseller 8 took out
- 3 1 c 2 e 3 f 4 a 5 b 6 d
- 4 1 blurb 2 contents 3 footnotes 4 index 5 bibliography  
6 glossary 7 acknowledgements 8 appendix

## PAGE 44 GRAMMAR Object relative clauses

- 1 1 S 2 O 3 O 4 S 5 S 6 O
- 2 1 are 2 you can 3 live 4 we'll 5 sent 6 we'll  
7 you borrowed
- 3 1 can be left out 2 needed 3 can be left out 4 needed  
5 needed 6 can be left out 7 can be left out
- 4 1 This is the book (which / that) we found in the street.  
2 The man was a novelist who / that wrote detective stories.  
3 Jane's bought a new e-book which / that has got a great screen.  
4 Max is the writer who / that wrote a book of poems.  
5 Chinese is a language (which / that) people find very difficult.  
6 The biography (which / that) I read last summer was very interesting.  
7 The new bookshop (which / that) we went to has a lot of comics.  
8 The owner of the bookshop (who / that) I spoke to was very friendly.
- 5 1 for 2 on 3 to 4 in 5 at

## Challenge!

Students' own answers.

## PAGE 45 SKILLS E-books

- 1 1 c 2 b 3 d 4 a 5 h 6 e 7 f 8 g
- 2 Students' own answers.
- 3 1 Slow reading is reading without electronic devices and aims for a deeper understanding of the text.  
2 Because they are distracted by links to other sites and messages.  
3 According to one professor students can't concentrate for more than 30 seconds on a book.  
4 They should switch off and avoid electronic devices.  
5 It helps students to understand the meaning of what someone has written.

## PAGE 46 GRAMMAR Reduced relative clauses

- 1 1 can be reduced – who were 5 can be reduced – which is  
2 cannot be reduced 6 can be reduced – which was  
3 cannot be reduced 7 can be reduced – who are  
4 can be reduced – who are 8 can be reduced – who was
- 2 1 b, Architects (who were) working ...  
2 a, The poems (that were) printed ...  
3 a, George Eliot, (who was) the author of ...  
4 a, Books (which are) sold ...
- 3 The words in brackets ( ) can be left out.  
1 (which is) in Birmingham  
2 (who are) working in the sales department  
3 (which is) our busiest period  
4 (who had been) chosen to visit the bookshops  
5 who work with our most popular authors  
6 (who are) writing reports on them
- 4 1 which is worn 5 who was based  
2 which was taught 6 who is sitting  
3 which was visited 7 who is looking  
4 which are in my bag 8 who were on the underground
- 5 1 reading 2 selling 3 produced 4 left 5 waiting  
6 prepared 7 arranged 8 asking

## Challenge!

Students' own answers.

## PAGE 47 WRITING A book review

- 1 The writer likes the book.
- 2 1 It was first published in  
2 It's set in  
3 The novel is narrated in the third person  
4 he is the protagonist of the story  
5 There is a turning point when  
6 used the novel as a vehicle to  
7 The pace of the story  
8 I would recommend it to
- 3 1 the protagonist of the story  
2 couldn't put the book down  
3 a turning point  
4 is set  
5 narrated in the third person  
6 inhabits
- 4 Paragraph 1: your opinion of the book; the author's life  
Paragraph 2: the book's sales; the newspaper reviews of the book  
Paragraph 3: the TV version of the book; interesting information about the author  
Paragraph 4: the main character's personality; the author's life
- 5 Students' own answers.

## PAGE 48 Self check 6: Grammar

- 1 1 relative pronoun not needed  
2 relative pronoun not needed  
3 which  
4 which  
5 relative pronoun not needed  
6 which  
7 relative pronoun not needed  
8 who  
9 relative pronoun not needed  
10 who
- 2 1 There was a tablet engraved in an ancient language.  
2 We met some of the people working in the bookshop.  
3 There is some bread made by my grandmother.  
4 Charlotte Brontë, the author of *Jane Eyre*, was the oldest of the three sisters.  
5 Someone interested in Arabic poetry will find this web page useful.  
6 There is an e-book recharging on your desk.  
7 I met an editor working on a bestseller and he said the writer was illiterate!  
8 Barcelona, the host city for the 1992 Olympic Games, is home to some great architecture.  
9 The e-books in the shop last week have already been sold.  
10 There were a lot of people waiting to buy tickets.
- 3 1 available on the internet 2 cannot be reduced  
3 cannot be reduced 4 in favour of e-books  
5 people can use to translate books 6 written  
7 dropped on the floor 8 cannot be reduced  
9 you bought it 10 you keep
- 4 1 it 2 in where / in where which 3 which who 4 was 5 has  
6 the book I 7 people are standing 8 for which when /  
for on which 9 for that why 10 who was sitting

## PAGE 49 Self check 6: Vocabulary

- 1 1 tablet 2 on the back cover 3 reference books 4 lucky  
5 preserve 6 textbook 7 novels 8 quest 9 paperback  
10 reference materials (books, articles, etc.) 11 contents  
12 from cover to cover 13 degenerate 14 pictures and words  
15 travel guides 16 acknowledgements 17 the meaning of  
unknown words 18 don't change 19 footnote 20 audio book
- 2 1 c 2 b 3 a 4 d 5 b 6 a 7 b 8 c 9 a 10 c



PAGE 50 **Unit 7**

**READING The communications revolution**

- 1 d 2 a 3 b 4 f 5 c 6 e
- 2 It was used for the organization and control of society.
- 3 1 f 2 c 3 a 4 d 5 b 6 e
- 4 1 T  
2 F (The internet allows people to work at home.)  
3 T  
4 T  
5 F (Only people from certain backgrounds were allowed to learn to write.)  
6 F (Today's media talks about the modern communications revolution.)

PAGE 51 **VOCABULARY It's written all over your face!**

- 1 1 c 2 b 3 a 4 b 5 a 6 b 7 b 8 a 9 b 10 a 11 c  
12 b 13 a 14 c 15 a
- 2 1 f 2 a 3 e 4 b 5 d 6 c
- 3 1 say it to his face 4 do them face-to-face  
2 pull faces 5 put on a brave face  
3 couldn't keep a straight face 6 lost face
- 4 1 beaming 2 sneered 3 blink 4 frowning 5 grimaced
- 5 1 to undertake research 5 a research paper  
2 in-depth research 6 findings  
3 a research grant 7 to reveal results  
4 to fund someone's research 8 an area of research

PAGE 52 **GRAMMAR Determiners**

- 1 1 articles 2 quantifiers 3 pronouns
- 2 1 b 2 f 3 a 4 c 5 d 6 e
- 3 1 few 2 every 3 several 4 many 5 Both 6 Each
- 4 1 Both 2 all 3 many 4 Several 5 Each 6 many
- 5 1 no article, the 2 no article, the 3 the, no article  
4 the, no article 5 no article, the

**Challenge!**

Students' own answers.

PAGE 53 **SKILLS Making an impression**

- 1 1 g 2 d 3 a 4 f 5 b 6 c 7 h 8 e
- 2 1 idle 2 meticulous 3 single-minded 4 aimless 5 sloppy  
6 industrious
- 3 **Positive adjectives:** matching, neat, respectable, well-dressed, industrious, meticulous, single-minded  
**Negative adjectives:** creased, dishevelled, inappropriate, scruffy, aimless, idle, sloppy
- 4 speak with enthusiasm, use a strong voice, control the speed of your voice, use appropriate vocabulary, know when to keep quiet, show you're listening
- 5 1 f 2 a 3 e 4 b 5 d 6 c

PAGE 54 **GRAMMAR Verb patterns: -ing or infinitive**

**form?**

- 1 1 c 2 f 3 a 4 e 5 b 6 d
- 2 1 to eat 2 putting 3 to finish 4 to lock 5 to close  
6 not closing
- 3 1 drinking 2 to switch off 3 to ring 4 putting down 5 playing  
6 to remember 7 to have 8 going
- 4 1 Andy forgot to take his umbrella.  
2 Harry went on to become a successful architect.  
3 Tom didn't / doesn't regret buying the shirt.  
4 During the journey, they stopped to have a break.  
5 Sam remembers going to Sweden all those years ago.  
6 Jim tried to run in the marathon once.  
7 We forgot to take our passports.  
8 Lisa stopped drinking cola ages ago.
- 5 1 to play 2 to eat 3 playing 4 to snow / snowing  
5 doing / to do 6 to see

**Challenge!**

Students' own answers.

