

Close-up

TEACHER'S BOOK

B1+

Liz Gardiner

SECOND EDITION

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Close-up B1+ Teacher's Book Second Edition

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ISBN: 978-1-408-09566-9

National Geographic Learning

Cheriton House, North Way, Andover, Hampshire, SP10 5BE
 United Kingdom

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The publisher would like to thank Hyphen for their work on the project.

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Introduction to Close-up

Introduction to Close-up

Welcome to *Close-up Second Edition*, an exciting intermediate and upper-intermediate course which brings English to life through spectacular National Geographic photography and facts carefully selected to appeal to the inquisitive minds of students.

Course Components

Close-up B1+ Student's Book with online student zone

The Student's Book is divided into twelve topic-based units. Each unit starts with a stunning photograph linked to the theme of the unit and a summary of the contents of the unit. There are five two-page lessons in each unit covering reading, vocabulary & grammar, listening & speaking, grammar & Use your English and writing. The unit ends with a video page to accompany the National Geographic video clips found on the online student zone. The video clips are designed to expand students' knowledge of the world they live in, and the tasks in the Student's Book aid comprehension and further discussion of the topic.

Each unit also contains:

- tasks that actively develop students' reading, listening, speaking and writing skills.
- *Exam close-up* boxes and *Exam Tasks* that provide step-by-step advice and strategies for how to best approach exam tasks and have the opportunity to put the advice into practice.
- *Useful Expressions* boxes in the speaking & writing sections that provide students with appropriate language when doing communicative tasks.
- plenty of opportunity for discussion of the topics in the *Ideas Focus* sections.

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

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

The online student zone includes the Student's Book audio and video, and the Workbook audio available to download.

Close-up B1+ Workbook

The Workbook accompanies *Close-up B1+ Student's Book*. Like the Student's Book, it is divided into twelve units and six reviews. Each unit consists of reading, vocabulary, grammar, listening, Use your English and writing. The reviews include multiple-choice grammar and vocabulary items. The audio on the online student zone contains the recordings for use with the listening tasks.

The Workbook's clear and simple format means that it can be used at home as well as in class. The Workbook is available with or without the *Online Workbook*.

Close-up B1+ Teacher's Book

Close-up B1+ Teacher's Book provides clear lesson plans with detailed instructions and tips for teachers on how to make the best of the material in the Student's Book. The key to all tasks in the student's book and Workbook are included, along with the Student's Book transcripts with justification for the answers to the listing tasks underlined.

Close-up B1+ online teacher zone

The online teacher zone contains a comprehensive testing package in printable PDF format. The multiple choice quizzes, one for each unit of *Close-up B1+ Student's Book*, focus on the key vocabulary and grammar items presented in the unit. Progress Tests, one for use after every two units of *Close-up B1+ Student's Book*, include a reading comprehension task, a writing task as well as vocabulary and grammar tasks. There is also a Mid-Year Test (Units 1-6) and an End-of-Year Test (7-12) that provide a written test covering reading comprehension, Use of English and writing, as well as a listening test. There is a section of photocopiable vocabulary and grammar tasks which can be used with students who finish early in class, as a way of revising prior to a test, or as extra practice of the vocabulary and grammar. All keys to these tests are included.

The *Close-up B1+* online teacher zone also includes the Student's Book audio and video along with the Workbook audio and transcripts, plus the Workbook transcripts with justification for the answers to the listing tasks underlined. In addition, there is a Student's Record document, which can be printed for each student, where test results can be recorded.

Close-up B1+ Interactive Whiteboard Software is downloadable from the online teacher zone.

Close-up B1+ Interactive Whiteboard Software includes content from the Student's Book, plus the audio and video. The Interactive Whiteboard has easy to navigate, interactive tasks, word definition functions, grammar animation and a series of games for further practice.

Justification for reading comprehension and listening tasks is available at the touch of a button, as is the key to all tasks. *Close-up B1+ Interactive Whiteboard Software* also contains the Content Creation Tool, which allows teachers to create their own interactive tasks to use in class, and is compatible with any interactive whiteboard hardware.

1

Your World

Reading:	multiple-choice, identifying key information
Vocabulary:	people-related words, word groups
Grammar:	present simple, present continuous, articles
Listening:	multiple-choice (pictures), preparing to listen
Speaking:	personalities, talking about yourself, expressing likes & dislikes
Use your English:	collocations & expressions, prepositions, sentence transformation, checking the tense
Writing:	informal letter / email, using idioms & phrasal verbs, showing interest, asking questions

Unit opener

- Students look at the unit title and photo. Elicit what the title means (*your associations with the people and place around you*).
- Using the photo and title, students say which other words mean your world in this context (*environment, experience, education, work, emotions*).
- Ask students to tell the rest of the class about one thing in their world that they have positive feelings about and about another thing that they have negative feelings about.
- Ask students to look at the picture and the caption and ask them what we can learn from pictures of Earth from outer space (*how natural features like forests, rivers, etc are changing, weather conditions, etc*).
- Ask them to describe how this picture makes them feel.

Reading**A**

- Ask students to look at the photo of the hands on the right-hand side of the page and ask them to say how important colour is to them. Could they imagine living in a world with no colour? Ask them what the colours red, yellow and blue mean to them.
- Ask students to compare the two photos and to say which one they think shows the correct colours. Explain that the right-hand image shows the colours as a colour-blind person sees them. Teach or check the meaning of colour-blind (*having the inability to see the difference between certain colours, especially red and green*).

Answers

Students' own answers

B

- Ask students to look at the photo in the article and the caption. Elicit that the use of so many colours makes the crushed ice very appealing. Ask students how the title of the passage links with the caption. Ask students to read the title of the reading passage and say how it links with the caption and the picture.
- Ask students to read the instructions in B and check that they understand what they have to do.

- Ask students to skim read the text to find relevant information. Explain that they don't have to read in detail as they will have another opportunity to read the text. Ask two or three students to say what interesting things they found out about each colour.
- Once you have discussed the things mentioned in the text, ask students what surprised them most about each colour. Allow them to discuss the different things they have mentioned.

Suggested answers

Red: symbol of fire/love/anger, brings luck/wealth/success, shows embarrassment/anger, signals dominance, causes increase in heart rate, pink makes men in prisons less aggressive

Yellow: related to sunshine, commands attention, easy to see, for school buses/traffic signs/highlighters, football caution, helps children focus on school work

Blue: sky/sea/water, protection against evil, represents calm/stability/power, colour of business suits/uniforms, shows control/trust, sadness/feeling depressed, colour of mourning in Iran, calming effect, blue rooms helps people relax or sleep, reduces feelings of hunger

Teaching Tip

Encourage students to draw on their own experience in task B. Allow them time to discuss how colours affect them in everyday life. Ask them what colours they like wearing and why. Then ask what different colours represent their own country.

Word Focus

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

C

- Draw students' attention to the Exam Close-up and tell them that these boxes are used throughout the book to give them tips about how to do specific tasks.

- Ask students to read the box here and ask a student to explain what it says in his or her own words. Explain that they should check their answers to multiple-choice questions by making sure that the options they haven't chosen are wrong.

D

- Ask students to read the instructions and items 1-6 with their options. Explain anything the students don't understand.
- Ask students to underline the parts in the text that refer to each of the items. Point out that the information in the items follows the same order as the text.
- Ask students to do the task individually, but check as a class.

Answers

- 1a (*In the 19th century, ... manufactured the first synthetic dye,*)
 2d (*... those dressed in red an advantage in sporting events.*)
 3b (*This highly visible shade ... to highlight important information in a text.*)
 4a (*It's common in English ... when you are feeling sad ...*)
 5c (*... help people to relax ... to suggest exactly this idea.*)
 6d

E

- Ask students to look at the words in the yellow box here and to scan the text again to find them (they are underlined). Ask them to say each of the words after you and elicit that they are all adjectives. Correct their pronunciation where necessary.
- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences in the text each word is in.
- Ask students to read the instructions and check that they understand what they have to do. Ask them to do the task individually, but check as a class.

Answers

- | | |
|---------------|--------------|
| 1 trustworthy | 4 aggressive |
| 2 depressed | 5 attractive |
| 3 embarrassed | |

Teaching Tip

Encourage students to record new vocabulary in their vocabulary notebooks. Explain that it is best to record the meanings of words in English rather than translating them. This is important because the translations of some words may be very similar, but they may be used differently in English.

When time allows, ask students to write a sentence of their own with each of the words in the Word Focus box.

Ideas Focus

- Ask a student to tell you if they agree that colour has a powerful effect on people. Encourage other students to add their opinions and some personal examples of how colour has affected them.

- Ask students to look at the picture of the Rainbow Lorikeet and read the information about it. Invite their opinion about how the bright colours of the bird might help it (*blend in with their surroundings, scare predators*).
- Ask each pair to give their opinions on the first question, then to talk about one of the colours (green, white, or black).
- Ask students to take turns to say their favourite colour. When they say a colour, write it on the board. Put a tick beside it for each student who says the same colour. Ask them why the colour which is most popular might be so popular and what they associate it with.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers**Students' own answers****Vocabulary****A**

- Ask students to look at the picture of the Mediterranean jumping spider and tell you what their first impressions of the eyes are.
- Ask students to read the instructions and check that they understand what they have to do.
- Read the words in the yellow box to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that they should match the words in the yellow box with the pair of words which they have most in common with, for example, words that have a similar meaning. Ask them to read through all the words before they complete the groups. They should think about whether they are adjectives or nouns, whether they have a positive or negative meaning and what they are used for.

Answers

- | |
|---|
| 1 depression (negative feelings) |
| 2 pretty (positive describing appearance) |
| 3 generous (positive describing behaviour towards others) |
| 4 belief (ways of thinking) |
| 5 gift (special qualities) |
| 6 peaceful (positive describing character) |
| 7 athletic (positive describing fitness) |
| 8 skinny (describing body shape) |

Learning Focus

Draw students' attention to the information and tell them that these boxes are found throughout the book to give them tips to help them do specific tasks. Explain it is important to record new vocabulary and it is easier to remember words if they write them down in word groups. Read through the information together and ask for examples of other word groups, such as personality, film genres and so on.

1 Your World

B

- Ask students to read the instructions and check that they understand what they have to do.
- Say each of the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Elicit that the words are all nouns which refer to people's relationships.
- Ask students to read all the sentences before filling in any gaps to find out what kind of relationship each one is about.
- Ask students to do the task individually, but check as a class.

Answers

1 flatmate	5 enemy
2 peers	6 idol
3 colleague	7 stranger
4 classmate	8 foreigner

Teaching Tip

Many of the words, or their derivatives, in A and B appear in the article in Reading. Stronger students may be able to deduce the meanings of new words by finding them in the text and working out the meaning from the context.

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read each of the sentences carefully and to read the three options to think about the differences in meaning.
- Ask students to do the task individually, but check as a class. Elicit the meanings of each of the options.
- When answers have been checked, ask students to write sentences of their own with the words that didn't fit the sentences in the task.

Answers

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

Ideas Focus

- Ask a student the first question and ask other students if they agree or have anything to add. Encourage the whole class to participate.
- Read the question aloud and invite students to give their opinions. Ask if they would like to wear a school uniform or prefer to wear what they want. They should give their reasons for their views.

Answers

Students' own answers

Grammar

- Write the sentences below on the board and ask students what the verbs are. Then ask them what tenses have been used and how they differ in meaning.
 - Frank always goes red when he's embarrassed. (goes; Present Simple; This sentence talks about a general truth.)
 - Frank is going red because he's embarrassed. (is going; Present Continuous; This sentence talks about something that is happening now.)
- Revise the affirmative, negative, question forms and short answers of these two tenses with the class. Then elicit the adverbs of frequency and time expressions that are used with each tense.

A

- Ask students to read 1-9 quickly.
- Ask students to read the sentences and underline the present tense used in each one.
- Check as a class.

Answers

1 present simple	6 present simple
2 present continuous	7 present continuous
3 present simple	8 present continuous
4 present continuous	9 present continuous
5 present simple	

B

- Ask students to read sentences 1-9 and then to read the uses a-i in task B. Make sure students understand that a-i refer to the reasons why we use the Present Simple or Present Continuous and that 1-9 are sentences with examples of each use.
- Ask students to read sentence 1 and to find its use in a-i and to write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check as a class.

Answers

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

Be careful!

- Ask students what they know about stative verbs and elicit that they are verbs we usually use only in the simple tenses.
- Read the first two sentences in *Be careful!* to the students. Write the headings *Emotions*, *Senses*, *States of mind* and *Possession* on the board. Ask students to write the headings in their notebook. Then write the following verbs in a jumbled order on the board and ask students what kind of verb each one is.
 - dislike, like, hate, love, prefer (emotions)
 - taste, hear, smell, feel, see, sound (senses)
 - appear, believe, forget, hope, realise, seem, think, understand (states of the mind)
 - belong to, have, own, possess (possession)

Teaching Tip

Alternatively, for stronger classes, write the headings *Emotions*, *Senses*, *States of mind* and *Possession* on the board, then ask students to write as many verbs as they can under each heading. Elicit verbs from students and write them on the board under the correct heading.

Now read the Grammar Reference on page 161 (1.1 & 1.2) with your students.

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentence 1 and ask them whether the verb is stative (yes). Elicit that this stative verb is usually used with the Present Simple tense.
- Ask students what the subject of the sentence is (*This quiz*) and which form of the verb they have to use. Elicit that sounds is correct because it is a stative verb and the subject is 3rd person singular.
- Remind students to pay attention to whether the verbs are stative or action verbs, as well as to any adverbs of frequency and time expressions used, and the subject in the sentences.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------------------|------------------------|
| 1 sounds | 6 Do colours influence |
| 2 takes | 7 is increasing |
| 3 doesn't often catch | 8 am focusing |
| 4 seem | 9 don't have |
| 5 is always forgetting | 10 is behaving |

D

- Ask students to look at the photo and say which colour of umbrella attracts them most.
- Ask students to read the text from start to finish without circling any answers at this stage. Ask them for a show of hands to see whose favourite colour is *black*, *blue*, *yellow*, *green*, or *red*.
- Ask students to discuss whether they agree with the conclusions in pairs.
- Ask students to read the first sentence of the text again to see which of the situations from A it matches (a scientific fact). Ask which tense the correct option is (the Present Simple).
- Tell students to pay attention to whether verbs are stative or action verbs, as well as to the word order for any adverbs of frequency.
- Ask students to do the task individually, but check as a class.
- Once answers have been checked, ask students to look back at the text on pages 6-7 to underline examples of verbs in the Present Simple and Present Continuous tenses in the section on the colour red. Ask them which tense is used each time, why it has been used and whether the verb is stative or active. If time allows, do the same for the sections on yellow and blue.