PAGE 55 **WRITING An email or informal letter**

- 1 Barcelona
- 2 1 up to my neck in 2 By and large 3 in a nutshell 4 boss  
5 foot the bill for 6 off the beaten track  
7 give you the low-down on 8 in touch 9 folks 10 kids
- 3 1 give someone a hand: to help 2 in a flash: very quickly 3 pull up: to come to a halt 4 a roof over someone's head: accommodation  
5 up to your neck in: very busy with 6 get somewhere: to arrive
- 4 Suggested answers:  
**Paragraph 1:** react to your friend's news, thanks for your friend's last email / letter, your recent activities  
**Paragraph 2:** the place where you're going to spend the holidays, brief information about where you're going to spend the holidays  
**Paragraph 3:** a reason for finishing the letter, best wishes to your friend and family

PAGE 56 **Self check 7: Grammar**

- 1 1 a 2 b 3 b 4 a 5 c
- 2 1 few 2 much 3 many 4 Both 5 every 6 Several 7 the  
8 each 9 An 10 All
- 3 1 the 2 talking 3 to do 4 meeting 5 A few 6 to shine  
7 Each 8 to buy 9 both 10 to take
- 4 1 to put 2 meeting 3 showing 4 to tell 5 drinking  
6 to tidy 7 telling 8 to study 9 going 10 to say
- 5 1 talking 2 applying 3 to tell 4 talking 5 all 6 both  
7 to have 8 to make 9 every 10 the

PAGE 57 **Self check 7: Vocabulary**

- 1 1 put on 2 a grant 3 cardiologist 4 inappropriate  
5 industrious 6 idle 7 minded 8 matching 9 sneer  
10 findings 11 scruffy 12 catalogue 13 intentionally  
14 undertake 15 meticulous 16 pull 17 brief 18 blink  
19 out 20 facial
- 2 1 b 2 d 3 b 4 d 5 a 6 d 7 b 8 a 9 c 10 a



## Vocabulary

### 1 Complete the sentences with the correct form of the words in brackets using a prefix.

- 1 She's a good student but she gets \_\_\_\_\_ if she can't find the answer immediately. (patient)
- 2 I'm afraid it's \_\_\_\_\_ to drive above 120 mph, sir. Can I see your driving license? (legal)
- 3 His comments were very \_\_\_\_\_ and they upset everyone. (pleasant)
- 4 It's not \_\_\_\_\_, but I think it will be very difficult to pass. (possible)
- 5 Please stop being so silly and \_\_\_\_\_, children! (mature)
- 6 It seems \_\_\_\_\_ to expect Tom to finish the project on his own. (reasonable)
- 7 Everything I've studied is totally \_\_\_\_\_! None of it will be in the exam. (relevant)
- 8 I'm afraid it's \_\_\_\_\_ to snow this weekend so we can't go skiing. (likely)
- 9 He said it was quite normal, but I think it's totally \_\_\_\_\_. (rational)
- 10 I can't tell you what he wrote because his handwriting is \_\_\_\_\_. (legible)

Marks: \_\_\_ /10

### 2 Complete the text about shopping.

Before I go shopping I always spend some <sup>1</sup>\_\_\_\_\_ on writing a shopping <sup>2</sup>\_\_\_\_\_. If you know what you want, there's less chance of being <sup>3</sup>\_\_\_\_\_ with your money. I also like to go to local <sup>4</sup>\_\_\_\_\_, because the big shopping chains just sell the same things. However, I have to admit their advertising is very <sup>5</sup>\_\_\_\_\_ and they know how to <sup>6</sup>\_\_\_\_\_ customers. I find myself visiting these stores when they have cheap <sup>7</sup>\_\_\_\_\_. I suppose you could call me a bargain <sup>8</sup>\_\_\_\_\_. My favourite types of shops are bookshops, and all books seem like <sup>9</sup>\_\_\_\_\_ -have items to me! But when I see the price <sup>10</sup>\_\_\_\_\_ on some books, I realize they are not prices that a poor student like me can afford!

Marks: \_\_\_ /10

## Reading

### 3 Read the text and choose the correct answer.

#### Going underground

The Canadian city of Montreal is home to over one and a half million citizens but a visitor to the city in winter won't find anyone on the streets. Of course, with temperatures as low as -13 degrees Celsius, it's not surprising that the streets are empty. So just where do the locals of Montreal disappear to? The answer is just a few metres under the visitor's feet.

Since 1962 Montreal has been building an underground city called RÉSO that continues to grow and grow. It is the world's largest complex of its kind. As many as 500,000 people go there every day to escape Montreal's freezing winters. Once inside, they can shop at 1,700 stores and eat at over 200 restaurants.

Students go to university in RÉSO, business people attend conventions at the three exhibition centres and there are museums and even a sports stadium. So if you live near an underground train line, it's possible to work, shop and go out without ever seeing the outside world!

- 1 In winter, the people in Montreal ...  
a stay at home. b go underground. c go abroad.
- 2 RÉSO was ... in 1962.  
a started b finished c planned
- 3 RÉSO is ... in winter.  
a extremely cold b empty c very popular
- 4 In RÉSO there are ...  
a 2,000 businesses. b only shops.  
c places of cultural interest.
- 5 In RÉSO you ...  
a can't go outside. b can study.  
c can't watch football.

Marks: \_\_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- 1 What are they continually doing to RÉSO?  
\_\_\_\_\_
- 2 How low can temperatures fall in Montreal?  
\_\_\_\_\_
- 3 How many places to eat are there?  
\_\_\_\_\_
- 4 Why do people go to RÉSO in winter?  
\_\_\_\_\_
- 5 Name three things that people can do in RÉSO apart from shop.  
\_\_\_\_\_

Marks: \_\_\_ /15

## Grammar

### 5 Rewrite the sentences using inversion. Change the tense if necessary.

- By comparing prices online, we can save time and money.  
Not only \_\_\_\_\_ also money.
- When the shop had a sale, more people started going there.  
Not until the shop had a sale \_\_\_\_\_.
- We began asking for discounts and we received them.  
No sooner \_\_\_\_\_ than we began receiving them.
- We shopped at that mall. It was very beautiful.  
The mall \_\_\_\_\_ beautiful.
- We didn't realize the advantages of comparing prices.  
Little \_\_\_\_\_ the advantages of comparing prices.
- We have rarely bought things from this mall.  
Seldom \_\_\_\_\_ things from this mall.
- I am determined not to make that mistake again.  
Under no circumstances \_\_\_\_\_ that mistake again.
- Security has to check your bags before you can enter.  
Only after \_\_\_\_\_ can you enter.
- The moment Henry arrived at the shopping mall, he realized he had left his wallet at home.  
No sooner \_\_\_\_\_ he had left his wallet at home.
- I have never forgotten to take my receipt.  
At no time \_\_\_\_\_ to take my receipt.

Marks: \_\_\_ /10

### 6 Rewrite the sentences to make them more formal. Use distancing techniques and the verbs in brackets.

- I would like to catch the next train to Paris. (hope)  
\_\_\_\_\_
- Do you want a first-class ticket, sir? (want)  
\_\_\_\_\_
- I want to buy a new watch for my son. (think of)  
\_\_\_\_\_
- Do you want to go shopping this evening? (wonder)  
\_\_\_\_\_
- What do you want to buy? (want)  
\_\_\_\_\_
- I want to book a table at your restaurant. (want)  
\_\_\_\_\_
- For how many people? (would, be)  
\_\_\_\_\_
- When would you like to collect the TV? (want)  
\_\_\_\_\_
- We would like to have it by the weekend. (hope)  
\_\_\_\_\_
- Are you going to pay by credit card or in cash? (want)  
\_\_\_\_\_

Marks: \_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Kate Hi Lily. What are all those bags? Have you been on a shopping <sup>1</sup>\_\_\_\_\_?
- Lily Yes! There are some terrific <sup>2</sup>\_\_\_\_\_ on at the moment, and I've found some cheap <sup>3</sup>\_\_\_\_\_.
- Kate I can see that! Never <sup>4</sup>\_\_\_\_\_ I seen you with so many bags.
- Lily Yes, that's true! You know I'm not wasteful with <sup>5</sup>\_\_\_\_\_. The prices were unbelievable!
- Kate I hope you don't turn <sup>6</sup>\_\_\_\_\_ an impulse <sup>7</sup>\_\_\_\_\_!
- Lily Don't worry. I bought a lot of things, but they were all on my <sup>8</sup>\_\_\_\_\_ list. Look at these designer shoes. The original price <sup>9</sup>\_\_\_\_\_ said £40, but I got them for only £20. Isn't that amazing?
- Kate Seldom have I <sup>10</sup>\_\_\_\_\_ particularly interested in designer clothes, so I really wouldn't know.

Marks: \_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup>\_\_\_\_\_?
- B Yes, I think so. I always know a good buy when I see it, and I look around for items on sale.
- A <sup>2</sup>\_\_\_\_\_?
- B Yes, my cousin. He shops for specific items and he knows exactly what he's looking for.
- A <sup>3</sup>\_\_\_\_\_?
- B Yes, I do! I know several. They buy lots of things without thinking, and they don't care how much they spend.

#### Dialogue 2

- A <sup>4</sup>\_\_\_\_\_?
- B For me, my smart phone. I need to have the most modern phone, and I upgrade every few months.

#### Dialogue 3

- A <sup>5</sup>\_\_\_\_\_?
- B Yes, I refused several before I accepted the one I have now. I always wanted to work here.

Marks: \_\_\_ /10

## Writing

### 9 Write a narrative about visiting someone's home. Write about 200 words and organize your writing into three paragraphs.

- Write about the importance of visiting someone's home in your culture.
- Write about why you visited this home.
- Write about what you did there.

Marks: \_\_\_ /20

TOTAL: \_\_\_ /100

## Vocabulary

### 1 Complete the sentences with a new word formed from the words in the box.

convention enrol industry participate reclaim  
region renew salt sceptic sustain

- Solar power and wind power are examples of \_\_\_\_\_ energy.
- Islanders obtain water from a \_\_\_\_\_ plant on the coast.
- The government is undertaking a land \_\_\_\_\_ scheme to create more land for houses.
- Some scientists are \_\_\_\_\_ about the effects of global warming.
- Organic farmers believe that \_\_\_\_\_ methods are better for the land than modern ones.
- This \_\_\_\_\_ company provides its own raw materials and destroys its own waste.
- \_\_\_\_\_ in the scheme have to reduce their carbon footprint by 10%.
- \_\_\_\_\_ on the ecology course may be completed by phone or online.
- Planners are hoping to \_\_\_\_\_ the area and create new jobs.
- \_\_\_\_\_ governments are offering grants to help local companies go green.

Marks: \_\_/10

### 2 Complete the text about global issues.

There are simply too many people on the planet nowadays and <sup>1</sup>\_\_\_\_\_ is visible everywhere. In big cities traffic jams are frequent during the <sup>2</sup>\_\_\_\_\_ hour. City- <sup>3</sup>\_\_\_\_\_ complain of constant noise and <sup>4</sup>\_\_\_\_\_ are often late for work after a stressful daily journey. Cyclists promote bicycle <sup>5</sup>\_\_\_\_\_ as a possible solution, but cars are still the kings of the road. But it is not only urban areas that are suffering. <sup>6</sup>\_\_\_\_\_ problems like deforestation are gradually destroying the countryside, too. Without the <sup>7</sup>\_\_\_\_\_ provided by trees, the land soon dries up in a process called <sup>8</sup>\_\_\_\_\_. Nothing will grow, and farmers can't afford the expensive <sup>9</sup>\_\_\_\_\_ systems necessary to bring water to their crops. In the end their homelands become <sup>10</sup>\_\_\_\_\_ and they have to move to the cities.

Marks: \_\_/10

## Reading

### 3 Read the text and complete the sentences.

#### Climate change threatens polar bears

One of the species most affected by human activity is the polar bear. These animals live and hunt on the frozen ice floes of the Arctic Circle during the long winter months. Their main food is seals, which they locate through the ice with their excellent sense of smell. When the ice melts in the summer, they live on the land, where they survive on berries and stored fat. Polar bears are classified as vulnerable on the Red List of Endangered Species, but experts say the population could drop by more than 30% in the next 45 years. The greatest threat to their survival comes from climate change, which is causing the Arctic ice to shrink. The bears are forced onto the land before they have built up sufficient fat stores, and they have to swim longer distances, which may exhaust them and lead to drowning. Other threats include environmental contaminants carried north by rivers, ocean currents and the wind, mining development in the Arctic and hunting. Conservation measures must be developed quickly to save the species or we may soon be seeing the last of the polar bears.

- Polar bears are among the species \_\_\_\_\_.
- The thing that makes polar bears efficient at hunting seals is \_\_\_\_\_.
- The polar bear has been officially declared a \_\_\_\_\_.
- The polar bear's habitat is most seriously threatened by \_\_\_\_\_.
- Polar bears that swim too far are likely to \_\_\_\_\_.

Marks: \_\_/5

### 4 Read the text again and answer the questions with a complete sentence.

- Where do polar bears spend most of the year?  
\_\_\_\_\_
- Why do they go onto the land in the summer?  
\_\_\_\_\_
- How do they survive on the land?  
\_\_\_\_\_
- What prediction has been made about polar bears?  
\_\_\_\_\_
- How does pollution reach the Arctic Circle?  
\_\_\_\_\_

Marks: \_\_/15



## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 My school has an open day tomorrow, so I'm a bit  
 2 nervous. The open day will start at nine o'clock in the  
 3 morning. I meet my teacher at 10.30 and my father  
 4 will come with me. In the meeting, the teachers  
 5 are telling us our exam results. At the same time  
 6 they give us some advice on our future careers.  
 7 I hope my teachers are saying good things about me  
 8 because my exams went well. My father is very happy  
 9 when he sees the results! He has promised he pays  
 10 for me to have driving lessons, and he says he's lending  
 me his car once I've got my driving licence.

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_\_ /10

### 6 Complete the sentences with the future continuous or future perfect form of the verb in brackets.

- 1 We're going on holiday on Tuesday. On Wednesday  
 \_\_\_\_\_ on the beach. (lie)  
 2 My father works from 9.00 to 5.00 every day. At 11.15  
 tomorrow \_\_\_\_\_ at his desk. (sit)  
 3 Amy's got exams at the beginning of June. By the end  
 of June \_\_\_\_\_ all her exams. (take)  
 4 Kate and Julie always have dinner at 8.00. At 8.05  
 \_\_\_\_\_. (eat)  
 5 My brother is leaving home in the autumn. By  
 December \_\_\_\_\_. (move out)  
 6 I always take the 7.15 train. Tomorrow at 7.10  
 \_\_\_\_\_ on the platform. (wait)  
 7 We have to finish our project by Friday. \_\_\_\_\_  
 our project by next weekend. (hand in)  
 8 My football lesson is from 17.30 to 19.00.  
 \_\_\_\_\_ football at 18.00. (play)  
 9 My grandfather is leaving work at the end of March. By  
 April \_\_\_\_\_. (retire)  
 10 Our flight arrives at 15.15 tomorrow. By 15.30  
 \_\_\_\_\_. (land)

Marks: \_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Tom What are your plans for the holidays, Bob?  
 Bob I'm <sup>1</sup>\_\_\_\_\_ to do some voluntary work. I've  
 enrolled on a scheme to plant trees in an area  
 affected by <sup>2</sup>\_\_\_\_\_. It's a kind of work camp, but  
 I hope the work <sup>3</sup>\_\_\_\_\_ be too hard!  
 Tom That sounds interesting! How long <sup>4</sup>\_\_\_\_\_ the  
 camp last?  
 Bob A month. I'm <sup>5</sup>\_\_\_\_\_ on 1 August. I'm a bit  
 worried about the weather, though.  
 Tom Why?  
 Bob Well, the <sup>6</sup>\_\_\_\_\_ says that there's going to be  
 heavy rain. I'll <sup>7</sup>\_\_\_\_\_ working in the middle of  
 the countryside when the rain <sup>8</sup>\_\_\_\_\_, and I  
 don't want to get caught in any floods.  
 Tom I'm sure you'll be fine. How many trees will you  
<sup>9</sup>\_\_\_\_\_ planted by the time you come home?  
 Bob I don't know. Hundreds, probably. I <sup>10</sup>\_\_\_\_\_ take  
 some photos to show you when I get back.

Marks: \_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup>\_\_\_\_\_?  
 B This time tomorrow I'll be flying to London.  
 A <sup>2</sup>\_\_\_\_\_?  
 B I land at four o'clock.  
 A <sup>3</sup>\_\_\_\_\_?  
 B I'm staying for three weeks.

#### Dialogue 2

- A What are your plans for the future?  
 B <sup>4</sup>\_\_\_\_\_.  
 I want to be a doctor.  
 A <sup>5</sup>\_\_\_\_\_?  
 B No, I won't. It's a five-year course, so I'll still be studying  
 when I'm 21.

Marks: \_\_\_ /10

## Writing

### 9 Write a blog about a plan you have for next weekend. You can invent the plan if you prefer. Write about 200 words and organize your writing into four paragraphs:

- Write some opening comments and say why you are writing.
- Give more information about the plan.
- Invite your friends to take part in your plan and ask for any suggestions on how to improve it.
- Ask about other bloggers' recent activities and future plans.

Marks: \_\_\_ /20

TOTAL: \_\_\_ /100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a word or expression.

- My brother is interested in the study of insects.  
My brother is interested in \_\_\_\_\_.
- Earthquakes are a natural occurrence.  
Earthquakes are a natural \_\_\_\_\_.
- A famous building in Paris is the Eiffel Tower.  
A famous \_\_\_\_\_ in Paris is the Eiffel Tower.
- There are some beautiful wall coverings in the museum.  
There are some beautiful \_\_\_\_\_ in the museum.
- Experts made a search of the whole area.  
Experts made an \_\_\_\_\_ search of the area.
- The building was used as a safe place during the war.  
The building was used as a \_\_\_\_\_ during the war.
- Archaeologists have found a number of historical objects at the site.  
Archaeologists have found a number of \_\_\_\_\_.
- The final decision should be taken by a person who doesn't support either side.  
The decision should be taken by an \_\_\_\_\_ person.
- My friend is currently working with clay pots.  
My friend is currently working with \_\_\_\_\_.
- The newspaper article caused a lot of disagreement.  
The newspaper article caused a lot of \_\_\_\_\_.

Marks: \_\_\_ /10

### 2 Complete the text with new words formed from the words in the box.

civilize disapprove economy excavate history  
interest omit restore satisfy school

Many questions have been raised over the <sup>1</sup> \_\_\_\_\_ of ancient monuments. Many history <sup>2</sup> \_\_\_\_\_ believe they should be left in the same state in which they were found for <sup>3</sup> \_\_\_\_\_ reasons. Indeed, most archaeological <sup>4</sup> \_\_\_\_\_ are undertaken with great care. Experts also voice their <sup>5</sup> \_\_\_\_\_ of the effects of tourism. However, there is no doubting the <sup>6</sup> \_\_\_\_\_ interest these monuments hold for individual countries. Tourists are generally <sup>7</sup> \_\_\_\_\_ in seeing ruins, but find it quite <sup>8</sup> \_\_\_\_\_ to visit a monument if it has been rebuilt. In this condition they can see better how a particular <sup>9</sup> \_\_\_\_\_ lived. Clearly leaders who pay little attention to their ancient monuments are making a grave <sup>10</sup> \_\_\_\_\_ in looking after their national heritage.

Marks: \_\_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Rohtas Fort

When the Indian emperor Sher Shah Suri defeated the Mughal emperor Humayun in 1541, he decided to build a fort at Rohtas in Pakistan, to make sure the Mughals didn't return. What he didn't realize was that the massive walls would not only resist armies, but also time. Over 500 years after its construction, the fort, a magnificent example of Muslim military architecture, is in excellent condition. Visitors today find 4 km of walls that are 12.5 metres thick and 18.5 metres high in some places. The fort is entered through one of its 12 gates and visitors find a small mosque, a few military buildings and farmland inside. From the top of the defence towers, visitors can see that the defenders of the fort could see all the land around it. This gave them time to prepare for an attack and not surprisingly no invading army was able to enter it by force.

- Sher Shah Suri built the fort ... a battle.  
a after losing      b before fighting  
c after winning
- The text suggests that the walls of the fort ...  
a are still standing.    b have been destroyed.  
c were quite small.
- The fort was used ...  
a as a town.      b as a farm.      c by soldiers.
- It seems that the people inside the fort ...  
a grew their own food.    b made their own clothes.  
c wrote books.
- The inhabitants of the fort ...  
a could escape quickly.    b were never defeated.  
c were surprised by invaders.