Answers

- | | |
|------------------|-----------------|
| 1 shows | 6 don't express |
| 2 Do you agree | 7 Do you need |
| 3 like | 8 often bring |
| 4 Are you having | 9 Do you want |
| 5 do not usually | 10 are |

Listening**A**

- Remind students that in some multiple-choice listening tasks they will hear short dialogues each followed by a question relating to a set of pictures. Remind them that they will hear the question after each dialogue and that the answer could be in the beginning, middle or near the end of the dialogue.
- Ask students to look at the three pictures and tick which one they think the conversation will be about. Elicit some of their ideas to see why they have chosen a particular picture.

B

- Play the recording for students to check their answer. Ask a student to tell you where the woman will go. Ask for class agreement before confirming the answer is correct.

Answer

The woman will go to the art gallery.

C

- Ask students to read the *Exam Close-up*. Ask students for ideas about what each conversation will be about.

D

- Ask students to read the instructions and make sure they understand what they have to do. Ask students how they should mark their answers (*by circling the correct letter a, b or c, in the corresponding picture*).
- Give students time to study the eight sets of pictures and answer any questions they may have about them. Remind them to think about the connections, similarities or differences between the pictures.
- Play the first recording once and stop the recording. Ask students to note their answer to 1 before playing it again. Check the answer to 1 and ask students to justify it before playing the rest of the recording. Remind students that they will hear the rest of the conversations only once.
- Play the rest of the recording once all the way through and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Check the answers as a class and ask students to justify their answers.

Answers

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

1 Your World

Speaking

A

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

Answers

Students' own answers

B

- Ask students to read the instructions and make sure they understand what to do. Tell them to look for key words in the descriptions a-f that relate to one of the words 1-6.
- Read the words in 1-6 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task on their own and then to compare their answers with a partner.
- Check as a class.

Answers

- 1 e (volunteer, help, helping animals in need)
- 2 b (paints beautiful pictures, takes amazing photographs, exhibition)
- 3 c (enjoy a challenge, hike)
- 4 d (wants to succeed, work his way up)
- 5 a (get fit, I play tennis and basketball every day)
- 6 f (the funniest person, stand-up comedy, really entertaining)

Teaching Tip

Tell students not to worry if they don't know all the words 1-6.

They should match the words they are sure about first and then see what descriptions are left. After they have matched as many words as they can, explain the meanings of any words they have never met before.

C

- Ask students to read the instructions for task C before they look at the *Exam Close-up*.
- Ask students to read the information in the *Exam Close-up*. Ask one or two students what they would say in an exam situation about one of the topics. Include as many students as time allows. Remind students that personal questions are asked at the start of most oral examinations and while they should be relaxed when they talk about themselves, it should not sound rehearsed or pre-learned by heart.

D

- Ask students to read the instructions and work in pairs to ask and answer the points in C.
- Ask students to look at the *Useful Expressions*. Read them to the students and explain that we use these structures in order to talk about ourselves.
- If you have time, you could ask students to write full sentences using two or three of the structures to write about themselves.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one student to tell the rest of the class what he or she told their partner about themselves. Then ask a few more students to tell the class about their personality or what they are good at.

Answers

Students' own answers

Ideas Focus

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

Answers

Students' own answers

Grammar

- Ask students to look at the picture and say what they can see in it (*a phial of blood*). Ask them if we use an article with it (*yes when saying a phial of blood, no when just referring to the blood*). Write the nouns *sea*, *boats*, *island*, and *buildings* on the board. Ask them which words we don't use an article with (*boats*, *buildings*). Elicit that this is because these are plural nouns. Ask which word we don't normally use *a/an* with (*sea*). Elicit that this is an uncountable word with a general meaning so we usually talk about *the sea*. Ask which articles we can use with *island*. Elicit that we can say *an island*, because we use *an* for a general countable noun which begins with a vowel, or *the island* when we talk about a specific island already mentioned.

A

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

Answers

Students should underline the following:

1 a	2 the
a 1	b 2

B

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the five sentences and underline the articles.
- Check answers as a class.

Answers

Sentences 2, 3, 4 and 6 have articles

C

- Ask students to read sentences 1-6 in B and statements a-f in C. Make sure students understand that statements a-f refer to the nouns in bold in 1-6 in B.
- Ask students to read sentence 1 in B again and to find its use in a-f in C and write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check as a class.

Answers

a6 b4 c2 d5 e3 f1

D

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

Answers

1 indefinite 2 definite

Now read the Grammar Reference on page 162 (1.4 & 1.5) with your students.

E

- Ask students to read the instructions and make sure they understand that they have to circle the option that is correct.
- Then they should pay attention to the noun after the article options to identify which type of noun it is (*countable or uncountable*), noun forms (*singular or plural*), the meaning (*specific or general*) and whether the first letter is a vowel (*used with an instead of a*).
- Encourage students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

1 A	5 an
2 The	6 -
3 -	7 a
4 a	8 -

Teaching Tip

You could extend this task by asking students to look back at the article on pages 6-7 to find examples of nouns with definite, indefinite or no articles. Divide the class into six groups and allocate one paragraph from the article to each group. Tell them to focus on the paragraph you have allocated only and to find all the nouns and identify which article, if any, is used. As a class, elicit answers for each paragraph and encourage students to explain why each of the nouns needs a definite or indefinite article or why it has no article.

F

- Ask students which nouns we don't use an article in front of. Elicit school subjects, most place names (*countries, cities, etc*), places when we refer to the main purpose of them (*bed, hospital, school, court, etc*), in expressions with ways of travelling (*by car, on foot, etc*). Elicit the exceptions to this rule when we use the definite article *the* (*the High Street, in the car, etc*) which students remember from the Grammar Reference.
- Ask students to read the instructions and make sure they understand what to do. Tell them to pay attention to the articles used in the sentences and to think about which nouns we don't use an article in front of.
- Ask students to do the task individually, but check as a class.

Answers

- This is very good advice.
- Today is a very hot day.
- I'm tired, so I think I will go to bed.
- Some people don't have breakfast in the mornings.
- Maths is my favourite subject at school.
- The Gobi Desert is in Asia.
- Mount Olympus is the highest mountain in Greece.
- I want to go to a / - university in London next year.
- Chinese is a very difficult language.
- The Nile is the longest river in Africa.

1 Your World

Use your English

A

- Write the collocations *save time* and *make time* on the board and ask students what the difference between the two is (*save time* means you find a quicker way to do something, whereas *make time* for something means you leave some time available between other things to do something). Explain to students that these expressions are collocations and that in English there are many idiomatic expressions like these and that they should always try to pay attention to which words can go beside other words naturally in English. Point out that *save* and *make* are verbs, whereas *time* is a noun and explain that they are going to look at collocations with certain verbs that can go with nouns, or prepositions + noun phrases.
- Ask students to read the instructions and make sure they understand that they have to circle the word or phrase that is correct.
- Ask students to do the task individually, but check as a class. Correct their pronunciation where necessary.
- Encourage students to copy the collocations from A with their meanings into their notebooks before moving on to B.

Answers

- 1 save
- 2 make
- 3 keep
- 4 break
- 5 save
- 6 make
- 7 break
- 8 keep

Teaching Tip

You could extend this task by writing the phrases *lose touch*, *use your strength*, *get into trouble*, and *make a habit of* on the board and asking students to write correct sentences with each of them.

B

- Explain to students that they should read each sentence and ask them to focus on the expression in bold that comes before each gap and to think about what the colour represents. Then ask them to try and think how each sentence could be completed before looking at the three options. Then they should carefully look at the options to choose which description fits better.
- Encourage students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

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

C

- Read the prepositions in the yellow box to the students and explain that they will use these to complete the sentences. Point out that they should use all of the prepositions at least once and that one will appear twice.
- Ask students to read the sentences carefully and pay attention to the words before or after the gap and try to think of a preposition which follows or precedes the words without filling in any answers at this stage.
- Ask students to do the task individually, but check as a class.

Answers

- 1 at
- 2 in
- 3 on
- 4 with
- 5 to, in
- 6 of

D

- Ask students to read the instructions and then the *Exam Close-up*. Remind students it is very important to think about the tense that is used in the first sentence and not to change the form of the given word. Emphasise that they should always count how many words they have used.
- Ask students to rewrite the six sentences. Encourage students to read their sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 Steve is learning Italian in Italy.
- 2 I want to make a difference in the world.
- 3 Sonia was tickled pink when I gave her the flowers.
- 4 My aunt is an engineering teacher at the local college.
- 5 We went to dance classes twice a week when we were children.
- 6 Danny plays the guitar well.

Ideas Focus

- Ask students to work in pairs and explain that they should both give their opinions on the question.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer the question and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them.
- Deal with any problems in pronunciation that came up.

- You could also activate the vocabulary in this lesson by asking students the questions below at random around the class, making sure each student answers at least one question, for example:
 - What do you do to save time?
 - When did you last feel tickled pink?
 - Have you ever been described as being as good as gold? Who by?
 - Would you like to be the black sheep of your family? Why?
 - Which one of your habits would you like to break?
 - Which kind of promise is hardest for you to keep?

Answers

Students' own answers

writing: informal letter / email

- Ask students to read the *Learning Focus* on idioms and phrasal verbs and answer any queries they might have. Remind them of the collocations and expressions they learnt in *Use your English* and adjectives they used to describe people's personalities in Speaking on page 11. Point out that we use idioms to make our description more natural and to make it more interesting to read.
- Ask students to look at the picture and to describe it in pairs. Encourage them to discuss who the person might be, what kind of personality she might have, what she is writing, who she might be writing to and how she feels. Encourage them to use idioms and phrasal verbs wherever possible.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the expressions 1-8 are phrasal verbs or idioms and that they should try to work out their meaning from the whole phrase and not just focus on the individual words.
- Explain to students that they should read through all phrases 1-8 and meanings a-h quickly before marking any answers.
- Ask students to do the task individually, but check as a class.

Answers

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

B

- Ask students to read the instructions and the writing task and ask them to underline key words and phrases in the task.
- Ask students to do the task individually, but check as a class.

Answers

- an informal letter
- three
- an introduction of myself, my family, and a discussion about the things I like
- names, ages, how well you get on, what they do/like
- favourite music, books, films, sports, etc

Teaching Tip

Explain to students that they should always read a writing task carefully to analyse what exactly they have to do before they begin writing. Encourage them to ask themselves similar questions to the ones in B about the topic before they begin. Explain that this will help them focus on the type of writing they have to do and make them aware of all the points that have to be covered in their writing. Also, encourage them to refer back to the task as they write and after they have finished a piece of writing to make sure they have fully completed the task.

C

- Ask students to read the letter quickly, without filling in any answers at this stage, to answer the questions below.
 - Who has the writer written to? (*her penpal*)
 - Who has she written about? (*herself, her two sisters and her mum and dad*)
 - What hobbies has Lyndsay written about in her letter? (*gymnastics and listening to music*)
- Ask students to read the instructions and elicit that the missing words are prepositions. Tell them to look back at the idioms and phrasal verbs in A as they do the task.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------|--------|
| 1 in | 4 into |
| 2 on | 5 to |
| 3 with | |

D

- Ask students to read through the points 1-6 and answer any questions they might have.
- Do the first one together as a class and ask them how Alex has explained who he is (*He begins by giving his name, introducing himself as a new penpal and saying where he got the information about Pedro.*)
- Encourage students to look back at the example letter to find the answers.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following:

1, 2, 3 & 5

1 Your World

Teaching Tip

Explain to students that in order to write about our similarities with a new penpal, it's important to include the information we know about them from their profile or from a letter they have sent and compare it with our own information.

Elicit what similarities Lyndsay has written about between her and Nadia (*having the same birthday and two older sisters*). Point out that she hasn't used the word *similarities* because it is too formal and elicit the sentence where she has expressed this in an informal way (*We've got loads in common.*).

E

- Explain to students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the example letter on page 14 and to say how many paragraphs it has (*five*). Then ask them to number the paragraphs 1-5 and to scan each paragraph to underline the key information it includes. Elicit that that each paragraph deals with separate information and that this makes the writing clearer for the reader to follow.
- Make sure students understand that they should match paragraphs 1-5 with a-e depending on the information in the letter. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a4 b2 c1 d3 e5

F

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read the *Useful Expressions* before writing any answers and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Suggested answers

- Are you a fan of/into/interested in
- Do you get on well with/Have you got a lot in common with/How old are
- Are you interested
- What's your number one
- for a living
- Are you good
- What subjects
- like

Exam Close-up

- Ask students to read the information in the *Exam Close-up* box and encourage them to include questions about their penpal when they come to write their own letter.
- Ask students to find examples in the example letter where Lyndsay asks questions to show an interest in her penfriend (*How are you? Do you get on well with yours? What do your parents do? Are you a fan?*). Point out that she asks questions at the end of each main paragraph after giving information about herself.

G

- Explain to students that the *Exam Task* section in writing introduces a task for them to write.
- Ask them to read the instructions and to underline two things they are advised to do (*make a paragraph plan, include idioms and phrasal verbs in the letter they will write*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer the questions in B about their task.
 - What kind of task do you have to write? (*a letter to a penpal*)
 - How many things are you asked to include in your letter? (*three*)
 - What are they? (*introduce yourself, introduce your friends, tell your penpal about your favourite school subjects*)
 - What details could you give about yourself and your friends? (*names, ages, what class you're in, what your friends are like*)
 - What things would a penpal be interested in knowing that you like? (*your favourite school subjects and why you like them*)
- If time allows, ask students to make a plan for their letter in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for informal letters on page 178.

Suggested answer

Plan

Paragraph 1: Ask about the reader and introduce yourself briefly.

Paragraph 2: Talk about the things you have in common with the reader.

Paragraph 3: Talk about your friends.

Paragraph 4: Discuss the subjects you like.

Paragraph 5: Bring the letter to an end and sign off.

Suggested answer

Hi Pam,

How are you? I'm Cindy - your new penpal. My English teacher gave me your profile.

Guess what? We've got loads in common. To begin with, we're in the same year at school, so we are the same age. Also, just like you I've got lots of friends at school. Most of my classmates are usually pretty cool, but sometimes they get on my nerves when they misbehave in class. What gets on your nerves?