Marks: \_\_\_ /5

### 4 Read the text again and answer the questions.

- Why did Sher Shah Suri build a fort at Rohtas?  
\_\_\_\_\_
- What has the fort resisted?  
\_\_\_\_\_
- How long are the walls that surround the fort?  
\_\_\_\_\_
- What types of buildings are there inside the fort?  
\_\_\_\_\_
- Why did the soldiers in the fort have time to prepare for an attack?  
\_\_\_\_\_

Marks: \_\_\_ /15

## Grammar

### 5 Complete the text with the passive form of the verbs.

Every year, Mecca <sup>1</sup> \_\_\_\_\_ (visit) by millions of Muslims. Non-Muslims <sup>2</sup> \_\_\_\_\_ (not / permit) to enter the city. Mecca is home to the holiest site in Islam, the Kaaba. The Kaaba <sup>3</sup> \_\_\_\_\_ (locate) inside the Sacred Mosque. The Kaaba <sup>4</sup> \_\_\_\_\_ (cover) with black and gold silk curtain. This <sup>5</sup> \_\_\_\_\_ (call) the 'kiswah', and it <sup>6</sup> \_\_\_\_\_ (change) every year during the time of the Hajj pilgrimage. The entrance to the Kaaba is two solid gold doors. The doors <sup>7</sup> \_\_\_\_\_ (make) by Ahmad bin Ibrahim Badr in 1979. He <sup>8</sup> \_\_\_\_\_ (ask) to make them by King Khaled bin Abd al-Aziz and the work <sup>9</sup> \_\_\_\_\_ (complete) in a special private workshop. The previous set of doors <sup>10</sup> \_\_\_\_\_ (do) by Ahmad bin Ibrahim Badr's father in 1942.

Marks: \_\_\_ /10

### 6 Rewrite the sentences using the impersonal passive or the *have something done* structure.

- 1 People say that the caves may be closed next year.  
It \_\_\_\_\_ the caves may be closed next year.
- 2 They have built a ramp to facilitate disabled access to the visitor centre.  
The visitor centre \_\_\_\_\_ to facilitate disabled access.
- 3 Journalists have reported that the cliffs are unsafe.  
It \_\_\_\_\_ the cliffs are unsafe.
- 4 They installed a new alarm in the museum last week.  
The museum \_\_\_\_\_ last week.
- 5 Experts thought that the ruins were part of a mosque.  
It \_\_\_\_\_ the ruins were part of a mosque.
- 6 They were restoring some ceramics, so the exhibition was closed to the public.  
The exhibition \_\_\_\_\_ so it was closed to the public.
- 7 The owners have estimated that the site had over 50,000 visitors last month.  
It \_\_\_\_\_ the site had over 50,000 visitors last month.
- 8 They repair the roof of the castle every year.  
The castle \_\_\_\_\_ every year.
- 9 Residents expect the complex to attract more tourists.  
It \_\_\_\_\_ the complex will attract more tourists to the area.
- 10 They'll clean the walls of the palace soon.  
The palace \_\_\_\_\_ soon.

Marks: \_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Asmaa What's your project about, Henda?
- Henda It's about the Eiffel Tower in Paris. Did you know it <sup>1</sup> \_\_\_\_\_ considered to be one of the most recognizable towers in the world today?
- Asmaa I'm not surprised. When <sup>2</sup> \_\_\_\_\_ it built?
- Henda In 1889, for the World's Fair. It was an important symbol of the Industrial <sup>3</sup> \_\_\_\_\_. Today it's more of a famous <sup>4</sup> \_\_\_\_\_ in Paris. It <sup>5</sup> \_\_\_\_\_ known by most residents of Paris. Lots of tourists go to visit it!
- Asmaa That's true. Did you know there was a big <sup>6</sup> \_\_\_\_\_ project to return the Eiffel Tower to its original condition? I think the tower has <sup>7</sup> \_\_\_\_\_ damaged by the effects of pollution.
- Henda Yes, I heard that. I think the <sup>8</sup> \_\_\_\_\_ of the Eiffel Tower is very important.
- Asmaa I agree. Other cities should think about <sup>9</sup> \_\_\_\_\_ their famous buildings restored. It <sup>10</sup> \_\_\_\_\_ been discussed in the news a lot lately.

Marks: \_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup> \_\_\_\_\_?
- B Parts of the castle were built over 500 years ago. Different Kings built different sections of the walls.
- A <sup>2</sup> \_\_\_\_\_?
- B The modern sections are made of bricks, but the original walls were built of earth and stone.

#### Dialogue 2

- A Your room is different. Did you decorate it yourself?
- B No, <sup>3</sup> \_\_\_\_\_.  
The painters came last week.
- A Where are the curtains?
- B <sup>4</sup> \_\_\_\_\_.  
My aunt is making them for me.
- A What else are you going to have done?
- B <sup>5</sup> \_\_\_\_\_.  
They're broken and they let in a lot of air.

Marks: \_\_\_ /10

## Writing

### 9 Write an essay on: *A place I'm longing to visit*. Write about 200 words and organize your writing into four paragraphs:

- Write about the location and the history of the place.
- Write about the materials used in the building and its architectural objectives.
- Write about why it's popular.
- Write about your personal opinion.

Marks: \_\_\_ /20

TOTAL: \_\_\_ /100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a word or expression.

- The plan failed because there was a mistake.  
The plan failed because there was a \_\_\_\_\_.
- Few people enjoy the hard and boring work of ironing.  
Few people enjoy the \_\_\_\_\_ of ironing.
- Some people have no understanding or awareness of world geography.  
Some people have no \_\_\_\_\_ of world geography.
- The expert gave a very clever and amusing speech.  
The expert gave a very \_\_\_\_\_ speech.
- The young athlete has the ability to win a gold medal when he's older.  
The young athlete has the \_\_\_\_\_ to win a gold medal.
- You will lose marks in an exam if the examiner cannot read your writing.  
You will lose marks in an exam if your handwriting is not \_\_\_\_\_.
- Eye colour is passed on from one generation to the next.  
Eye colour is \_\_\_\_\_.
- The author was taken to court because he had copied another writer's work.  
The author was taken to court because he had \_\_\_\_\_ another writer's work.
- There is no evidence that the criminal mind is genetic.  
There is no \_\_\_\_\_ that the criminal mind is genetic.
- The manager was completely useless at his job.  
The manager was completely \_\_\_\_\_.

Marks: \_\_ /10

### 2 Complete the text.

We have been brought <sup>1</sup>\_\_\_\_\_ in my family to believe that the only way to get <sup>2</sup>\_\_\_\_\_ life successfully is by working hard at school and doing <sup>3</sup>\_\_\_\_\_ in our exams. If we can't <sup>4</sup>\_\_\_\_\_ out the answer to something we are sent away to <sup>5</sup>\_\_\_\_\_ up on the subject. Our parents want to <sup>6</sup>\_\_\_\_\_ on their belief that a good education will give us a good future and there are a few rules we have to <sup>7</sup>\_\_\_\_\_ to. When we get home we have to make notes on everything that we have <sup>8</sup>\_\_\_\_\_ up in class that day. We are not allowed to <sup>9</sup>\_\_\_\_\_ out anything and we also have to do a first <sup>10</sup>\_\_\_\_\_ of all our homework before we write the final copy that we'll hand in.

Marks: \_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Bionic Man

One of the machines that scientists are currently working on is a powered exoskeleton. This consists of a framework worn by a person and a power supply which aids movement. The first machine was produced in the 1960s, but it was unsuccessful due to its weight. Since then five new machines have been developed. One of the most useful is a pair of robot legs for those who have trouble walking. The device helps by redistributing body weight and lightening the burden on the legs. The user sits on a small seat which fits between their legs and secures the machine with a belt around the hip and thigh. They put their feet inside a pair of shoes connected to the legs. Then all they have to do is switch on and start walking. The device is powered by a battery which lasts for about two hours between charges, as long as the wearer walks no faster than 4.5 kilometres per hour.

- A machine that researchers are developing has the shape of ...  
a a wheelchair.                      b the human body.  
c a motorized vehicle.
- The first powered exoskeleton failed because it was ...  
a too slow.    b too expensive.    c too heavy.
- The robot legs are aimed at people who can't ...  
a move.    b walk well.    c run.
- The machine needs ...  
a a power supply.                      b a special cable.  
c an adaptor.
- The user has to ... every two hours.  
a change the battery.                  b charge the battery.  
c clean the battery.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Which two parts make up a powered exoskeleton?  
\_\_\_\_\_
- What effect does the machine have on the wearer's legs?  
\_\_\_\_\_
- What feature do the robot legs have which aids comfort?  
\_\_\_\_\_
- How is the user attached to the robot legs?  
\_\_\_\_\_
- What happens if the wearer decides to walk quickly?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Complete the questions. Use the verb in brackets and the bold words in the responses to help you.

- 1 \_\_\_\_\_ the telephone? (invent)  
Alexander Graham Bell did.
- 2 \_\_\_\_\_ in the intelligence test? (get)  
I got **99 points**.
- 3 \_\_\_\_\_ about? (write)  
I wrote about **Thomas Edison**.
- 4 \_\_\_\_\_ after school today? (happen)  
There's an **important football match**.
- 5 \_\_\_\_\_ the best? (like)  
They like **the Japanese robot** the best.
- 6 \_\_\_\_\_ public transport? (use)  
**More than half** the students take the bus.
- 7 \_\_\_\_\_? (discover)  
Alexander Fleming discovered **penicillin**.
- 8 \_\_\_\_\_ from Platform 4? (leave)  
The **Bristol train**.
- 9 \_\_\_\_\_ for the job? (recommend)  
They recommended **my best friend**.
- 10 \_\_\_\_\_ the housework in your house? (do)  
**My mum** does most of the chores.

Marks: \_\_/10

### 6 Complete the dialogue with the correct question tags.

- Amy Let's work out your score on this IQ test,  
1 \_\_\_\_\_?
- Mia Do we have to? I haven't done very well,  
2 \_\_\_\_\_?
- Amy Not really. You didn't take it very seriously,  
3 \_\_\_\_\_?
- Mia No. Just tell me what I got, 4 \_\_\_\_\_?
- Amy You got 32.
- Mia Oh. Everything was wrong in the last part,  
5 \_\_\_\_\_?
- Amy Yes, but all the questions were really hard,  
6 \_\_\_\_\_?
- Mia Yes, they were. Nobody gets very high marks,  
7 \_\_\_\_\_?
- Amy Not usually. You aren't upset, 8 \_\_\_\_\_?
- Mia No, but you got more than me, 9 \_\_\_\_\_?
- Amy Yes. I got 85. That means I'm more intelligent than you, 10 \_\_\_\_\_?

Marks: \_\_/10

## Language skills

### 7 Complete the dialogue.

- Jamie The teacher wants you to give a presentation about robots.
- Max Why 1 \_\_\_\_\_? I'm not even 2 \_\_\_\_\_ that robots are worth the cost. They can only 3 \_\_\_\_\_ out very simple 4 \_\_\_\_\_. I mean, they can do mundane, 5 \_\_\_\_\_ jobs in factories, but they can't do all the household 6 \_\_\_\_\_, 7 \_\_\_\_\_ they?
- Jamie No, but they're essential for other things, 8 \_\_\_\_\_ they? I mean important things like sea and space 9 \_\_\_\_\_. I think we'll be using robots a lot more in the future and not just for doing the 10 \_\_\_\_\_ up after a meal!

Marks: \_\_/10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A 1 \_\_\_\_\_?
- B Last night I went to a restaurant.
- A 2 \_\_\_\_\_?
- B My sister. But I didn't enjoy the food.
- A 3 \_\_\_\_\_?
- B Because there wasn't enough salt in it.

#### Dialogue 2

- A Your cousin is angry with you. She says you don't keep your promises.
- B 4 \_\_\_\_\_!  
I always do what I say I'll do.
- A Well, she says you didn't call her last night.
- B 5 \_\_\_\_\_!  
I called her after dinner. But she didn't answer the phone!

Marks: \_\_/10

## Writing

### 9 Write a discussion essay on the following topic: *Homework helps students learn.* Write about 200 words and organize your writing into four paragraphs:

- Write about the issue that the title raises.
- Write about the arguments in favour of the title.
- Write about the arguments against the title.
- Write about your own experience and opinion.

Marks: \_\_/20

TOTAL: \_\_/100



## Vocabulary

### 1 Complete the sentences with a new word or phrase formed from the word in brackets.

- Paul wasn't \_\_\_\_\_ during the relay race and he dropped the baton. (ball)
- The \_\_\_\_\_ was satisfied with his silver medal. (run)
- All the teams will be on a \_\_\_\_\_ during the tournament. (field)
- \_\_\_\_\_ help strengthen stomach muscles. (up)
- Sporting events are mainly financed by \_\_\_\_\_. (sponsor)
- Some athletes come from very \_\_\_\_\_ backgrounds. (earth)
- Security will be tight, so athletes needn't worry \_\_\_\_\_. (score)
- The \_\_\_\_\_ for the computer game advert is male teenagers. (audience)
- The sports teacher set up extra training sessions \_\_\_\_\_. (bat)
- The Spanish team was one of the \_\_\_\_\_ to win the 2010 World Cup. (front)

Marks: \_\_\_ /10

### 2 Complete the text about Usain Bolt.

The 2008 Olympic Games in Beijing put Jamaica in the <sup>1</sup> \_\_\_\_\_ due to the performance of the world <sup>2</sup> \_\_\_\_\_ one athlete Usain Bolt. Usain's winning <sup>3</sup> \_\_\_\_\_ meant that he got to stand on the <sup>4</sup> \_\_\_\_\_ three times to receive a gold medal. Not only did Usain <sup>5</sup> \_\_\_\_\_ some of the biggest names in athletics that year, but he also <sup>6</sup> \_\_\_\_\_ two world records. He sailed <sup>7</sup> \_\_\_\_\_ the qualifying rounds of both the 100 metres and the 200 metres to reach the final of both <sup>8</sup> \_\_\_\_\_ events, and then proceeded to win with ease. Media <sup>9</sup> \_\_\_\_\_ of the Games meant that Usain Bolt, or Lightning Bolt as the press prefer to <sup>10</sup> \_\_\_\_\_ him, has become a household name.

Marks: \_\_\_ /10

## Reading

### 3 Read the text and complete the sentences.

#### Sportsman lends a helping hand

International footballer Ulises de la Cruz is one of the more altruistic members of the sporting community. Instead of spending his €900,000 annual salary on luxury houses and fast cars, he sends much of it back to his hometown in Ecuador. Ulises grew up in poverty alongside the children of 200 other families in a village in the Chota valley. As he grew up, he became determined to improve living conditions. His priority was to provide water for the villagers, so as soon as he was able to, he installed a new water system. Since then he's set up a medical centre, stocked the school with books and built a sports and community centre in the village. He pays the salaries of the doctor, the nurse and the dentist in the medical centre, and he buys breakfast and lunch for all the children who go to the village school. His current project involves the construction of 40 new houses for the villagers. His intention is to return home when his football career is over.

- Successful footballers often spend their money on \_\_\_\_\_.
- Ulises de la Cruz currently earns about €900,000 \_\_\_\_\_.
- The first thing Ulises did when he started earning money was to \_\_\_\_\_.
- Ulises' latest contribution to his village is \_\_\_\_\_.
- Ulises is going to retire in \_\_\_\_\_.

Marks: \_\_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Why does Ulises de la Cruz stand out from other sports people?  
\_\_\_\_\_
- What was his parents' main problem when Ulises was a child?  
\_\_\_\_\_
- Where is Ulises from?  
\_\_\_\_\_
- How has healthcare improved in the village?  
\_\_\_\_\_
- What does Ulises provide for the children of the village?  
\_\_\_\_\_

Marks: \_\_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 Today was my big chance to win. If only I didn't throw
  - 2 it away. If I'd won my match, I was in the final
  - 3 tomorrow. I wish I played better today, but I was tired.
  - 4 I shouldn't go out last night. My coach told me to
  - 5 stay in. If only I'd listen to him. He said I didn't spend
  - 6 enough time training. I should trained a lot more.
  - 7 I were a better player if I had taken my coaching
  - 8 sessions more seriously. I wish I practised my tactics.
  - 9 I wouldn't have lost if my tactics is better. I'd do
  - 10 everything differently if I can turn the clocks back!
- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Rewrite the second sentence using the word given. Use short forms where possible.

- 1 I'm not fit. (wish)  
I \_\_\_\_\_ fit.
- 2 The player didn't pass the ball. (should)  
The player \_\_\_\_\_ the ball.
- 3 We didn't win a medal. (only)  
If \_\_\_\_\_ a medal.
- 4 The water is cold. I wore a wetsuit in yesterday's race. (wasn't)  
If \_\_\_\_\_, I wouldn't have worn a wetsuit in yesterday's race.
- 5 Mark tried to score, which was a mistake. (shouldn't)  
Mark \_\_\_\_\_ to score.
- 6 We were late for the match. (only)  
If \_\_\_\_\_ late for the match.
- 7 Our best player is injured. We couldn't possibly have won the match. (might)  
If our best player wasn't injured, we \_\_\_\_\_ the match.
- 8 I've got an incompetent coach. (wish)  
I \_\_\_\_\_ an incompetent coach.
- 9 They didn't eat pasta this morning. They haven't got any energy this afternoon.  
If they'd eaten pasta this morning, they \_\_\_\_\_ more energy this afternoon.
- 10 I can't swim. (wish)  
I \_\_\_\_\_ swim.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Faisal Training is so difficult! I <sup>1</sup> \_\_\_\_\_ I had practiced football more.
- Hatem Why?
- Faisal Because it's possible that I <sup>2</sup> \_\_\_\_\_ have <sup>3</sup> \_\_\_\_\_ better by now.
- Hatem Yes, but you are in good shape. You can do 50 <sup>4</sup> \_\_\_\_\_! I can't get my chin above the bar. If <sup>5</sup> \_\_\_\_\_ I had your arm strength!
- Faisal Thanks. I am happy with myself and my body. If I <sup>6</sup> \_\_\_\_\_ different, I <sup>7</sup> \_\_\_\_\_ be me.
- Hatem I understand, but you can still get better at football if you <sup>8</sup> \_\_\_\_\_ every day. Keep trying!
- Faisal Yes, I will try... if only I <sup>9</sup> \_\_\_\_\_ talked to you sooner! I think I will continue training today, but I'd better <sup>10</sup> \_\_\_\_\_ up again with some stretching before I start.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A I think we're lost.
- B <sup>1</sup> \_\_\_\_\_  
I told you to put one in the bag.
- A Why don't we call the hotel?
- B We can't. We didn't bring our mobiles.  
<sup>2</sup> \_\_\_\_\_
- A I'm hungry.
- B <sup>3</sup> \_\_\_\_\_
- B If you'd packed the sandwiches, we would have something to eat.