My best friends are Katie and George. They're fantastic. We get on so well and we hang out together at each other's homes every day after school. Where do you meet your friends?

The subjects I like best at school are English and art. I read about three books a week in English. Sometimes my friends make fun of me, but then they get green with envy when I get good marks! As for art, I love drawing and my teacher says I'm a natural at it. Are you good at drawing?

Well, that's all for the moment. Write soon. I'm dying to find out all about you!

Take care,
Cindy

Useful Expressions

- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to work in pairs and to practise asking each other the questions in F and some of the other questions in *Useful Expressions*. Point out that they can include questions like these in their own letter.

1 Dreamtime Painters



General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Thousands of Aboriginal rock paintings which range from 15,000 years old to 50 years old have been found in shelters in the Aborigine territory of Arnhem Land in northern Australia in recent years. This art gives a great deal of information about the history of Australia because it shows everything from extinct animals to modern inventions that the Aborigine people have come into contact with over the centuries. For further information, go to www.nationalgeographic.com and search for 'Aboriginal rock art'.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about unusual wall paintings. Ask them to look at the globe and to tell you where the paintings are. Elicit what they know about people who live in Australia.
- Read the words 1-6 to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask them to read the definitions a-f on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-6 and explain anything they don't understand.
- Ask them to think about which answers may be true and which ones may be false before watching.
- Ask students to do the task individually, but check the answers as a class.

Answers

- T (00.24)
- F (...he feels they are unlike any other paintings in the world.) (1.18)
- T (1.35)
- T (1.49)
- F (For example, if a group painted turtles, that's the only thing they painted. They didn't paint kangaroos.) (2.24)
- T (2.40)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N, Adj, or Adv beside each of the words depending on whether it is a noun, adjective or adverb.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|------------|
| 1 landscape | 5 due |
| 2 human | 6 loss |
| 3 specific | 7 records |
| 4 original | 8 memories |

Ideas Focus

- Ask students to read the two questions and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on the two questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write the types of art that students mention on the board as they give answers. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

2 World Mysteries

Reading:	missing sentences, identifying paragraph topics
Vocabulary:	mystery-related words, gapped text, looking at the words around a gap
Grammar:	past simple, past continuous, <i>used to, would, be used to, get used to</i>
Listening:	multiple-choice (interview), making notes
Speaking:	talking about mysteries, solving problems, making and reacting to suggestions
Use your English:	phrasal verbs, word building, gapped text, checking spelling
Writing:	story (1), using adjectives & adverbs, describing mysteries, planning your story

Unit opener

- Students look at the unit title and photo. Elicit how the two are related.
- Using the photo and caption, students guess why the tap is like this (*The water seems to be mysteriously coming from a tap hanging in mid-air*).
- Ask students to look at the picture and the caption and ask them to guess how it is possible for the tap to be like this.
- Elicit if they know of any other unusual mysteries.

Reading

A

- Ask students to read the list of places and things. Ask them to work in pairs to discuss what they know about them.
- Write each of the places and things as headings on the board and ask each pair to tell the class anything they know about one or two of them. Write their answers on the board in note form under the headings.
- Ask students to look at the picture on the right. Ask them to guess how tall this statue is (*about 10 metres*).
- If students seem interested, give them further information using the Background Information below.

Background Information

The Lost City of Atlantis

The legend of Atlantis is about an advanced island civilization that was destroyed or lost due to an earthquake or tsunami. Today, there are many theories about where the city was and why it was lost, but we don't know for sure that it actually existed.

The Bermuda Triangle

This is an area north of the West Indies, where it is believed many ships and airplanes have disappeared under highly unusual circumstances. Many theories have been given to explain the extraordinary mystery of these missing ships and planes, but it remains a mystery today.

The Easter Island Statues

Easter Island is a small island in the Pacific Ocean famous for its enormous stone statues called moai, most of which are carved from the stone of the Rano Raraku volcano.

The Nazca Lines

Peru's Nazca Lines are over 15,000 geometric and animal-like patterns designed like a huge puzzle which is only clearly visible from the air. Who built them and what their purpose was, is still one of the great unsolved mysteries of our world.

Stonehenge

Stonehenge is a megalithic monument on Salisbury Plain in Southern England composed mainly of thirty upright stones, aligned in a circle. It is still a mystery who built Stonehenge, how they built it and what its exact purpose was.

Teaching Tip

Encourage students to work with different partners for pair work in different lessons. Arrange pairs so that stronger students can help weaker students in mixed ability classes. Students will also find it more interesting to have the chance to exchange ideas with other people.

B

- Ask students to read the instructions in B and check that they understand what they have to do. Give them time to read the text and the descriptions a-e, then tell them to skim read the text to find relevant information. Remind them that they don't have to read in detail as they will have another opportunity to read the text. Answer any questions they have about the descriptions.
- Ask students to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

Answers

a4 b5 c3 d1 e2

2 World Mysteries

Word Focus

- Ask students to look at the words in red in the text and to re-read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the *Word Focus* box to compare their answers with the definitions given. Explain anything they don't understand.

C

- Students should read the *Exam Close-up* about missing sentences. Explain that these tips are important as they provide important information to help them in the exam.
- Students should read sentences A-F, which are missing from the text, and underline the key words. (A There just wasn't enough food B It was decorated with red tiles C For example, some think a natural disaster D Today E This drought F it certainly captured mine).

D

- Ask students to read the article again, thinking about the key words in the sentences.
- Students should then decide where each sentence goes. Remind them that there is one extra sentence that they will not use.
- When they have finished, tell them to read back through the text to make sure the sentences make sense and to check the sentence they haven't used doesn't fit anywhere.
- Ask students to do the task individually, but check as a class.
- Once answers have been checked, ask students what they think happened to the Maya civilisation.
- If students seem interested, give them further information using the *Background Information* box below.

Answers

1d 2c 3b 4e 5f

Background Information

The Mayan temple in the photo on page 18 is in Tikal, in northern Guatemala. The area is one of the largest archaeological sites and an ancient city of the Mayan civilization. This site is now part of Guatemala's Tikal National Park, which was declared a UNESCO World Heritage Site in 1979. The Temple of the Masks was built around 700 AD and is 38 metres high. It was dedicated to the wife of Jasaw Chan K'awil, although no tomb was found.

The queen's portrait was carved above the doorway of the shrine at the summit of the temple. The Temple of the Inscriptions is found at Palenque in Mexico, which is a medium-sized Mayan site and is also a UNESCO World Heritage Site. The temple is 27 metres high and contains the tomb of Pacal the Great who was Palenque's most famous ruler.

E

- Ask students to look at the words in the yellow box here and to scan the text again to find them (they are underlined). Read the words to students and ask them to repeat them. Correct their pronunciation where necessary.
- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to read the instructions and check that they understand what they have to do. Point out that they have to write the correct form of the verbs. Ask them to read the sentences before they fill in any answers to work out what tense each verb will go in (1 future simple, 2-5 past simple).
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|-------------|
| 1 weaken | 4 headed |
| 2 proud | 5 abandoned |
| 3 suffered | |

Ideas Focus

- Explain to students that they are going to answer some questions about mysteries.
- Ask them to read the questions. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to answer the questions and encourage them to use their own experience to help them support their opinions.
- Monitor students to make sure they are doing the task correctly and make notes for error correction.
- Ask a pair to share their ideas and encourage class discussion.
- Write any errors on the board and correct them as a class.

Answers

Students' own answers

Extra Class Activity

Divide the class into two teams and explain that they are going to do a fun quiz about the Maya. Give each team one turn each and award two points for each question they answer correctly and one point if they answer a question the other team get wrong. The winning team is the team who has the most points once all the questions have been answered. The answers are shown in bold.

- 1 What did Mayans use cacao beans for?
 - a money
 - b children's toys
 - c jewellery
- 2 How did Mayans like their chocolate?
 - a as bars of chocolate to eat
 - b as chocolate powder to eat
 - c as a drink
- 3 What did the Maya believe humans came from?
 - a cacao beans
 - b corn
 - c tomatoes
- 4 Mayans thought people were beautiful if they had
 - a a large nose
 - b crossed eyes
 - c small feet
- 5 Why did Mayan kings cut themselves?
 - a as a sacrifice to the gods
 - b to sign agreements
 - c to cure illnesses
- 6 The Mayan counting system was in multiples of
 - a five.
 - b ten.
 - c twenty.

Tie breaker

What did the Maya use to make new teeth?

- a a green stone called jade
- b silver
- c gold

Vocabulary

A

- Read the words 1-8 to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Explain that phrases a-h are the definitions of these words and that they should match each word with the correct definition.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

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

B

- Read the words in the yellow boxes to the students and ask them to repeat them.
- Correct their pronunciation where necessary.
- Explain that the two words in each box are both the same part of speech and elicit which ones are adjectives (2) and nouns (1, 3, 4, 5 & 6).

- Ask students to read the instructions and check that they understand what they have to do. Ask them to read each sentence carefully to find out what it is about before filling in any gaps. Tell them to think about whether the word that fits has to be a person, a place or thing, or what it describes.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------------------|---------------------------|
| 1 disappearance, cemetery | 4 legend, cave |
| 2 odd, abandoned | 5 theories, myths |
| 3 magician, trick | 6 archaeologist, evidence |

C

- Students should read the *Exam Close-up*.
- Ask students to read the whole text first and then decide what type of word is missing in each gap.

D

- Students should work individually to complete this task.
- Once students have chosen which word goes in which gap, tell them to read back through the text once they have finished to check their answers and then check as a class.

Answers

- | | |
|-------------------|----------------|
| 1 mysterious | 5 reason |
| 2 aliens | 6 investigated |
| 3 researchers | 7 witnesses |
| 4 practical jokes | 8 solved |

Ideas Focus

- Ask students to read the question. They should work in pairs to answer it and use their own opinions to support their discussion.
- Monitor students to make sure they are doing the task correctly.
- Ask a pair to share their ideas and encourage class discussion.
- Write any errors you heard on the board and correct them as a class.

Answers

Students' own answers

Grammar

- Before students open their books, write the following sentences on the board and ask students which tenses the verbs are in.
 - Olga visited the Pyramids last year. (*Past Simple*)
 - Larry was watching a DVD about Stonehenge at 11 o'clock last night. (*Past Continuous*)
 - They were flying over the Bermuda Triangle when they saw the UFO. (*Past Continuous, Past Simple*)

2 World Mysteries

- Elicit how these tenses are formed. Revise the affirmative, negative, question forms and short answers of these two tenses with the class. Remind them that the Past Simple has the same form for all persons and that the Past Continuous is formed with was followed by the main verb with -ing in the first and third person singular (*I, he, she, it*) and with were plus the main verb with -ing for second person singular/plural, and first and third person plural (*you, we, they*).

A

- Ask students to read the Past Simple sentences and underline the verbs.
- Ask students to do the task individually, but check as a class.

Answers

1 watched, wrote 2 woke 3 wrote

B

- Students should now read the uses of the Past Simple.
- Students should then read the sentences (1-3) again and match them to the uses (a-c).

Answers

a1 b3 c2

C

- Ask students to read the Past Continuous sentences and underline the verbs.
- Ask students to do the task individually, but check as a class.

Answers

1 collecting 2 reading, watching 3 investigating

D

- Students should now read the uses of the Past Continuous.
- Students should then read sentences (1-3) again and match them to the uses (a-c).
- Ask students to do the task individually, but check as a class.

Answers

a3 b2 c1

Be careful!

- Read the sentence in *Be careful!* to the students. Ask them to say the types of stative verbs they know. Elicit *Emotions, Senses, States of mind and Possession*, then ask students to say as many stative verbs as they can remember from Unit 1.

Now read the Grammar Reference on page 163 (2.1 & 2.2) with your students.

E

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read through the text without writing any answers at this stage to see how it relates to the picture (*The picture is from Leedskaln's garden at Coral Castle.*).
- Then ask them to look at the second sentence and ask students which key words show which tense to use in gap 1 (*in the early twentieth century*). Ask them to look back at the grammar rules in A and B and elicit that this is an action which started and finished in the past, so they should use Past Simple.
- Remind students to pay attention to whether the verbs are stative or action verbs, as well as to any adverbs of frequency and time expressions used to see whether the actions were completed or in progress. They should also pay attention to the subject of each verb.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|------------------|
| 1 immigrated | 7 broke |
| 2 spent | 8 were repairing |
| 3 moved | 9 replaced |
| 4 didn't allow | 10 realised |
| 5 was working | 11 was suffering |
| 6 opened | 12 died |

Teaching Tip

Remind students to refer to the Grammar Reference pages if they make a mistake to understand why they were wrong. Tell them to ask you if they have difficulty understanding a grammar rule so that you can identify any points that need extra revision at an early stage.

F

- Ask students to read the instructions and check that they understand what they have to do. Tell them that the two verbs in brackets after each sentences are in the correct order they should use them in. Remind them that they should use either the Past Simple or the Past Continuous and that they may have to use both tenses in some sentences.
- Ask students to read sentence 1. Ask them what the subject of the first verb is (*the archaeologists*) and elicit that the first verb excavate will form a question. Elicit that *find* is a stative verb so it is usually used with the simple tense. Also elicit that *when* tells us the first action was in progress when another action interrupted it.
- Remind students to pay attention to whether the verbs are stative or action verbs, as well as to any adverbs of frequency and time expressions used to decide whether the actions were completed or in progress. They should also pay attention to the subject of each verb and whether the verb is affirmative, negative, or a question form. Point out that in some cases there may be more than one correct answer.
- Ask students to do the task individually, but check as a class.

Answers

- 1 Were, excavating, found
- 2 didn't understand, said/was saying
- 3 travelled, didn't have
- 4 Did, disappear, finished
- 5 was raining, happened

Listening

A

- Read the words 1-5 to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask them to read the definitions a-e on their own and explain anything they don't understand.
- Explain that students need to know the words 1-5 as they will help them later with the listening tasks. Point out that these words are all related to what people know or believe to be true and that some of these words appeared in the Vocabulary tasks on page 20.
- Ask students to do the task individually, but check the answers as a class.

Answers

- 1b 2e 3a 4d 5c

B

- Explain to students that they are now going to hear four people talking about mysteries. Ask them to read sentences 1-4 and explain anything they don't understand.
- Explain that they will hear the speakers using words from A and these are the clues which show whether each statement is true or false.
- Play the recording once all the way through and ask students to mark their answers. Then ask students to compare their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to complete any answers they haven't already completed.
- Check the answers as a class and ask students to justify their answers.