#### Dialogue 2

- A <sup>4</sup> \_\_\_\_\_?
- B If I'd won, I'd be delighted.
- A What was your big mistake?
- B I went off too fast at the start of the race.  
<sup>5</sup> \_\_\_\_\_

Marks: \_\_ /10

## Writing

### 9 Write a biography about a famous sportsperson from your country. Write about 200 words and organize your writing into four paragraphs:

- Write about the person's family background and early years.
- Write about the development of the person's career.
- Write about the person's life away from the career.
- Write about their life in retirement.

Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a word or expression.

- He has collected thousands of books over the years.  
He has \_\_\_\_\_ thousands of books over the years.
- The electronics industry has been very successful in the last decade.  
The electronics industry has \_\_\_\_\_ in the last decade.
- In the past only children from a special background went to university.  
In the past only \_\_\_\_\_ children went to university.
- Ryan went to all the bookshops in the city in a search for the book he needed.  
Ryan went to all the bookshops in the city in a \_\_\_\_\_ for the book he needed.
- I never read books that are bought by a lot of people.  
I never read \_\_\_\_\_.
- My literature teacher gave me a collection of poems.  
My literature teacher gave me an \_\_\_\_\_ of poems.
- Have you read the story of David Beckham's life?  
Have you read David Beckham's \_\_\_\_\_?
- There's an extensive section which gives extra information at the back of the book.  
There's an extensive \_\_\_\_\_ at the back of the book.
- The writer's sources are in the list of books on the last page.  
You can find the writer's sources in the \_\_\_\_\_ on the last page.
- I prefer printed books to stories recorded on CDs.  
I prefer printed books to \_\_\_\_\_.

Marks: \_\_ /10

### 2 Complete the text.

Most people say I am a <sup>1</sup>\_\_\_\_\_, because I have always loved reading. Even as a little girl I would <sup>2</sup>\_\_\_\_\_ over the picture books my parents gave me. When I was older, I used to <sup>3</sup>\_\_\_\_\_ out at least one book a week from the <sup>4</sup>\_\_\_\_\_. My favourite books are <sup>5</sup>\_\_\_\_\_ that are set in the world of fiction. I never read the <sup>6</sup>\_\_\_\_\_ on the back cover, and I'm not interested in book reviews. I know a book is good when I find myself reading the <sup>7</sup>\_\_\_\_\_ the author has written to their collaborators. I don't often read <sup>8</sup>\_\_\_\_\_ books that give factual information. Instead, I <sup>9</sup>\_\_\_\_\_ through them looking at the pictures. I much prefer <sup>10</sup>\_\_\_\_\_ to hardbacks, as you can carry them around with you.

Marks: \_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Papermaking over the ages

The history of paper began many years ago when papyrus was used to write on. Previously, clay tablets had been used which were very heavy and broke easily. However, the immediate predecessor to the paper we use today was not discovered until later.

A Chinese government official called T'sai Lun is credited with creating the first sheet of paper by mixing plant fibres with old rags and leaving the mixture to dry. Before this, documents in China had been written on bone tablets or bamboo scrolls. Silk was also sometimes used, but this was very expensive. Paper spread slowly out of China to the Middle East. Here people were using fine animal skins to make a thin material called parchment. Since 1900, wood has substituted plant fibres in papermaking, making the process cheaper. Today, the future of paper is uncertain due to the impact of the computer.

- The first material ever used for writing was ...  
a papyrus.      b paper.      c clay.
- The Chinese started making paper ... papyrus had been used.  
a before      b after      c at the same time as
- Paper was a better writing material than silk because it was ...  
a cheaper.      b lighter.      c unbreakable.
- Paper replaced ... in Europe.  
a silk      b parchment      c plant fibres
- In 1900 the papermaking process became less ...  
a successful.      b profitable.      c expensive.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Why was papyrus better than clay tablets?  
\_\_\_\_\_
- How did T'sai Lun make the first sheet of paper?  
\_\_\_\_\_
- What did the Chinese write on before the invention of paper?  
\_\_\_\_\_
- What is parchment made from?  
\_\_\_\_\_
- Why is the future of paper in doubt?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Complete the text with a preposition and a relative pronoun in each gap.

13th November 1850 is the date <sup>1</sup> \_\_\_\_\_ Robert Louis Stevenson was born. The novels <sup>2</sup> \_\_\_\_\_ he is best known are *Kidnapped* and *Treasure Island*. Although he lived in many countries, the city <sup>3</sup> \_\_\_\_\_ he was born was Edinburgh, Scotland. Stevenson suffered from many illnesses as a child, the reasons <sup>4</sup> \_\_\_\_\_ have never been determined. His mother, <sup>5</sup> \_\_\_\_\_ he shared the tendency for illness, insisted that the family move to a home in a sunnier street.

At the age of 30, Stevenson married the American woman Fanny Van de Grift Osbourne, <sup>6</sup> \_\_\_\_\_ he had no children. The seven years after his wedding were a time <sup>7</sup> \_\_\_\_\_ the couple searched for a place <sup>8</sup> \_\_\_\_\_ to settle. It was during these years that Stevenson wrote the novels <sup>9</sup> \_\_\_\_\_ the world remembers him. Stevenson, <sup>10</sup> \_\_\_\_\_ the Scots are still very proud, continues to be one of the most widely read authors in the world.

Marks: \_\_ /10

### 6 Complete the reduced relative clauses.

- 1 Tania went to a recital. It was held in her school.  
The recital \_\_\_\_\_ in her school.
- 2 The tourists hired a guide. He spoke perfect English.  
The guide \_\_\_\_\_ English.
- 3 I can see two men. They are planting a tree.  
There are \_\_\_\_\_.
- 4 Our neighbour won the prize last night. His photo is on the news.  
A photo of \_\_\_\_\_ is on the news.
- 5 I picked up a leaflet. It gave me a lot of information.  
The leaflet \_\_\_\_\_ a lot of information.
- 6 Hannah saw a doctor. He prescribed some tablets.  
The doctor \_\_\_\_\_.
- 7 I ordered a book online. It didn't cost a lot.  
The book \_\_\_\_\_ a lot.
- 8 Timmy watched his older brothers. They were playing football.  
Timmy watched \_\_\_\_\_.
- 9 The picture is an old photo. My aunt took it years ago.  
The picture is \_\_\_\_\_ my aunt years ago.
- 10 Kate has bought a new dress. It's made of silk.  
The dress Kate \_\_\_\_\_.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Ahmad I'm doing a project on the famous poet Mutlaq Hamid Al Thueiti Al Otaibi. Do you have a <sup>1</sup> \_\_\_\_\_ on him?
- Fahd I don't, but this <sup>2</sup> \_\_\_\_\_ of poems includes several that he has <sup>3</sup> \_\_\_\_\_. It also has some information about the poets themselves. <sup>4</sup> \_\_\_\_\_ through it.
- Ahmad Oh wow! There is a <sup>5</sup> \_\_\_\_\_ in the back. There are some sources with <sup>6</sup> \_\_\_\_\_ I'm not familiar.
- Fahd Terrific. You can look <sup>7</sup> \_\_\_\_\_ those titles in the library's database, and you can borrow my book, too.
- Ahmad Thanks! I wish you had the <sup>8</sup> \_\_\_\_\_ of this! It's very heavy.
- Fahd I know! Do you think the time will come <sup>9</sup> \_\_\_\_\_ we no longer have regular books?
- Ahmad I hope not! Sometimes I just like to <sup>10</sup> \_\_\_\_\_ in the library or the bookshop.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

A What was the last book you read?

B *Treasure Island*.

<sup>1</sup> \_\_\_\_\_  
Millions of copies have been sold all over the world.

A <sup>2</sup> \_\_\_\_\_

B In 1883, so it's quite old!

A <sup>3</sup> \_\_\_\_\_?

B A boy called Jim Hawkins and some sailors.

#### Dialogue 2

A <sup>4</sup> \_\_\_\_\_?

B Yes, I have, but I prefer books. The screen hurts my eyes.

A <sup>5</sup> \_\_\_\_\_?

B No, I don't. I think e-books will become very popular, but printed books will always exist.

Marks: \_\_ /10

## Writing

### 9 Write a book review about the last novel you read. Write about 200 words and organize your writing into four paragraphs:

- Write about the important facts and details about the novel.
- Write about the main characters and their situation.
- Write about an important turning point and other important events.
- Write about your opinion of the novel.

Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences with a word or expression formed from the word in brackets.

- Some children start \_\_\_\_\_ when they are served vegetables. (pull)
- Psychologists are doing \_\_\_\_\_ into body language in young children. (deep)
- Despite the pain, the athlete \_\_\_\_\_ and finished the race. (face)
- I couldn't \_\_\_\_\_ when I saw my friend's ridiculous new haircut. (straight)
- There's a police officer patrolling our neighbourhood \_\_\_\_\_ for criminals. (look)
- Scientists at the university have been given a \_\_\_\_\_ their research. (fund)
- The boy's unacceptable behaviour \_\_\_\_\_ his expulsion from school. (lead)
- I could tell the teacher was angry because of her \_\_\_\_\_. (express)
- When my grandfather first retired, he spent hours wandering around the house in an \_\_\_\_\_ way. (aim)
- Dr Barnsley published the \_\_\_\_\_ in a paper last month. (find)

Marks: \_\_\_ /10

### 2 Complete the text about an unsuccessful job interview. Use a word or phrase formed from the words in the box.

appear appropriate consistent dress face  
industry match mind pain punctual

Carl is extremely <sup>1</sup>\_\_\_\_\_, so when he was offered a job interview, he was determined to get the job. First, he put his mind to changing his <sup>2</sup>\_\_\_\_\_. Instead of looking like a scruffy teenager, he wanted to give the impression of being an <sup>3</sup>\_\_\_\_\_ young man. All of the clothes in his cupboard were <sup>4</sup>\_\_\_\_\_, so he bought some new trousers with a <sup>5</sup>\_\_\_\_\_ jacket, and a new pair of shoes. He spent hours <sup>6</sup>\_\_\_\_\_ getting ready and, knowing that <sup>7</sup>\_\_\_\_\_ was vital, he left home very early. He arrived in time to see another <sup>8</sup>\_\_\_\_\_ candidate enter the interview room. It wasn't until he came <sup>9</sup>\_\_\_\_\_ with the interviewer that he realized there was an <sup>10</sup>\_\_\_\_\_ in his look. He had forgotten to put on his new shoes and was still wearing his trainers!

Marks: \_\_\_ /10

## Reading

### 3 Read the text and complete the sentences.

#### Graphology

Graphology is the study and analysis of handwriting. It was first used by the Chinese over 3,000 years ago, but was formalized in 1870 by a group of French scholars. Today, it is sometimes used by companies in the recruitment of new staff. Graphology uses at least 300 different handwriting features to identify the behaviour and personality of the writer, but no single sample contains all of these. Handwriting samples are best on unlined paper, so that line-spacing features may be seen. Wide spaces between lines show a wish to maintain a distance, whereas closely spaced lines indicate that the writer prefers to be directly involved. Graphologists can tell how sociable a person is by the size of the handwriting. Large letters show that a person is outgoing and extrovert, whereas small letters mean the opposite. Another revealing feature is slant, which refers to the angle at which the letters are written. A slant to the right indicates a wish to communicate, whereas a left slant shows emotion and reserve. Upright letters mean that the writer is independent.

- Graphology students learn how to \_\_\_\_\_.
- Some companies use graphology when they \_\_\_\_\_.
- Graphologists prefer to analyze handwriting on paper without \_\_\_\_\_.
- The handwriting of extroverts tends to be \_\_\_\_\_.
- Graphologists refer to the angle of handwriting as \_\_\_\_\_.

Marks: \_\_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Who established the modern rules of graphology?  
\_\_\_\_\_
- What can handwriting features reveal about a person?  
\_\_\_\_\_
- How do more distant people space their handwriting?  
\_\_\_\_\_
- What do small letters indicate about a person?  
\_\_\_\_\_
- Which handwriting feature indicates independence?  
\_\_\_\_\_

Marks: \_\_\_ /15



## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 Many of employers today require job applicants  
 2 to complete the personality test at some point  
 3 during a recruitment process. The test is given to  
 4 every of the candidates without exception and  
 5 few them refuse to complete it, knowing that this  
 6 would result in rejection. Some of tests are designed  
 7 to test honesty. A integrity test like this is often given  
 8 to employees with access to money. Any company  
 9 wants to employ criminals, but not all of thieves are  
 10 detected. These tests are practised at the school  
 nowadays because they are becoming very frequent.

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Complete the sentences so that they mean the same as the first sentence.

- 1 I met you last year. I haven't forgotten.  
 I remember \_\_\_\_\_.
- 2 Paul was sorry that he had turned down the job.  
 Paul regretted \_\_\_\_\_.
- 3 Judy read her book, although it was dark. She didn't stop.  
 Judy went on \_\_\_\_\_.
- 4 One way to fall asleep is to count sheep.  
 If you can't sleep, try \_\_\_\_\_.
- 5 I called my cousin yesterday. I didn't forget.  
 I remembered \_\_\_\_\_.
- 6 We're sorry for telling you this, but your train is delayed.  
 We regret \_\_\_\_\_.
- 7 When my grandfather retired, he didn't drive any more.  
 My grandfather stopped \_\_\_\_\_.
- 8 My brother didn't do his homework last night. He forgot.  
 My brother forgot \_\_\_\_\_.
- 9 First, my friend studied pharmacy. Then, he opened his own chemist's.  
 After studying pharmacy, my friend went on \_\_\_\_\_.
- 10 I couldn't lift my suitcase because it was too heavy.  
 I tried \_\_\_\_\_.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue. You may need to use two words.

- Miriam Look at you! You're <sup>1</sup> \_\_\_\_\_! Why are you so happy?
- Hala I've just had <sup>2</sup> \_\_\_\_\_ interview for a job at <sup>3</sup> \_\_\_\_\_ girls' school next to my home. It went extremely well!
- Miriam That's terrific! Was it a <sup>4</sup> \_\_\_\_\_ interview?
- Hala Yes, I met with the headmistress and her assistant. <sup>5</sup> \_\_\_\_\_ of them are very smart and kind.
- Miriam That's great. How long did <sup>6</sup> \_\_\_\_\_ interview last?
- Hala It was about 30 minutes. I tried <sup>7</sup> \_\_\_\_\_ in a calm voice and answer their questions clearly.
- Miriam I'm sure you were fine. Are there <sup>8</sup> \_\_\_\_\_ candidates for the job?
- Hala I think there are a <sup>9</sup> \_\_\_\_\_, maybe three, but I forgot <sup>10</sup> \_\_\_\_\_ when they would be making their decision! I hope they contact me soon.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup> \_\_\_\_\_?
- B Most people buy their clothes at the new shopping mall.
- A <sup>2</sup> \_\_\_\_\_?
- B Yes, they are. A lot of people wear famous brands.
- A <sup>3</sup> \_\_\_\_\_?
- B No, I don't. I'll wear anything as long as I'm comfortable.

#### Dialogue 2

- A How did you fund your research?
- B <sup>4</sup> \_\_\_\_\_.  
 The government gave me some money.
- A How will you publish your findings?
- B <sup>5</sup> \_\_\_\_\_.  
 I'm going to present it at the next psychology conference.

Marks: \_\_ /10

## Writing

### 9 Write an email to a friend about a place you have visited. Write about 200 words and organize your writing into four paragraphs:

- Respond to the last email you received from your friend.
- Write about one characteristic of the place.
- Write about another characteristic that you liked.
- Write about what you're going to do when you've finished writing and mention your friend's family.

Marks: \_\_ /20

TOTAL: \_\_ /100

# Test answer key

## Test Unit 1

### Exercise 1

- 1 impatient 2 illegal 3 unpleasant 4 impossible 5 immature  
6 unreasonable 7 irrelevant 8 unlikely 9 irrational  
10 illegible

### Exercise 2

- 1 time 2 list 3 wasteful 4 retailers 5 influential 6 attract  
7 offers 8 hunter 9 must 10 tags

### Exercise 3

- 1 b 2 a 3 c 4 c 5 b

### Exercise 4

- 1 They are continually making it bigger and bigger.  
2 Temperatures can fall to  $-13^{\circ}\text{C}$ .  
3 There are over 200 places to eat.  
4 People go to the Underground City to escape the freezing winter temperatures.  
5 They can (include three of the following) eat in a restaurant, study at university, visit a museum, go to business conferences, watch sports events, catch / get off an underground train.

### Exercise 5

- 1 can we save time by comparing prices online, but  
2 did more people start going there  
3 did we begin asking for discounts  
4 we shopped at was very  
5 did we realize  
6 have we bought  
7 am I going to make  
8 security has checked your bags  
9 had Henry arrived at the shopping mall, than he realized  
10 have I ever forgotten

### Exercise 6

- 1 I was hoping to catch the next train to Paris.  
2 Did you want a first-class ticket, sir?  
3 I was thinking of buying a new watch for my son.  
4 I was wondering if you wanted to go shopping this evening.  
5 What did you want to buy?  
6 I wanted to book a table at your restaurant.  
7 For how many people would that be?  
8 When did you want to collect the TV?  
9 We were hoping to have it by the weekend.  
10 Did you want to pay by credit card or in cash?

### Exercise 7

- 1 spree 2 deals 3 offers 4 have 5 money 6 into  
7 buyer 8 shopping 9 tag 10 been

### Exercise 8 (suggested answers)

- 1 Do you think you are a bargain hunter?  
2 Do you know a serious shopper?  
3 Do you know any impulse buyers?  
4 What is your must-have item?  
5 Have you ever turned down a job offer?

### Exercise 9

Students' own answers.

## Test Unit 2

### Exercise 1

- 1 renewable 2 desalination 3 reclamation 4 sceptical  
5 conventional 6 sustainable 7 Participants 8 Enrolment  
9 industrialize 10 Regional

### Exercise 2

- 1 overpopulation 2 rush 3 dwellers 4 commuters 5 lanes  
6 Environmental 7 shade 8 desertification 9 irrigation  
10 uninhabitable

### Exercise 3

- 1 most affected by human activity  
2 their excellent sense of smell  
3 vulnerable species  
4 climate change  
5 get exhausted and drown

### Exercise 4

- 1 They spend most of the year on the frozen ice floes of the Arctic Circle.  
2 They go onto the land because the ice melts in the summer.  
3 They survive on berries and stored fat.  
4 In the next 45 years, the population of polar bears could drop by more than 30%.  
5 It is carried north by rivers, ocean currents and the wind.

### Exercise 5

- 1 is having 2 starts 3 'm meeting 4 is coming  
5 are going to tell 6 're going to give 7 will say  
8 is going to be 9 'll pay 10 'll lend

### Exercise 6

- 1 we'll be lying 2 he'll be sitting 3 she'll have taken  
4 they'll be eating 5 he'll have moved out 6 I'll be waiting  
7 We'll have handed in 8 I'll be playing 9 he'll have retired  
10 we'll have landed

### Exercise 7

- 1 going 2 deforestation 3 won't 4 does 5 leaving / starting  
6 forecast 7 be 8 starts 9 have 10 'll

### Exercise 8 (suggested answers)

- 1 What will you be doing this time tomorrow?  
2 What time do you land?  
3 How long are you staying?  
4 I'm going to study medicine.  
5 Will you have finished your course by the time you're 21?