Answers

- 1F 2F 3T 4F

C

- Ask students to read the information in *Exam Close-up*. Ask them to quickly look at the *Exam Task*, then read and underline the important words in the six items. Explain that in this task type, they will hear the recording played twice. Tell them that they can fill in any missing answers the second time they listen and this also gives them a chance to check their answers. Remind them that, if they are still unsure about answers, a guess is always better than an unanswered question.

Teaching Tip

Explain to students that in multiple-choice listening tasks where they have to complete sentences they have to listen for the whole meaning to decide which answer completes the sentence correctly. Tell students they may hear the same words in the recording as those in the options, but only one option matches the whole meaning of what is said and completes the sentence correctly. As a result, they should read the sentences and options to find the key words in the stem and the differences in meaning between the options before they listen.

D

- Tell students that they will hear a radio interview about a climber. Ask them to look at the photo and the caption on the right of the page and to then to quickly read through the sentence stems and options again. Then elicit which climber the interview is mostly about and what they think happened to him and where (*It's about Mallory and how he died while trying to climb Mount Everest.*).
- Ask students to read the instructions and make sure they understand what they have to do.
- Play the first part of recording once and stop it after the man's second turn. Ask students to note their answer to question 1 before playing it again. Check the answer to question 1 and ask students to justify it before playing the rest of the recording.
- Play the recording once all the way through and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.

E

- Play the recording again and ask students to check their answers and to complete any answers they haven't already marked.
- Check the answers as a class and ask students to justify their answers.

Answers

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

Speaking

A

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

2 World Mysteries

Answers

Students' own answers

B

- Students will hear a short clip about solving a mystery.
- Students should listen and choose the correct exam task being described.

Answer

2

C

- Ask students to read the information in the *Exam Close-up*.
- Students should think about what they heard and then think about the advantages and disadvantages of using objects in the *Exam Task*.

Useful Expressions

- Read the *Useful Expressions* to the students and explain that we use these structures in order to make suggestions or react to a suggestion that someone else has made.
- Ask students to practise using these structures when they are trying to make a decision about which objects are most useful in C.

D

- Students should work in pairs and discuss which of the objects they would use to identify the people spraying graffiti at night. Ask them to use the *Useful Expressions* to help.
- When students have finished, discuss their ideas as a whole class.

Answers

Students' own answers

Ideas Focus

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

Answers

Students' own answers

Extra Class Activity

If there is time, ask students to do another decision-making task. Write the following words on the board: *rope, goggles, family photo, map, mobile phone, camera*. Tell students to imagine they are on a Himalayan expedition. They can only take four of these objects with them, so they have to decide which two objects are least useful.

Grammar

- Ask these questions at random round the class and encourage students to look back through the unit to find the answers.
 - Where did the Maya use to live? (*Guatemala/Central America*)
 - How would the revolving door open at Coral Castle? (*with the push of a finger*)
 - Which writer is used to exploring history's great puzzles? (*Guy Gugliotta*)
 - What practical jokes did farmers in England get used to? (*crop circles*)
- Elicit the meanings of *used to*, *would*, *be used to* and *get used to*. Revise the affirmative, negative, question forms and short answers of these structures with the class.

A

- Ask students to read sentences 1-4 and questions a-d quickly. Make sure students understand that a-d refer to the reasons why we use the structures *used to*, *would*, *be used to* and *get used to*.
- Ask students to read sentence a again and to find its use in a-d and to write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check as a class.
- Once answers have been checked, ask students to look back at the text on pages 18-19 to find and underline examples of these structures (*Paragraph 1 - used to be, Paragraph 3 - used to live, would go, would have taken*).

Answers

a3 b2 c1 d4

B

- Students should choose the correct option to complete the rules individually.
- Ask them to read through all of the rules once they have finished.
- Check as a class.

Answers

1 used to 2 would 3 get used to 4 be used to

Now read the Grammar Reference on page 163 (2.3 & 2.4) with your students.

C

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to focus on the meaning of each sentence to see if it's about a state, a repeated action, an action or state that is already familiar, or an action or state that is becoming familiar to see whether the correct structure is used.

Answers

Students should tick the following: 1 & 2

- 3 Did they use to live in that haunted house before moving to our street?
- 4 Penelope used to look into every strange occurrence that she heard about.
- 5 I didn't use to pay attention when my great-aunt told me about her adventures.
- 6 Michael didn't use to like reading about unexplained mysteries when he was a teenager.

D

- Students should read through the sentences and all the answer options first.
- Encourage them to look back at the Grammar box on this page and Grammar Reference on page 163 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

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

Teaching Tip

You could extend this task by asking students to write sentences of their own with each of the structures *used to*, *would*, *be used to* and *get used to*.

E

- Ask students to read the instructions and make sure they understand what to do. Tell them to read the first sentence carefully to see which words they will have to change to complete the second sentence so that it has the same meaning. Encourage them to underline the part in the first sentence that is missing from the second sentence. Remind them to use the words in bold.
- Encourage them to look back at the Grammar box on this page and Grammar Reference on page 163 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 would read
- 2 got used to
- 3 to get used to
- 4 am getting used to using/am used to using
- 5 use to

Use your English**A**

- Read the phrasal verbs 1–6 and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we often use phrasal verbs particularly in conversation or informal writing. Explain that they have to consider the meaning of the verb + preposition (*particle*) together and not just focus on the verb part.
- Ask them to read the definitions a-f on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.
- Encourage students to copy the phrasal verbs from A into their notebooks with their meanings before moving on to B.

Answers

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

Teaching Tip

If students are totally unfamiliar with these phrasal verbs, write examples on the board to illustrate the meanings in context. For example:

- They couldn't make out the top of the mountain in the snowstorm.
- Historians are looking into the facts, but they still haven't solved the mystery.
- If you don't stick to the point, we'll never manage to reach a decision.
- We weren't taken in by the photos that were supposed to show the skeleton of a giant.
- He let out a cry when he saw the rocks were about to fall.
- Anna believes in the Loch Ness Monster.

B

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the phrasal verbs from A in the correct form.
- Explain to students that they should read through all sentences 1-6 quickly before marking any answers. Ask them to focus on the meanings of the phrasal verbs in A to choose the one that fits the meaning of each sentence best.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------|---------------|
| 1 make out | 4 taken in |
| 2 let out | 5 stick to |
| 3 believe in | 6 looked into |

C

- Read the words in capitals from the Exam Task to the students and explain that they will complete the text with the correct form of these words. Say each of the words one by one and ask students to say what part of speech each word is. Then ask them to say what other words they can make from each one. Explain the meaning of any words students don't know.

2 World Mysteries

- Ask students to quickly read the *Exam Task* and then create a word family for each of the word stems to the right of the text.
- Ask students to do the task individually and then compare their word families with a partner.
- Check answers as a class by inviting students to the board to write one word family.

Answers

ridicule (v) ridiculous (adj) ridiculously (adv)
 use (v) usual (adj) usually (adv)
 explain (v) explanatory (adj)
 remark (v) remarkable (adj) remarkably (adv)
 discover (v)
 similar (adj) similarly (adv)
 stick (v) sticky (adj)
 conclude (v) conclusion (adj) conclusively (adv)

D

- Ask students to read the whole text quickly, without writing any answers at this stage, to say how the picture is related to the text.
- Tell them to pay attention to the words before or after the gap and try to think of what part of speech is needed to fit the meaning. Explain that some nouns may be the plural form and adjectives or adverbs can be positive or negative. Also explain that some words require a capital letter.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|--------------|
| 1 ridiculous | 6 Similarly |
| 2 Unusual | 7 sticky |
| 3 explanations | 8 conclusion |
| 4 remarkable | |
| 5 discovery | |

Teaching Tip

To help students with word formation, ask them to think of as many common adjective endings as they can (eg *-ous*, *-al*, *-able*, *-y*, *-ing*, *-ed*). Tell them to look back through their books to find examples to help them. Then repeat for nouns (eg *-ion*, *-ery*, *-ity*). Elicit how we form regular adverbs (by adding *-ly* to an adjective).

Ideas Focus

- Ask them to read the two questions, and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the rest of the class what they said about one of the questions and repeat until each pair has had a turn.

- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to think of other mysteries that they have heard of or read about and to suggest logical explanations for each of them.

Answers

Students' own answers

Writing: a story (1)

- Ask students to read the *Learning Focus* on using adjectives and adverbs. Remind them of the adjectives they learnt in Unit 1 to describe people's personalities and the adjectives and adverbs they used in the Vocabulary tasks in this unit.
- Elicit examples of adjectives of opinion (eg *beautiful*, *horrible*, *ugly*), size (eg *huge*, *gigantic*, *tiny*), age (eg *ancient*, *modern*, *old*), shape (*round*, *square*, *triangular*), colour (eg *emerald*, *crimson*, *golden*), origin (*Maltese*, *Thai*, *Polish*), material (eg *woollen*, *cotton*, *wooden*).
- Remind them that we use adjectives and adverbs to give the reader more information about nouns and actions in a more natural way that makes it more interesting to read.
- Ask students to look at the photo on the right and to describe it in pairs. Encourage them to use as many adjectives and adverbs as possible.

A

- Students should complete this task individually. Encourage them to look back at the information in *Using adjectives and adverbs* to help them choose the correct answers.
- Explain to students that they should read through each sentence quickly to understand the context before circling any answers. Encourage them to re-read the sentences once they have finished to check their answers.
- Check as a class.

Answers

- 1 outside quickly
- 2 thrilling
- 3 long red silk
- 4 silently opposite
- 5 unusual orange metallic
- 6 embarrassed

B

- Ask students to read the instructions and the writing task and make sure they understand that they have to do two things here (*underline key words* and *answer questions*).
- Ask students to do the task individually, but check as a class.

Answers

Students should underline the following:
 story, begins with, *It was the scariest thing she had ever seen.*
 I'll write a story.
 The main character will be a girl.

Teaching Tip

Remind students that underlining key words in writing tasks will help them focus on the type of writing they have to do and to identify all the points that have to be covered. Also explain that this can help them to make sure they have fully completed the task as the key words will stand out as they refer back to them as they write and after the key words have finished a piece of writing.

C

- Read the adjectives and adverbs in the yellow box and ask students to repeat them. Correct their pronunciation where necessary. Elicit which are adjectives (*certain, green, weird, young*) and which are adverbs (*carefully, enthusiastically, nervously, suddenly*) and explain any words that students don't understand.
- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read the whole story without writing any answers at this stage and to look at the words before and after each gap to see whether an adjective or adverb will fit the context. Then tell them to re-read the story and the words in the box to choose the one which best fits the meaning in each gap.
- Ask students to do the task individually, but check as a class.

Answers

1 weird	5 green
2 enthusiastically	6 young
3 suddenly	7 certain
4 carefully	8 nervously

D

- Ask students to read through the questions 1-5 and answer any questions they might have.
- Do the first one together as a class and elicit what the scary thing was (*a picture of a boy in a circle of green lights*).
- Ask students to do the task individually, but check as a class.

Answers

- 1 the image of a boy in a photo whom she hadn't seen when she had taken the photo
- 2 no (*We find out in the 4th paragraph.*)
- 3 in her dark room at home
- 4 nervous, astonished
- 5 to see the photo

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the example story on page 26 and to say how many paragraphs it has (*five*). Then ask them to number the paragraphs 1-5 and to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.
- Make sure students understand that they should match paragraphs 1-5 with a-e depending on the information in the story. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a5 b2 c4 d3 e1

F

- Explain to students that they should look at the *Useful Expressions* below before they do this task. Read the *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do. Remind them to read through all the sentences and options before choosing their answers. Encourage them to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

1a 2b 3c 4a 5b

Teaching Tip

Explain that while it is good to use adjectives and adverbs to make their story more interesting, students shouldn't use too many of them or their writing will seem unnatural and exaggerated.

G

- Ask students to read the information in the *Exam Close-up* and encourage them to use the questions to check their own story after they have finished writing.
- Students should then create a plan for the *Exam Task* using the information from the *Exam Close-up* and the *Useful Expressions*.
- Discuss the plans as a class.

H

- Remind students that the *Exam Task* introduces a task for them to write.
- Ask them to read the instructions and to underline two things they are advised to do (*make a paragraph plan, include adjectives and adverbs*).

2 World Mysteries

- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer these questions about their task.
 - What kind of task do you have to write? (a story)
 - Who will be the main character? (There will be more than one person as the task says they opened... they knew.)
- If time allows, ask students to make a plan for their story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for stories on page 181.

Suggested answer

Plan

- Paragraph 1:** Start with the sentence given and introduce the main characters.
Paragraph 2: Describe the background to the story.
Paragraph 3: Introduce an event that adds suspense to the story.
Paragraph 4: Describe the thing that was wrong in detail.
Paragraph 5: Bring the story to an end.

Suggested answer

Story

As soon as they opened the door, they knew something was wrong. As a police officer, Sam was used to experiencing weird inexplicable things, but he had never experienced anything like this.

He was working on a case about a missing painting and had heard that a well-known art thief was working in the area. He and his colleagues had discovered the thief had been seen going in and out of a house on Maple Avenue. Sam and his partner, Joe, decided to go and take a look.

They visited the house around midnight. The house was dark and eerie as they walked quietly up the drive. Sam slowly opened an unlocked window on the ground floor and the two men climbed into a large room. They walked through the room until they reached a wooden door. There were strange sounds coming from behind it.

The men stood confused and frightened as the sounds became louder and louder. They were clawing, tearing sounds - sounds they had never heard before. Sam could stand it no longer and threw open the door. A huge black cat raced passed them and jumped out the window. It must have become trapped and had been trying to escape. The men, knowing the art thief was not there, angrily stormed out of the house.

Useful Expressions

- Ask students to read the *Useful Expressions* again.
- Ask students to work in pairs and to practise using the words and phrases in *Useful Expressions*. Point out that they can use some of these words and phrases like these in their own story.

Video

2 Marfa Lights

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Bigfoot, also known as Sasquatch, is usually described as a large, hairy, creature which looks like an ape and walks like a human.

Nessie is reputed to inhabit Loch Ness in the Scottish Highlands. Scientists regard the Loch Ness Monster as a modern-day myth, and explain sightings as a mix of hoaxes and wishful thinking.

The Yeti or Abominable Snowman is an ape-like creature said to inhabit the Himalayas in India, Nepal and Tibet. The Yeti may be considered a sort of parallel to the Bigfoot of North America.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about a mysterious phenomenon called the Marfa Lights. Ask them to look at the globe and to make sure they know where Texas is. Elicit what they know about Texas.
- Ask students to do the task individually, but check the answers as a class.
- Ask students what else they know about these famous mysteries.