### Exercise 9

Students' own answers.

## Test Unit 3

### Exercise 1

- 1 entomology 2 phenomenon 3 landmark 4 tapestries  
5 exhaustive 6 sanctuary 7 artefacts 8 impartial 9 ceramics  
10 controversy

### Exercise 2

- 1 restoration 2 scholars 3 historical 4 excavations  
5 disapproval 6 economic 7 uninterested 8 satisfying  
9 civilization 10 omission

### Exercise 3

- 1 c 2 a 3 c 4 a 5 b

### Exercise 4

- 1 He built a fort so that the Mughals couldn't return to the area.  
2 It has resisted both invading armies and the passing of time.  
3 The walls that surround the fort are 4 km long.  
4 There is a small mosque and there are a few military buildings.  
5 They had time to prepare for an attack because they could see all the land around them.

### Exercise 5

- 1 is visited 2 are not permitted 3 is located 4 is covered  
5 is called 6 is changed 7 were made 8 was asked  
9 was completed 10 were done

### Exercise 6

- 1 is said that  
2 has had a ramp built  
3 has been reported that  
4 had a new alarm installed  
5 was thought that  
6 was having some ceramics restored  
7 has been estimated that  
8 has its / the roof repaired  
9 is expected that  
10 will have its / the walls cleaned

### Exercise 7

- 1 is 2 was 3 Revolution 4 landmark 5 is 6 restoration  
7 been 8 preservation 9 having 10 has

### Exercise 8

- 1 When was the castle built?  
2 What are the walls made of?  
3 I had it painted.  
4 I'm having some new ones made.  
5 I'm going to have the windows repaired.

### Exercise 9

Students' own answers.

## Test Unit 4

### Exercise 1

1 flaw 2 drudgery 3 knowledge 4 witty 5 potential  
6 legible 7 hereditary 8 plagiarized 9 proof 10 incompetent

### Exercise 2

1 up 2 through 3 well 4 work 5 swot 6 pass 7 adhere  
8 picked 9 leave 10 draft

### Exercise 3

1 b 2 c 3 b 4 a 5 b

### Exercise 4

1 A powered exoskeleton consists of a framework and a power supply.  
2 The machine helps the wearer's legs carry less body weight.  
3 The robot legs have a seat.  
4 The user is attached to the legs by a belt around the thigh and hip and they put their feet in the shoes.  
5 If the wearer decides to walk quickly, the battery runs out quicker.

### Exercise 5

1 Who invented  
2 How many points did you get  
3 Who did you write  
4 What's happening  
5 Which robot do they like  
6 How many students use  
7 What did Alexander Fleming discover  
8 Which train leaves  
9 Who did they recommend

10 Who does

### Exercise 6

1 shall we 2 have I 3 did you 4 will you 5 wasn't it  
6 weren't they 7 do they 8 are you 9 didn't you  
10 doesn't it

### Exercise 7

1 me 2 convinced 3 carry 4 tasks 5 repetitive  
6 chores / tasks 7 can 8 aren't 9 exploration 10 washing

### Exercise 8 (suggested answers)

1 Where did you go / What did you do last night? 2 Who with?  
3 Why not? 4 I do keep my promises! 5 I did call her!

### Exercise 9

Students' own answers.

## Test Unit 5

### Exercise 1

1 on the ball 2 runner-up 3 level playing field 4 Sit-ups  
5 sponsorship 6 down-to-earth 7 on that score  
8 target audience 9 off his own bat 10 front-runners

### Exercise 2

1 limelight 2 number 3 streak 4 podium 5 beat 6 broke  
7 through 8 track 9 coverage 10 call

### Exercise 3

1 luxury houses and fast cars  
2 per year  
3 install a new water system  
4 to construct 40 new houses  
5 his village in Ecuador

### Exercise 4

1 He stands out because he spends his money on other people and not on himself.  
2 Their main problem was that they didn't have any money.  
3 He's from a village in the Chota valley, in Ecuador.  
4 The village now has a medical centre with a doctor, a nurse and a dentist.  
5 He provides food and books.

### Exercise 5

1 hadn't thrown 2 would be 3 had played  
4 shouldn't have gone 5 I'd listened 6 should have trained  
7 would be 8 had practised 9 were 10 could

### Exercise 6

1 wish I was / were 2 should have passed 3 only we'd won  
4 the water wasn't cold 5 shouldn't have tried  
6 only we hadn't been 7 might have won 8 wish I didn't have  
9 would have 10 wish I could

### Exercise 7

1 wish 2 would 3 become 4 pull-ups 5 only 6 were  
7 wouldn't 8 practice / train 9 had 10 warm

### Exercise 8 (suggested answers)

1 You should have brought a map.  
2 I wish we'd brought them.  
3 If only we had something to eat.  
4 How would you feel if you had won?  
5 I shouldn't have run so fast.

### Exercise 9

Students' own answers.

## Test Unit 6

### Exercise 1

1 accumulated 2 flourished 3 privileged 4 quest  
5 bestsellers 6 anthology 7 biography 8 appendix  
9 bibliography 10 audio books

### Exercise 2

1 bookworm 2 pore 3 take 4 library 5 novels 6 blurb  
7 acknowledgements 8 text 9 flick 10 paperbacks

### Exercise 3

1 c 2 b 3 a 4 b 5 c

### Exercise 4

1 Papyrus wasn't as heavy and it didn't break as easily.  
2 He mixed plant fibres with old rags and left the mixture to dry.  
3 They wrote on bone tablets, bamboo scrolls or silk.  
4 Parchment is made from fine animal skins.  
5 It is in doubt because of the impact of the computer.

### Exercise 5

1 on which 2 for which 3 in which 4 for which  
5 with whom 6 with whom 7 in which 8 in which  
9 for which 10 of whom

### Exercise 6

1 Tania went to was held  
2 the tourists hired spoke perfect  
3 two men planting a tree  
4 our neighbour who won the prize  
5 I picked up gave me  
6 Hannah saw prescribed some tablets  
7 I ordered online didn't cost  
8 his older brothers playing football  
9 an old photo taken by  
10 bought is made of silk

### Exercise 7

1 biography 2 anthology 3 written 4 Flick 5 bibliography  
6 which 7 up 8 e-book 9 when 10 browse

### Exercise 8

1 It's a bestseller.  
2 When was it published?  
3 Who are the main characters?  
4 Have you ever read an e-book?  
5 Do you think e-books will ever replace printed books?

### Exercise 9

Students' own answers.

## Test Unit 7

### Exercise 1

1 pulling faces 2 in-depth research 3 put on a brave face  
4 keep a straight face 5 looking out 6 grant to fund 7 led to  
8 facial expression 9 aimless 10 findings of his research

### Exercise 2

1 single-minded 2 appearance 3 industrious 4 inappropriate  
5 matching 6 painstakingly 7 punctuality 8 well dressed  
9 face-to-face 10 inconsistency

### Exercise 3

1 analyze handwriting 2 are recruiting new staff 3 lines  
4 large 5 slant

### Exercise 4

1 A group of French scholars formalized graphology in 1870.  
2 They can reveal the behaviour and personality of the writer.  
3 They leave wide spaces between the lines of their handwriting.  
4 Small letters indicate that a person is reserved and introverted.  
5 Upright letters indicate independence.

**Exercise 5**

- 1 Many employers
- 2 a personality test
- 3 the recruitment process
- 4 every candidate / each of the candidates
- 5 few of them / few refuse
- 6 Some tests / Some of the tests
- 7 An integrity test
- 8 No company
- 9 all thieves
- 10 at school

**Exercise 6**

- 1 meeting you last year
- 2 turning down the job
- 3 reading her book although it was dark
- 4 counting sheep
- 5 to call my cousin yesterday
- 6 to tell you that your train is delayed
- 7 driving when he retired
- 8 to do his homework last night
- 9 to open his own chemist's
- 10 to lift my suitcase, but it was too heavy

**Exercise 7**

- 1 beaming 2 an 3 the 4 face-to-face 5 Both 6 the  
7 to speak 8 many 9 few 10 to ask

**Exercise 8 (suggested answers)**

- 1 Where do people you know shop?
- 2 Are famous brands popular?
- 3 Do you follow fashion?
- 4 I got a research grant.
- 5 I've written a research paper.

**Exercise 9**

Students' own answers.

# FUNCTIONS BANK

## Using polite language

I was wondering if ...

I would recommend ...

Might I ...

Did you want to ...?

Would you mind ...?

Could you tell me ...?

Is it possible ...?

## Making complaints

I'm ringing to complain about ...

I'm really unhappy with the service.

Sorry, but actually I'd like to ...

I'd like to speak to the manager.

How can I help you?

Could you tell me exactly what the problem is?

## Getting help with IT queries

Can you give me a hand?

Will you explain something to me?

Would you show me how to upload a photo?

Click on the icon.

Browse your files.

Choose one of the options that comes up.

Go to your home page.

## Sympathizing with someone

How dreadful!

What a nightmare!

What a disaster!

How awful!

What a pity!

What bad luck!

## Making a point

As far as I'm concerned ...

I reckon ...

I can't deny that ...

It's true that ...

I would still say that ...

Having said that, I still think ...

## Expressing opinions

How do you feel about ...

I'm absolutely convinced that ...

There's no doubt in my mind that ...

I believe very strongly that ...

Let's not forget that ...

One in five people think that ...

Two out of nine people say that ...

Half of the population believes that ...

## Starting a conversation

How long have you been coming here?

How often do you have matches?

How about you?

What about you?

So do I.

I don't either.

Me neither.

Me too.

## Talking about pros and cons

The good thing about it is ...

Another advantage is ...

The first drawback is ...

That's an interesting question.

I've never really thought about it ...



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