Answers

1 Nessie 2 Devil's 3 Yeti 4 Bigfoot

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about which words may be correct before watching and explain that they will hear these exact sentences on the video.

- Play the video all the way through without stopping and ask students to circle the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different. If students have difficulty with the task, play the video again using the English subtitles function.
- Check the answers as a class.

Answers

- | | |
|----------------------------|-------------------------|
| 1 viewing (00.26) | 4 chance (02.00) |
| 2 depends (00.40) | 5 located (02.27) |
| 3 disappearance
(01.39) | 6 investigating (02.50) |

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N or V beside each of the words depending on whether it is a noun or a verb.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|---------------|
| 1 phenomenon | 6 response |
| 2 head off | 7 investigate |
| 3 ranch | 8 proof |
| 4 shining | |
| 5 reported | |

Ideas Focus

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

Answers

Students' own answers

Review 1

Units 1 & 2

Objectives

- To revise vocabulary and grammar from Units 1 and 2

Revision

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

Vocabulary Revision

- Ask students to explain the difference between the following pairs of words: embarrassed/amused, remarkable/generous, belief/legend, ridiculous/aggressive and explanation/illusion.
- Write the words: *clue, disappearance, evidence, hoax, researcher and witness* on the board. Elicit which word is uncountable (*evidence*) and which words refer to people (*researcher, witness*) ask students to give an example sentence with each word or to give a definition of their meaning.
- Say each of the words *break, keep, make and save* in turn and ask students to use them to make collocations and idiomatic expressions with a noun. Revise all the phrases from Unit 1, page 13 A.
- Write these definitions on the board: *make a certain sound* (eg a shout), *trick or deceive*, *manage to see something*, *be sure that something exists*, *examine facts and information and only talk about one subject*). Then ask students to tell you phrasal verbs they learnt in Unit 2 that have these meanings (*let out, take in, make out, believe in, look into, stick to*).
- Write these words on the board: *shout ___, have confidence ___, have an effect ___, be associated ___, get engaged ___, common and approve ___* and ask students which words can go before or after these words to complete the prepositional phrases they learnt in Unit 1 (*at, in, on, with, to, in and of*).

Grammar Revision

- Write the sentences below on the board and ask students to say which tense they are in and if they are in the affirmative, negative or question form. Then revise all forms of these tenses as well as the time expressions used with them.
 - Does your mother believe in ghosts? (Present Simple, question)
 - They weren't working on the site yesterday afternoon. (Past Continuous, negative)
 - Nigel is always complaining about his work. (Present Continuous, affirmative)
 - The crop circles suddenly appeared in the field. (Past Simple, affirmative)
- Ask students to tell you some verbs that we don't usually use with continuous tenses and elicit that these are stative verbs.
- Write *a, an and the* on the board and ask students to explain when we use each article. Then ask them which nouns we don't use an article with (*plural or uncountable nouns with a general meaning, people's names, names of places such as towns, countries, etc.*)
- Ask students to write sentences with *while* and *when* using the Past Simple or Past Continuous.
- Write the sentences below on the board and ask students what the difference in meaning is.
 - Sonia used to solve mysteries. (She did this in the past but no longer does it.)
 - Sonia is used to solving mysteries. (She is now familiar with this.)
 - Sonia is getting used to solving mysteries. (She is beginning to get familiar with this.)
- Write the sentences below on the board and ask students whether they can be rephrased with *used to* and *would*. Then revise as a class the rules for using *would* to talk about repeated actions in the past.
 - Bill was a history teacher when he lived in Wales. (We can't use *would here*.)
 - They often caught fish while they were living near the river. (We can say *would often catch here*.)

Vocabulary

A

- Ask students to say the pairs of words in the yellow boxes as a class and then individually. Correct their pronunciation where necessary.
- Ask students to read both sentences in each pair before writing any answers. Tell them to look for clues before and after the gaps as well as to think about the differences in meaning between the words.

Answers

- | | |
|-----------------|---------------|
| 1 a embarrassed | b amused |
| 2 a remarkable | b generous |
| 3 a belief | b legend |
| 4 a aggressive | b ridiculous |
| 5 a illusion | b explanation |

B

- Ask students to say each of the words as a class and then individually. Correct their pronunciation where necessary.
- Ask students to read the whole paragraph from start to finish before they complete any answers to decide whether each gap needs a singular or plural noun, and a noun referring to a person or a thing. When they finish, ask them to read through the paragraph again to check their answers.

Answers

1 disappearances	4 researchers
2 witnesses	5 hoax
3 clue	6 evidence

C

- Ask students to read the instructions and make sure they understand they should use the verbs to create headings in the table provided. Read the four groups of phrases in the table and ask students to repeat them. Correct their pronunciation where necessary.
- Encourage students to refer to the list of Collocations & Expressions on page 187 if they need help here.

Answers

Headings in order of appearance: keep, make, break, save

D

- Ask students to read the whole sentence and the options before circling the correct answer. After they have finished circling their answers, tell them to read the sentences again to check their answers.
- Encourage students to refer to the list of Phrasal verbs on page 189 and the list of Prepositions on page 188 if they need help here.

Answers

1 look into	4 of
2 taking you in	5 in
3 make out	6 in

Grammar**A**

- Ask students to read the instructions and to underline the tenses they should use.
- Explain to students that they should read the whole sentences right through before filling in any answers to understand the context.
- Ask students to pay attention to time expressions which will help them decide which tense to use in each sentence. Remind them to pay attention to the subject of the verb and to whether the verb is affirmative, negative or a question form.
- Tell students to look back at Unit 1, page 9 Grammar box and Grammar References 1.1 to 1.3 on pages 161 & 162 for a reminder if they need to.

Answers

1 play	5 is not/isn't
2 are, shouting	6 Is, coming
3 Do, believe	7 is not/isn't crying
4 are/'re going	8 travels

B

- Tell students to read the sentences before filling in any answers and to pay attention to whether the nouns after the gaps are countable, uncountable, singular or plural. Tell them to decide whether each noun has a specific or a general meaning.
- Tell them to look back at Unit 1, page 12 Grammar box and Grammar References 1.4 & 1.5 on page 162 for a reminder if they need to.

Answers

1 the	3 -, the	5 -	7 a, -
2 a, the	4 an, an	6 -, the	8 a, the

C

- Explain that there are some errors in the verb tense or form used in some of these sentences. Tell students to pay attention to the verb tenses and structures in each sentence and to look for any time expressions to decide whether the verbs are correct.
- Tell students to write the whole sentence correctly when they find any errors and remind them to tick any sentences which they think are correct.
- Tell students to look back at Unit 2, pages 21 and 24 Grammar boxes and Grammar References 2.1 to 2.4 on page 163 for a reminder if they need to.

Answers

Students should tick the following: 2, 5

- I wore my red dress only twice last year.
- Helen was talking on the phone while Julia was in bed.
- I used to like the colour red when I was young.
- Jason used to wear jeans when he was at university./Jason was used to wearing jeans when he was at university.

D

- Ask students to read each sentence carefully before circling the correct answer. Tell them to look for clues in the words before and after the options. They should also look for time expressions and see whether the verb describes a state or a past situation.
- Tell students to look back at Unit 2, pages 21 and 24 Grammar boxes and Grammar References 2.1 to 2.4 on page 163 for a reminder if they need to.

Answers

1 started	5 didn't use to go
2 used	6 visit
3 died	7 loved
4 are used to	8 Did

3 Fit as a Fiddle

Reading:	multiple-matching, identifying key words in questions
Vocabulary:	health- & fitness-related words
Grammar:	present perfect simple & present perfect continuous, <i>for, since, lately, already, yet & still</i> , countable & uncountable nouns, quantifiers
Listening:	sentence completion, thinking about the missing words
Speaking:	talking about stress, comparing photos describing similarities and differences, making comparisons
Use your English:	prepositions, collocations & expressions, sentence transformation, checking your sentences make sense
Writing:	article (1), giving and justifying advice, health & fitness

Unit opener

- Ask students to look at the title of the unit and the photo and ask them to explain what they think the expression *Fit as a Fiddle* means. Explain that we use this to mean that somebody is physically fit and well. You might like to explain that *fiddle* is another word for *violin*.
- Ask students to read the caption and then ask who the oldest person they know personally is. Ask them what activities older people do to stay fit in their country.

Teaching Tip

You might like to explain to students that the expression *as fit as a fiddle* is a simile, which is an expression which compares one thing to another. Ask students if they know any other similes in English (eg *as different as chalk and cheese, as cool as cucumber, as white as a sheet, as keen as mustard*). Then ask them if they know people they could use these similes to describe.

Reading

A

- Ask students to read the three questions and discuss their answers in pairs. Encourage them to justify their answers.
- Discuss the answers as a class. If students seem interested in number 2, give them further information using the Background Information below.

Answers

- 1 122
- 2 a healthy diet, no smoking, moderate alcohol intake, exercise, a good night's sleep, and so on
- 3 Students' own answers

Background Information

The traditional Mediterranean diet is characterised by the traditional diet of coastal regions of southern Italy as well as Crete and other parts of Greece, parts of Spain and Morocco. The main features of this diet include a high consumption of olive oil instead of animal fat, a lot of pulses (beans, lentils, peas, etc), unrefined cereals, fresh fruit and vegetables, moderate consumption of dairy products (mostly as locally-produced cheese and yogurt), moderate to high consumption of fish, low consumption of red meat and meat products, and moderate wine consumption.

In Japan, women and men expect to live at least 5-6 years longer than, for example, Americans. Life expectancy in Japan is around 86 for women and 79 for men, compared to around 81 and 75 for Americans. This is mainly due to their diet, which includes more fish, vegetables, and fruit. They also consume smaller portions and eat very slowly.

B

- Ask students to read the instructions in B and check that they understand what they have to do.
- Ask students to underline all the things in the Exam Task they think will be in the text.
- Ask students to do the task individually, but check as a class.

Answers

Students' own answers

Teaching Tip

Health and fitness can obviously be a sensitive issue and great care is needed to deal with them in class. If there are any issues that you feel would be upsetting for some students, perhaps because of serious health problems, try to change the subject as smoothly as possible. It may be interesting to point out that many people who face health problems can be extremely fit, for example, if we consider participants in the Special Olympics.

C

- Draw students' attention to the *Exam Close-up* box on page 33 and remind them that these boxes are used throughout the book to give them tips about how to do specific tasks.
- Ask students to read the information here and ask a student to explain what it says in his or her own words. Explain that they should check their answers to multiple-matching tasks by underlining the part of the text where they find the answer and writing the question number next to it. Explain that this will allow them to check their answers at a glance.
- Ask students to read the *Exam Close-up* and check that they understand what they have to do.
- Explain to students that the task here is multiple matching and that they should answer A, B, C or D to show the part of the article where they find the information.
- Ask students to read through the questions before reading the text again so that they know what information to pay attention to.
- Encourage students to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any problem words and correct their pronunciation where necessary.
- Ask students to read the text again and to underline information related to the questions while reading.
- Ask students to do the task individually, but check as a class.

Answers

- 1 C (... life expectancy of 78 years for men and 86 years for women ...)
- 2 B (... a religious community ... forbids smoking and drinking alcohol ...)
- 3 A (Their genetic history also helps./Genetic traits have become stronger over the years and favour longevity.)
- 4 D (... a selection of herbs used to make tea ...)
- 5 B (... every Saturday, they get together and socialise ...)
- 6 D (and nap daily)
- 7 A (... born between 1880 and 1900 ...)
- 8 A (The people work hard on their farms ...)
- 9 C (... 'eat until your stomach is 8-percent full'...)
- 10 A (... and some red wine ...)

Word Focus

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

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences first and explain that these show the meanings of new words from the text. Point out that they have to scan the paragraphs noted in brackets after each sentence again to find the missing words.

- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to do the task individually, but check as a class. Correct their pronunciation where necessary.

Answers

- | | |
|----------|-------------|
| 1 diet | 4 socialise |
| 2 dairy | 5 Herbs |
| 3 forbid | |

Extra Class Activity

Ask students to work in pairs to write their own sentences using each of the words from D. Check answers as a class.

Ideas Focus

- Explain to students that they are going to talk about the world's oldest person. Ask them to read the information and the question. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to discuss what they think could explain her longevity.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Discuss ideas as a class, and then ask the class to join in to discuss whether they find any of these things surprising.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- If students are interested, give them more details about Jeanne Calment from the *Background Information* below.

Answers**Students' own answers****Background Information**

The world's oldest person, whose age has been proved, was Jeanne Louise Calment. She was born in Arles, France on February 21, 1875. Her father lived to the age of 94 and her mother to the age of 86. She married a distant cousin at the age of 21. She never worked, but she was very active. She rode a bicycle until she was 100. She died at 122 on Monday August 4, 1997.

Vocabulary**A**

- Ask students to write down as many words as they can think of related to fitness and health. These may be words they have seen in the book so far, or words they already know. Make a list on the board and deal with any problems in pronunciation or meaning.
- Ask students to look at the vocabulary task. Explain that the words are all related to the theme in some way. Say each of the words and ask students to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Ask students to explain why one of the words is the odd one out in each item.

3 Fit as a Fiddle

Answers

- 1 ward (*The others are people who work in a hospital, but a 'ward' is a room in a hospital.*)
- 2 cycling (*We do 'yoga' and 'meditation' to feel calm, but 'cycling' is an outdoor sport and a way to travel.*)
- 3 additives (*The others are natural substances in food which are essential for us, but 'additives' are put in to food to change the flavour or colour and are bad for us.*)
- 4 trainer (*The others give medical help or advice, but a 'trainer' shows us how to do sports.*)
- 5 operation (*The others are done with a syringe to give someone medicine, but in an 'operation' a patient's body is cut open to repair or take something out in a hospital.*)
- 6 prescription (*The others are types of exercise equipment, but a 'prescription' is a note written by a doctor which says what medicine you must take.*)
- 7 tablet (*The others both support the body in some way when something is hurt, but a 'tablet' is a kind of medicine taken orally to treat an illness.*)
- 8 poison ('Diagnose' means to say what is wrong with someone, and 'examine' means to find out what is wrong with someone, but to 'poison' is to give someone food or drink that will make them ill.)

B

- Explain that sentences 1-6 are all about different situations related to health or fitness and a-f are sentences that follow on from each of them.
- Ask them to read sentences 1-6 carefully to find out what they are about. Tell them to pay attention to the subject of each sentence as well as the general meaning. Then they should read a-f and think about any pronouns that match the subjects in 1-6, and whether the sentence shows a result or a reason which follows what was said. Encourage students to re-read each pair of sentences once they have finished to check their answers.
- Ask students to work in pairs to encourage discussion, but check as a class.
- Explain any words students don't understand. Correct their pronunciation where necessary.

Answers

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

C

- Explain to students that this is an article about another health issue. Ask them to look at the photo on the page to say what it shows and to guess what this article is about. Elicit from students that the photo shows a woman shopping in a supermarket and some fruit. Ask them if they know the expression 'an apple a day keeps the doctor away' and what they think it means. Ask them if there is an equivalent to this expression in their language.

- Ask students to read the whole text once for gist before circling any answers.
- Ask students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|---------------|--------------|
| 1 vitamins | 5 nourishing |
| 2 shape | 6 prescribes |
| 3 temperature | 7 remedy |
| 4 advise | 8 sore |

Teaching Tip

You could extend the vocabulary task by asking students to write sentences with the wrong words in each item. Ask them to leave a blank where a word should go and tell them to swap books with a partner and to complete each other's sentences. Go round checking their sentences and giving any help they need while they are writing.

Ideas Focus

- Ask students to read the instructions and the five ideas. Elicit the meanings of the words in bold.
- Ask students to work in pairs to discuss the ideas and say whether they agree with them or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with a particular idea and to give reasons. Repeat until each pair has had a turn and all ideas have been discussed.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to discuss the meals they eat every day and to say why the food they eat most is good or bad for them.
- Encourage them to talk about what times they have meals, what they consist of and how nutritious they are.

Answers

Students' own answers

Grammar

- Ask students the questions below at random round the class. Make sure each student answers at least one question.
 - Have you ever broken one of your bones?
 - Have you eaten any organic food in the past few days?
 - What have you done to stay in shape this week?
 - How long have you been reading about fitness?
 - Have you been doing a project all day today?

- Write two of the students' answers on the board, one in the Present Perfect Simple and one in the Present Perfect Continuous. Elicit which tenses have been used and revise their affirmative, negative, question forms and short answers.

A

- Ask students to read the grammar rules. Explain they have to complete them using the words Present Perfect Simple or Present Perfect Continuous.
- Ask students to do the task individually, but check as a class.

Answers

- We use the present perfect simple for actions and situations that happened at an indefinite time in the past.
- We use the present perfect continuous for actions and situations that started in the past and are still in progress or have happened repeatedly up until now.

B

- Read the grammar rule with the class and explain anything students don't understand.
- Ask students to read sentences 1-2 and questions a-b quickly. Make sure students understand that a-b refer to the reasons why we use the Present Perfect Simple or Present Perfect Continuous.
- Ask students to read the sentences again to match them with a-b and to write the answer in the box provided.
- Ask students to read sentences 3-4 and questions c-d quickly. Make sure students understand that c-d refer to other reasons why we use the Present Perfect Simple or Present Perfect Continuous.
- Ask students to read the sentences again to answer questions c-d.
- Ask students to do the task individually, but check as a class.

Answers

a1 b2 c3 d no

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read all the sentences before they circle any answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|-----------|
| 1 for a month | 4 already |
| 2 since 2004 | 5 yet |
| 3 lately | 6 still |

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentence 1 and work out which time expression from C correctly completes the rules.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------|-----------|
| 1 yet | 4 lately |
| 2 for | 5 still |
| 3 since | 6 already |

Now read the Grammar Reference on pages 163 & 164 (3.1 & 3.2).

E

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they should use either the Present Perfect Simple or the Present Perfect Continuous.
- Ask students to read sentence 1 and to work out the meaning. Tell them to think about whether the action is completed, or still in progress, or if it happened repeatedly until now, and also what the subject is. Elicit that it is about something that has happened repeatedly until now, so the verb will be in the Present Perfect Continuous.
- Remind students to also pay attention to the subject of each verb and whether the verb is affirmative, negative, or a question form.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------------|---------------|
| 1 has been using | 5 has become |
| 2 Have you booked | 6 have been |
| 3 has not/hasn't | developing |
| caught | 7 has broken |
| 4 have you been | 8 have I told |
| sneezing | |

F

- Ask students to read the words in the yellow box and explain that they will have to decide which sentence each word goes in.
- Ask students to read the sentences quickly without filling in the answers and to decide which word matches the verb tense used in each situation. Tell them to pay attention to the order of words and the position of the gap in the sentence. Then ask them to read through the sentences again carefully to write their answers in the gaps. Encourage them to look back at the Grammar box on this page and the Grammar Reference on pages 163 & 164 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------|----------|
| 1 since | 4 lately |
| 2 for | 5 yet |
| 3 already | 6 still |

3 Fit as a Fiddle

Extra Class Activity

You could extend the grammar task by asking students to make a short questionnaire about health and fitness with questions using the Present Perfect Simple and the Present Perfect Continuous and the time expressions/adverbs.

Ask them to work in pairs and give them time to write their questions. Then ask them to mingle with the rest of the class to interview as many other students as possible in five minutes. Monitor their progress as they are writing, and when they are speaking. Then ask some students to report their findings to the class.

Listening

A

- Explain that in some listening tasks the correct answers may be numbers. Explain that as the sounds of some numbers can be similar to other numbers it is important students listen carefully to the differences between them to identify which number they hear. Point out that this is important for listening to specific information involving numbers in everyday life, for example, talking about dates and times when we make appointments or plans, or giving measurements or prices.
- Ask students to work in pairs to take turns at saying the numbers. Correct their pronunciation where necessary.
- Ask them to listen to see if they said the words in the same way.
- Play the recording once all the way through. Then ask different students at random round the class to say each word. Ask students to correct each other's pronunciation where necessary.
- Play the recording again, stopping after each word and ask students to repeat as a class.

Answers

Students' own answers

B

- Tell students that they will hear one of the numbers from each of the sets 1-5 and they should listen carefully and circle this number.
- Give students time to read through the sets of numbers again and answer any questions they may have about them. Make sure they understand that the symbol % represents the words per cent.
- Play the first set and stop the recording. Ask students to note their answer before playing it again.

Answers

1a 2a 3b 4a 5c

C

- Ask students to read the information in Exam Close-up. Ask them to quickly look at the task in D and to think of a word or phrase that could go in each gap in the Exam Task.

- Students complete the task individually and then compare their ideas with a partner. Check the answer to 1 and ask students to say the number before playing the rest of the recording.
- Play the recording once all the way through and ask students to mark their answers.
- Play the recording again and ask students to check their answers and to decide on any answers they haven't already chosen.
- Check the answers as a class, and also ask students how to say the numbers that they didn't hear in each set.

Answers

Students' own answers

Teaching Tip

Use games to have fun practising the sounds of numbers, for example, play Bingo with ordinal (*first - ninetieth*, etc) or cardinal (*one - ninety-nine*, etc) numbers. Ask students to draw a 4 x 2 grid in their notebook and then to write a different number in each box. Call out numbers at random, keeping a note of the numbers you have said. Ask students to cross off any numbers on their grid that they hear. The first student to cross off all their numbers shouts Bingo and wins the round. Ask the winner to call the numbers in the next round.

D

- Tell students that they will hear someone talking about sleep and sleep problems. Ask them to look at the photographs below and to describe them. Elicit what kind of sleep problems these people may have.
- Ask students to read the sentences and to make a note of the part of speech that might be missing from each sentence. Elicit which answers could be numbers (1, 4, 6) and what kind of words the others might be (2 noun, 3 noun, 5 adverb, 7 noun).
- Give students time to read through the sentences and to think of possible words which could fit the answers.
- Explain to students that there may be more than one word missing from each sentence. Tell them that they should fill in the gaps with the exact words or numbers that they hear on the recording. Explain that when the answer is a number, they can write it as a number or a word.
- Play the recording all the way through without stopping and ask students to mark their answers and then discuss them with a partner.

E

- Play the recording a second time and ask them to check their answers or to write any missing answers.
- Check the answers as a class and make sure students can justify their answers.
- You could finish off this task by asking students how many hours they usually sleep and what they do to help them sleep at night.

Answers

- | | |
|-----------------------|---------------|
| 1 twenty per cent/20% | 5 later |
| 2 darkness | 6 fifth |
| 3 rhythms | 7 departments |
| 4 10/ten hours | |

Speaking

A

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

B

- Ask students to read the instructions and make sure they understand what to do and the rating system.
- Give students time to read the list of activities and answer any questions they have about them. Then ask them to put them in order and then to work in pairs to discuss their answers. Go round the class monitoring their progress as they work.
- Ask some pairs to say what they think is the most helpful and least helpful activity. Make sure they can justify their ideas. Correct their pronunciation where necessary.

Teaching Tip

Explain that there are no right or wrong answers in tasks of this kind. The answers depend on each student's own opinion. What is important is to make relevant points and give logical answers which they can give reasons to support. They should also speak naturally and try not to sound as if they are reading something out.

C

- Ask students to read the information in *Exam Close-up*. Answer any questions they have about it. Stress the importance of thinking about what they want to say for a few moments before they speak in order to organise their ideas. This will also help them remember what they want to say so that they don't confuse the listener or themselves.
- Explain that in this type of speaking task one student is given a chance to compare two photographs without interruption and then their partner is given a question to answer about the theme of the photographs. Then they swap roles so the second student compares two pictures and the first answers a question about it.

Answer

about one minute

D

- Ask students to read the instructions and then work with a partner to think about the vocabulary they would need to talk about the *Exam Task*.
- Explain they should write the vocabulary in the table provided in their Student's Book.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask some pairs to write their vocabulary on the board and have other pairs add to it.
- Add any other vocabulary that you think students might not have thought of.

E

- Read the *Useful Expressions* to the students and explain that we use these structures in order to express our ideas in a logical order to make them easy to follow.
- Encourage students to practise using these structures when they compare photographs.

F

- Ask students to read the instructions again and point out that this type of speaking task is not a discussion. Remind them that students are asked to take turns to talk about two photographs and then answer a question about their partner's photographs. Explain that when they compare photos they should think about the similarities and differences between them.
- Ask students to do the task in pairs. Remind them to use the *Useful Expressions* to sequence their ideas and the vocabulary they wrote down in D. Give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to answer the questions in front of the class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Ideas Focus

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

3 Fit as a Fiddle

Answers

Students' own answers

Grammar

- Before students open their books, write the headings Countable and Uncountable on the board and elicit their meanings. Ask students to work in pairs to make lists of as many countable and uncountable nouns as they know. Ask the pair with the longest list to read it out to the class. Then ask the rest of the class if they have any other words to add.

A

- Read the gapped grammar rule to the class and answer any questions that students have.
- Ask students to complete the rules individually and compare their answers with a partner.
- Check answers as a class

Answers

1 countable 2 uncountable

B

- Make sure students understand the instructions and encourage them to say the plural forms in order to decide which ones are countable.
- Ask students to do the task in pairs to encourage discussion. Check the answers as a class.

Answers

injection	C	biscuit	C
knowledge	U	health	U
holiday	C	money	U
biology	U	goal	C
recreation	U	job	C

C

- Write the sentences below on the board.
 - She hasn't eaten all her food.
 - This shop sells vegetarian foods from all over the world.
 Explain that *food* in the first sentence is uncountable so it would be wrong to say: *She hasn't eaten all her foods*. Tell them that we use the plural form *foods* in the second example to mean different types of food.
- Ask students to read the instructions for B and to read sentences 1-2 to think about the meanings of *room* and whether it is being used a countable or uncountable noun in each sentence.
- Ask students to do the task individually, but check as a class.

Answers

- 1 room (U) = space
2 room (C) = part of a building

D

- Read the list of nouns and ask students to repeat them. Correct their pronunciation where necessary. Tell students to decide whether each word can be countable and uncountable and, if so, how the meaning is different. Point out that we can put a number before countable nouns (*for example, The hotel has 60 rooms.*).
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class.

Answers

Students should tick the following: 1, 2, 4 and 6

Extra Class Activity

You could extend this activity by asking students to write two sentences of their own for each of the words *glass/glasses, light/lights, hair/hairs* and *experience/experiences* to use them as countable and uncountable nouns. Check their sentences as they are writing them and correct any mistakes. Ask some students to read their sentences to the class.

E

- Ask students to read the instructions and the sentences below. Ask them whether the nouns after the words in bold are countable or uncountable. Tell them to think about whether the noun can be preceded by a number. Remind them that *a few* and *a little* mean *a small amount of something*.
- Ask students to do the task individually, but check as a class.

Answers

- 1 people, park
2 equipment, gym
3 energy, match
4 herbs, garden

F

- Ask students to look back at Paragraphs A and B in the text on pages 32 and 33 and ask them to add nouns from these paragraphs to the lists of countable and uncountable nouns they made earlier (*countable: group, village, island, people, birthday, rate, lifestyle, answer, farm, family, cow, sheep, break, factor, diet, fruit, vegetable, dairy product, fish, Sardinian, area, trait, year, motorway, car, commitment, morning, weight, resident, member, community, foods, drinks, spice, bean, nut, tomato, glass, risk, disease, study, Californian; uncountable: average, importance, wood, nutrition, longevity, milk, wine, breakfast, living, alcohol, meat, bread, soy milk, water, stress*).
- Ask students to look at the example and complete the task individually.

Answers

- 2 many, a few
3 much, a little

Be careful!

- Read the sentence in **Be careful!** to the students. Ask them to look at the sentences in F again and point out that the first two sentences were negative. Explain that we usually use *a little*, *a few*, *a lot of* or *lots* with verbs in the affirmative.

Now read the Grammar Reference on pages 164 & 165 (3.4 to 3.6) with your students.

G

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read each sentence carefully to understand the meaning. Encourage them to look back at the Grammar Reference on pages 164 & 165 and the lists of countable and uncountable nouns in B and C and the rules about quantifiers to help them decide which word is correct. Remind them that we don't use the definite article (*a/an*) with uncountable nouns.
- Ask students to do the task individually, but check as a class.

Answers

1 water	5 -
2 is	6 exercise
3 some	7 chocolates
4 experiences	8 plastic

H

- Ask students to read the instructions and make sure they understand what they have to do.
- Read the words in the yellow box and ask students to repeat them. Deal with any problems in pronunciation. Elicit which words can be used with negative sentences and questions (*many, much*) and which ones are phrases which we use to describe quantity with uncountable nouns (*a bar of, a slice of, piece of*).
- Tell them to read each sentence through to the end before they write any answers. Explain that they should look at the words before and after each gap to see whether they are countable or uncountable. Encourage them to look back at the Grammar box on this page and the Grammar Reference on pages 164 & 165 for help here.
- Ask students to do the task individually, but check as a class.

Answers

1 a few	5 a slice of
2 much	6 many
3 an	7 a bar of
4 A little	8 piece of

Use your English**A**

- Read the prepositions in the yellow box to the students and explain that they will use these to complete the sentences. Point out that they should use all of the prepositions at least once and that some will appear more than once.

- Ask students to read the sentences carefully and to pay attention to the words before or after the gap and try to think of a preposition which follows or precedes each word, without filling in any answers yet. Ask them which sentences they think give the best advice.
- Ask students to do the task individually, but check as a class.

Answers

1 of	5 of
2 on	6 against
3 to	7 over
4 on	8 on

B

- Ask students to read the sentences 1-5. Explain that the phrases in bold are idioms and ask students to say them. Deal with any problems in pronunciation.
- Remind students that we often use idioms particularly in conversation or informal writing. Explain that they have to consider the meaning of the phrase and not just focus on the meaning of the individual words. Ask them to read the meanings a-e on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.
- Encourage students to copy the idioms from B into their notebooks with their meanings before moving on to C.

Answers

1d 2a 3e 4b 5c

Teaching Tip

If students are totally unfamiliar with these idioms, write more examples on the board to illustrate the meanings in context. For example:

He woke up feeling fresh as a daisy after a good night's sleep.

If you still feel under the weather tomorrow, call the doctor.

A healthier diet would do you the world of good.

I've been working hard and I need to have a few days' break to recharge my batteries.

I'm going to start growing my own vegetables, so I'll pick my dad's brains because he loves gardening.

C

- Ask students to read the instructions and the Exam Close-up. Check that they understand what they have to do.
- Remind students they should not change the given word and they should always count the number of words they have written so that they do not exceed the word limit.
- Ask students to do the Exam Task individually, but check as a class.

Answers

1 a little money	5 a few silly ideas
2 feeling under the weather	6 do not have much
3 are not many	7 a lot of hard work
4 do you the world of	8 on her last legs

3 Fit as a Fiddle

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three statements, and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all three statements. Remind them that they should give reasons to justify their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give an opinion on a particular statement and ask the others if they agree. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Writing: an article (1)

- Ask students to read the information on giving advice. Remind them of the health and fitness-related words, as well as the prepositional phrases and idioms they used in the vocabulary tasks in this unit. Remind them that using idioms is a good way to keep a light-hearted tone.
- Ask students to look at the photo on the right and to say what advice they could give to this woman using each of the structures and expressions given.

A

- Ask students to read the instructions and encourage them to look back at the information on giving advice to practise these different structures.
- Ask students to do the task individually, and go round monitoring them to check they are using correct structures as they are writing. Answer any questions they have about the problems.
- Check answers as a class.

Suggested answers

- Why don't you go to bed earlier?
- You should walk more instead of taking the car.
- Make sure you eat a healthy snack.
- Try not to play them for more than twenty minutes a day.
- You should try to cut down on them and eat fish, fruit or salad instead.
- You could always take up Pilates.

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do. Tell students to underline the words in the task which show whether each of the sentences 1-5 is true or false to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

- T (We will publish the best ones ...)
- F (... for fellow students who want to avoid getting colds and flu ...)
- T (... to avoid getting colds and flu this winter?)
- T (... fellow students ...)
- F (Then write us an article!)

Teaching Tip

Remind students that they should always analyse the writing task carefully before they begin and underline key words in the task. This is so they can focus on what exactly they have to write to plan their work before they begin, and also to refer back to the task as they write, and then make sure they have fully completed the task after they have finished.

C

- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary. Tell students to think about what parts of speech can follow each of these structures.
- Tell students to read the whole article before they write any answers and ask them what advice the article gives. Ask students to look at the photograph on the left of the article and elicit which paragraph from the article this illustrates (paragraph 4).
- Then tell them to re-read the article and the words in the box. Explain that they should look at the words before and after each gap to see which structure will fit both grammatically and in meaning.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|----------------|
| 1 Don't worry | 4 make sure |
| 2 shouldn't | 5 Try to |
| 3 Why not | 6 don't forget |

D

- Ask students to read through the questions 1-4 and answer any queries they might have about them.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------------------------|---------------|
| 1 no | 3 encouraging |
| 2 to get the readers' attention | 4 semi-formal |

E

- Remind students that before they begin, they should plan their work carefully. Ask them to look back at the model article on page 40 and to number the paragraphs 1-5. Then ask them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.
- Make sure students understand that they should circle the best answer depending on the information in the article. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

- Paragraph 1:** theme
Paragraph 2: benefits
Paragraph 3: sleep
Paragraph 4: wash their hands
Paragraph 5: referring back to the tips

F

- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do. Explain that they will write one or two words in each gap.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|-----------------|
| 1 burn | 5 shape |
| 2 recovery | 6 prevention |
| 3 prone | 7 down |
| 4 speed | 8 your strength |

G

- Ask students to read the information in *Exam Close-up*. Stress the importance of emphasising positive results when you are offering advice to help someone make their own decision so that it doesn't sound like criticism or giving orders and to give them an incentive to take your advice.
- Ask students to look back at sentences 1, 2, 4, 6 and 8 in F and ask them what they all have in common (They are examples of positive advice related to health and fitness.).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to use the points in B to think about what they have to write. Ask the following questions:
 - Where might the article appear? (*in your school magazine*)
 - What will you give advice on? (*how to keep fit*)
 - What will you give tips for? (*ways to get in shape*)

- Who will the advice be read by? (*fellow students*)
- What will you write? (*an article*)
- If time allows, ask students to make a plan for their article in class, but set the writing task for homework. Remind students to give their article a title, to use the structures for giving advice and the *Useful Expressions*.

H

- Advise students to use the Writing Reference and checklist for articles on page 182 when writing their article.

Suggested answer

Plan

Title *Getting fit the easy way*

Paragraph 1: Introduce the theme and state what the article will be about.

Paragraph 2: Tip 1: discuss the benefits of aerobic exercise.

Paragraph 3: Tip 2: discuss the importance of strength-building exercise.

Paragraph 4: Tip 3: discuss why people should warm up before working out.

Paragraph 5: Conclude by making a general statement and referring back to the tips.

Suggested answer

Getting fit the easy way

Are you one of those people who have suddenly realised that they are out of shape and rather inactive? Don't worry; here are some tips to get you back in shape quickly and easily.

First of all, aerobic exercise can help you lose weight by burning up calories. Going to the gym or an aerobics class can be a fun way to work out with other people your own age.

Secondly, strength-building exercises are a great way to speed up your metabolism and build up your strength. So, why not buy yourself a set of weights? Make sure you follow a proper fitness routine and you'll soon be on form.

Last, but not least, no matter what form of exercise you decide to take up, always warm up before you work out. Try to spend five minutes doing stretching exercises or walking quickly on a treadmill before you begin.

As the old saying goes, *a healthy mind in a healthy body*. So, don't forget these simple tips and get in shape now!

Useful Expressions

- Ask students to read the *Useful Expressions* again and explain anything they still aren't sure about.
- Ask students to work in pairs and to take turns asking for and giving advice on issues related to health and fitness using these useful expressions. Point out that they can use some of these words and phrases in like these in their own article.



3 The Science of Stress

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about stress and ask them what stress means.
- Read the words 1-6 to the students and ask them to repeat them. Correct their pronunciation where necessary. Elicit which of these words are nouns (*treadmill, sample*), which are adjectives (*physiological, psychological, lean*) and which are verbs (*release*). Point out that *sample* and *lean* can also be verbs, but not in the context found here. Ask them to read the meanings a-f on their own and answer any questions they have about them.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Explain any words the students don't understand.

Answers

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

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-6 and explain anything they don't understand. Explain that *adrenaline* and *cortisol* are hormones which the body produces naturally.
- Ask them to think about which answers may be true and which ones may be false before watching.
- Play the video all the way through without stopping and ask students to write in the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different.
- Check the answers as a class.

Answers

- 1 F (stress is not just in our minds ... it's physiological as well) (00.48)
- 2 T (00.56)
- 3 T (01.09)
- 4 T (01.12)
- 5 F (Unfortunately, the body can't tell the difference between the two types of stress.) (01.23)
- 6 F (Not all stress is bad.) (03.30)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask students to write N or Adj beside each of the words depending on whether it is a noun or an adjective.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing in each gap.
- Tell students to read back through their answers once they have finished to make sure they make sense.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|-------------|
| 1 minimal | 5 stress |
| 2 lifestyle | 6 series |
| 3 effect | 7 longevity |
| 4 physical | 8 negative |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three questions and answer any questions they might have about them.
- Ask students to work in pairs and explain that they should both give their opinions on all three questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write the headings *physical stress* and *psychological stress* on the board. Write the main causes that students mention under each heading on the board as they give answers. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

4 Technological Marvels

Reading:	multiple-choice, identifying what isn't in the text
Vocabulary:	technology-related words
Grammar:	future, forms, time expressions
Listening:	multiple-choice, predicting topic vocabulary
Speaking:	talking about technology, comparing photographs, coping when you forget a word, paraphrasing
Use your English:	word families, word building, phrasal verbs
Writing:	formal email, clauses of reason & contrast, greeting & signing off giving opinions & feedback

Unit opener

- Ask students to look at the title of the unit and to say what things they think of as technological marvels. Don't write their answers on the board or prompt answers at this stage as they will discuss other technological items in Vocabulary and Speaking tasks.
- Ask students to tell the rest of the class about one way that technology is helpful in our everyday lives and about another way that technology can be dangerous.
- Ask students to look at the photo on page 43 and to read the caption. Ask them to describe what the robots appear to be doing in the picture and how they think these robots can help students to learn.
- Ask them if they have heard of robotics and what they know about it. Explain that they will find out more about this in the first Grammar section in this unit and tell them the main facts about NAO using the Background Information below.

Background Information

The NAO robot is a humanoid robot, which was developed by a French company in Paris in 2005. The robot is 58cm tall and weighs 4.3 kilos. It connects to the Internet, just like a laptop, through an Ethernet cable or Wi-Fi. NAO robots have been used in universities and laboratories for research and education since 2008, and they became available to the general public in 2010.

Reading

- Ask students to look at the three pictures on pages 44 and 45 and ask them to describe each one and say how they are related (*They are all connected with flying in some way.*).
- Ask how many students have flown before and encourage them to tell the rest of the class about their experiences.

A

- Ask students to read the instructions and check that they understand what they have to do. Ask them to read the statements and answers any questions they have about them.
- Ask students to work in pairs to encourage discussion. Check as a class, giving them the justifications in the answer box.

Answers

- T (NASA's X-43A scramjet set the world speed record for a jet-powered aircraft - Mach 9.6, or more than 11,000 kph on its third and final flight on Nov. 16, 2004.)
- F (The first aeroplane crash occurred in 1908, killing the passenger and seriously injuring piloting pioneer Orville Wright.)
- F (Leonardo invented a flying machine called the Ornithopter in 1485, but he did not invent a hot air balloon. The first hot air balloon was invented in 1783 by Joseph Michel and Jacques Etienne Montgolfier.)
- T (Walking at a rate of 3 mph - slightly under 5 kph)

B

- Ask students to look at the photo below the text on page 44 and to say how this is related to the title of the article (*SpaceShipOne flew to the edge of space.*). Explain that they will read about this spaceship in the article.
- Ask students to read the instructions in B and check that they understand what they have to do. Before they read the text, ask students how many people they think Virgin Galactic Spaceships will carry.
- Ask students to skim read the text to find the relevant information. Explain that they don't have to read in detail as they will have another opportunity to read the text.
- Once students have found the answer in the text, ask them if they were surprised by this.

Answers

8 people - 2 pilots and 6 passengers

Word Focus

- Ask students to look at the photo of the Sun and Earth on the top right of the page and elicit what they know about Icarus.
- Ask them to look at the words in red in the text and to re-read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask them to work in pairs to decide what each of the words mean.

4 Technological Marvels

- Ask students to read the *Word Focus* box to compare their answers with the definitions given.

C

- Ask students to read the information in the *Exam Close-up* and ask a student to explain the information in his or her own words. Remind them to use the tip about how to do multiple-choice tasks when they do C. Ask them to read the questions in C quickly and elicit which one is about what is not mentioned (question 5).

D

- Ask students to read the instructions and questions 1-6 with their options. Explain anything they don't understand.
- Ask students to underline the parts in the text that refer to each of the questions. Point out that the questions follow the same order as the text.
- Ask students to do the task individually, but check as a class.

Answers

- 1 c (... the Boeing 747 ... its wide-body design)
- 2 b (Rutan had realised that waiting for the government wasn't going to work.)
- 3 c (... successfully entered space and made it back to Earth twice in two weeks. Those were the requirements ...)
- 4 d (...various schemes to commercialise private space travel began to appear. ... In one such scheme, ... for his company.)
- 5 b (a: ...ordinary people the opportunity to visit space; c: ... we will also have created space holidays; d: ... man is going to continue trying to fly ...)
- 6 b

E

- Ask students to look at the words in the yellow box and to scan the text again to find and underline the nouns forms of these words. Ask them to say each of the words after you. Correct their pronunciation where necessary.
- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the noun form and to use plural forms where necessary.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|----------------|
| 1 invention | 4 observation |
| 2 fascination | 5 requirements |
| 3 developments | |

Ideas Focus

- Explain to students that they are going to answer some questions about space travel. Ask them to read the questions and teach any new words that students have not learnt yet.

- Ask students to work in pairs to answer the questions and encourage them to give reasons to justify their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinions on the questions, then encourage them to discuss the points as a class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Extra Class Activity

Ask students to work in teams of four or five to make their own technology quiz. Tell them to write True/False questions like the ones in Reading task A. They can do this in class or as homework, then bring their questions to class. Give enough time for each team to write at least six questions each. Then each team takes a turn to ask the other teams a question. Award a point for each correct answer.

Vocabulary

A

- Ask students to cover up the words in the yellow box and to work with a partner to try to guess what the pictures show.
- Read the words in the yellow box to the class and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

- | | |
|---------------|-------------|
| 1 smart phone | 5 earphones |
| 2 printer | 6 mouse |
| 3 speakers | 7 screen |
| 4 keyboard | 8 tablet |

Teaching Tip

You could extend task A by asking students to write their own definitions for each of the items explaining what each one is used for. Ask them to write their definitions and then to take turns to read each definition to their partner for them to guess the object being defined.

B

- Read the words in bold in each item and ask students to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task on their own, and then to compare their answers with a partner. Check the answers as a class.

Answers

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

C

- Ask students to look at the title and elicit that this is an article about inventions.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N, or V beside each of the words depending on whether it is a noun, or a verb.
- Explain to students that they should read the whole article before writing any answers first to work out which part of speech is missing from each gap.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

1 improvements	4 stage
2 innovation	5 manufacture
3 process	6 brochure

Ideas Focus

- Ask students to read the instructions and the two quotes. Ask them if they have heard of either of the people who made these quotes, and elicit what they know about them. Explain anything that they don't understand.
- Ask students to work in pairs to discuss the quotes and say whether they agree with them or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with either of the quotes and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- If students seem interested, give them further information about the people who made these quotes using the Background Information below.
- You could also activate the vocabulary in this lesson by asking students to imagine they had to stop using any technological devices for a week. Ask them how this would affect their lives, which devices they would find it most difficult to live without and if there would be any advantages in not having them.

Answers

Students' own answers

Background Information

John Fitzgerald Kennedy, also known by his initials JFK, was born in May 1917 in Brookline, Massachusetts. He was the 35th President of the United States, serving from 1961 until 1963. He was shot and killed on November 22, 1963 in Dallas, Texas.

Pablo Picasso was born in Malaga, Spain in October 1881. He was a Spanish painter, draughtsman and sculptor and is best known for co-founding the Cubist movement and for the wide variety of styles in his work. Among his most famous works is Guernica (1937), his portrayal of the bombing of the town of that name during the Spanish Civil War.

Grammar

- Ask students to look back at the article in the Reading on pages 44-45. Ask them to look at the last two paragraphs again and to find as many examples of different future tenses and forms as they can and to name the tenses. Elicit the following: *will have*, *will pay*, *will float* (Future Simple); *will be visiting* (Future Continuous); *will also have created* (Future Perfect); *is going to continue* (going to).
- Elicit which subjects we can use with *shall* (I, we), and ask students to write their own example sentences with *shall*.
- Revise the affirmative, negative, question forms and short answers of these tenses and forms with the class. Then elicit the adverbs of frequency and time expressions that are used with each tense.

A

- Ask students to read sentences 1-6 quickly, and then underline the future forms used in each one. Ask them to work individually and then compare their answers with a partner.
- Check answers as a class.

Answers

1 You're going to
2 I'll be taking
3 Shall I
4 will be part of
5 is going to
6 will have installed

B

- Read question 1 and ask students to decide which sentence in A matches this situation. Check the answer before moving on. Ask students to read statements b-f and match them to 1-6. Make sure they understand that they are reasons why we use each of the future tenses or *going to*.
- Ask students to complete the task in pairs to encourage discussion, but check as a class.

Answers

a3 b6 c5 d2 e1 f4

Now read the Grammar Reference on pages 165 & 166 (4.1 to 4.4) with your students.

4 Technological Marvels

C

- Ask students to read the instructions and check that they understand that they should complete the sentences using the future forms from A and their own ideas. Remind them to look at the Grammar box on this page and the Grammar Reference on pages 165 & 166 if they need help here.
- Ask students to do the task individually and then to compare answers with a partner.
- As a class, ask some students to read out their answers. Correct any grammatical errors.

Suggested answers

- going to buy a new laptop
- help you with those bags
- will become an astronaut
- will be flying across the Atlantic
- will go for a nap
- is going to fall

Teaching Tip

In open-ended sentence completion tasks in grammar, remind students that there are no right or wrong answers as far as ideas are concerned. Any logical answer is acceptable as long as it is grammatically correct.

D

- Remind students that they should read all the choices and the whole sentence carefully before choosing their answers. Encourage them to look back at the Grammar box on this page and the Grammar Reference on pages 165 & 166 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1b 2b 3b 4c 5a

E

- Ask students to look at the photo and to describe what they see and where they think the photo was taken.
- Ask students to read the text from start to finish without circling any answers at this stage. Ask them to discuss in pairs whether they would like to have robots like this in school and what they might learn from them.
- Ask students to read the instructions and the first sentence of the text again and to look at the grammar rules to see which structure is correct (*Future Simple*).
- Tell students to pay attention to the meaning of the sentence so that they can determine which use fits the part of the text surrounding each gap. They should also look at the words immediately before and after the options to help them choose the correct form. Remind them to look back at the Grammar box on this page and the Grammar Reference on pages 165 & 166 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------------|-----------------------|
| 1 will soon be | 4 will be |
| 2 will have become | 5 is soon going to be |
| 3 will be using | 6 is going to make |

Listening

A

- Read the instructions to the students and ask them to write the words they might hear about the three household devices.
- Ask them to work in pairs to write as many words as they can think of. Students don't have to write the exact words on the recording, but make sure they are on the right lines.

B

- Explain to students that they will hear the recording once only. Play the recording and ask students to write the name of the device the person is talking about.
- Check the answer as a class.

Answer

a dishwasher

Teaching Tip

Explain to students that tasks A and B are designed to show them how to tackle the task that follows in C. The two tasks have been designed to show them that when they are asked in a listening task to decide which option is correct, as in task C, they should think about who said what as well as focusing on specific details and information. This is because an option is often incorrect because it claims one person said something that the other person said, or because a small detail from some part of the recording is wrongly placed in the sentence.

C

- Ask students to read the information in the *Exam Close-up*. Ask them to quickly read the questions in C to find out who or what they are about and to read the options to think of words or phrases they might hear related to each one. This will help them focus on specific details or information to prepare them to answer the questions on each situation when they hear it.
- Tell students that they will hear six different dialogues or monologues about different situations.
- Ask students to read the instructions and make sure they understand what they have to do.
- Give students time to read through the questions and options and answer any questions they may have about them.
- Play the first situation once and stop the recording. Ask students to note their answer before they hear it again. Play the situation again and check the answer to question 1. Ask students which words or phrases led them to the answer before playing the rest of the recording.

- Play the recording all the way through and ask students to mark their answers the first time they hear each situation. Ask them to check their answers and to decide on any answers they haven't already chosen the second time they hear it. Then ask students to discuss their answers with a partner and to justify any answers that are different.

D

- Play the recording again and check the answers as a class. Ask students to justify their answers.

Answers

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

Speaking**A**

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

Teaching Tip

When students are expressing their opinions in discussions, it's important to build an atmosphere of trust and confidence. Allow students to express their opinions and try to avoid making comments that make judgements on their choices.

B

- Ask students to read the instructions and make sure they understand what to do.
- Give students time to read the list of electronic devices and to think about their answers. Answer any questions they have about the devices. Then ask them to work in pairs to discuss their answers. Go round the class monitoring their progress as they work.
- Ask some pairs to say which devices they think they could not live without. Make sure they can justify their ideas. Correct their pronunciation where necessary.

Teaching Tip

In task B, if students don't use any of the devices, ask them to discuss which ones they would like to have, how often they would use them and why.

C

- Ask students to read the information in the *Exam Close-up*. Explain that they should try not to panic if they don't know or can't remember the exact name for something. Point out that they should try to describe it and what it is used for rather than saying nothing. Explain that for picture d, for example, if they don't remember the word *microphone*, they could use *something you speak into* instead. Similarly, for picture e, if they don't remember the word *earphone*, they could say *thing you use to put on your ear to listen to music*.
- Ask students to read the instructions and to work with a partner. Remind them that they are asked to take turns at talking about the photographs without saying the name of the item. Remind students they are going to describe each item using the ideas in the *Exam Close-up*.
- Read the *Useful Expressions* to the students and explain that each question or statement is given in two different ways to give examples of paraphrasing. Answer any queries they may have about them.
- Encourage students to practise these structures when they are discussing the pictures in task C.
- Ask students to do the task in pairs and give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to describe an item in front of the class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

D

- Ask students to read the *Exam Task* and decide who will be Student A and who will be Student B.
- Remind them that they are asked to take turns talking about two photograph and then to answer a question about their partner's photographs.
- Ask them what they have to do when they are asked to compare photographs and elicit that they discuss their similarities and differences.
- Ask students to do the task in pairs and give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to answer the questions in front of the class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Ideas Focus

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

4 Technological Marvels

- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask other students if they agree or if they have something else to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Grammar

- Write on the board: *I'll send you an email when I get home.* Ask students to look at the verbs in the sentence and say when the two actions will happen. Elicit that they will both happen in the future and elicit that the tenses are different because we use a present tense after *when*. Ask them what other words they can think of that follow this rule. Explain that these words are called temporals or time expressions.

A

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check as a class.
- Ask students to read the second sentence again and to think of another tense we could use for the verb *finish* (Present Perfect).

Answers

Students should underline the following:
before, as soon as, the moment, When, until
They are followed by the Present Simple.

B

- Ask students to read through the rule before they write an answer. Encourage them to look back at their answers in A to help them choose the correct answer.

Answer

present

Now read the Grammar Reference on page 166 (4.5) with your students.

C

- Ask students to read the instructions and remind them that they have to circle the correct option.
- Ask them to read each sentence carefully to understand the meaning. Tell them they should also pay attention to the verb tense before and after the options to identify which temporal fits each situation.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------|---------------|
| 1 until | 4 the moment |
| 2 when | 5 by the time |
| 3 before | 6 As soon as |

D

- Ask students to read the instructions and check that they understand what they have to do. Tell them that two verbs in brackets after each sentence are in the correct order they should use them in. Remind them that they should use one future tense and one present tense in each sentence.
- Ask students to read the sentences 1-6 to understand the meaning and to underline the temporals in each one. Ask them to look back at the Grammar box on this page and the Grammar Reference on page 166 to help them remember which tenses to use. They should also pay attention to the subject of each verb and whether the verb is affirmative, or negative. Point out that in some cases there may be more than one correct answer.
- Ask students to do the task individually, but check as a class.

Answers

- | |
|---|
| 1 will have installed, move |
| 2 will record/am going to record, get |
| 3 won't find, use |
| 4 will have downloaded, need |
| 5 will watch/are going to watch, come back |
| 6 will complete/is going to complete, gathers |

E

- Ask students to read the instructions and check that they understand that they have to complete the sentences using their own words. Remind them to look at the Grammar box on this page and the Grammar Reference on page 166 if they need help here.
- Ask students to do the task individually and then to compare answers with a partner. Ask some students to read out their answers to the class.

Suggested answers

- | |
|--|
| 1 my old one breaks |
| 2 are going to send me on a tour of Europe |
| 3 the tutor returns |
| 4 I have the proper tools |
| 5 my sister gets home from school |
| 6 you get a new one |

Teaching Tip

Whenever time allows, ask students to draw from their own experiences to make sentences of their own, like the ones in D. This will help them remember when to use the different structures and build their confidence in using them when it comes to free writing tasks.

Use your English

- Write on the board: *It's an inspiration idea that will revolutionary the way we travel.* Elicit that the wrong forms of two of the words have been used and ask students to correct them (*inspirational, revolutionise*).

A

- Read aloud the *Learning Focus* box and explain to students that some words have verb, noun and adjective forms. Remind them that they should be systematic in recording new vocabulary and encourage them to make a note of the different parts of speech of new words.
- Ask students to do the task in pairs to encourage discussion, but check as a class. Correct their pronunciation where necessary.
- Give students time to copy the words from A into their notebooks with their meanings before moving on to B.

Answers

Answers in order of appearance:

explode, reaction, powerful/powerless, revolution, industrialised/industrial, inspire, excel, imagination

Teaching Tip

You could extend this task by writing the verbs *invent, fascinate, observe, succeed* and *sympathise* on the board and asking students to write the noun and adjective forms of each of them.

B

- Ask students to look at the picture on the right and to describe it. Then ask them to skim read the sentences in B to find out which ones might be about the photograph (2, 3, 7). Ask them what they know about the first moon landing, or any other space programmes.
- Explain to students that they should pay attention to the words directly before and after the gaps to help them decide if they need a verb, a noun or an adjective. If necessary, point out that nouns often follow verbs plus adjectives with or without a preposition, verbs often come after subjects or auxiliary verbs, and adjectives come before nouns or after verbs like *be, seem, feel* etc.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|---------------|------------------|
| 1 explosion | 6 revolutionise |
| 2 inspiration | 7 inspirational/ |
| 3 imagine | excellent |
| 4 reaction | 8 react |
| 5 industry | |

C

- Read the phrasal verbs in the yellow box to the students and ask them to repeat them. Deal with any problems in pronunciation.
- Remind students that we often use phrasal verbs particularly in conversation or informal writing. Remind them that they have to consider the meaning of the verb + preposition (*particle*) together and not just focus on the verb part.
- Ask them to read the sentences 1-6 on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

- I'll get the technician to hook your computer up/hook up your computer right away, so you can use the Net.
- I'll give you my password, so you can log in and begin your work.
- Inventors come up with new and helpful gadgets all the time – they're amazing.
- The rocket is going to blast off in half an hour.
- Remember to back up your work/back your work up at the end of the day. You don't want to lose anything.
- How long will it take Pete to set up the experiment/set the experiment up for later?

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three questions and answer any questions they might have about them.
- Ask students to work in pairs and explain that they should both give their opinions on all three questions.
- Go round the class monitoring three to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to write sentences of their own to make a word formation task like the one in B. Ask them to choose a word from the table in A as the answer and to leave a gap for the word in the sentence. Tell them to look at the sentences in the tasks for ideas, but to try to choose words from the table in A that were not answers in A and B. Then ask them to give their sentences to a partner to complete.

Answers

Students' own answers

4 Technological Marvels

Writing: a formal email

- Ask students to read the information on clauses of reason and contrast in the *Learning Focus* box. Point out that it is important to give reasons to justify our opinions when we write so that our ideas are more convincing.

- Write the sentence below on the board.

The research programme was stopped as the university couldn't afford the costs.

Elicit that this sentence has a reason clause. Ask students to rewrite the sentence in two ways – first using because/due to, and then with the reason for (*The research programme was stopped due to the fact that because the university couldn't afford the costs. The reason for the research programme being stopped was that the university couldn't afford the costs.*).

- Then write the sentence below on the board.

The research programme continued although the university couldn't afford the costs.

Explain that we use although to link the two clauses and show a contrast between the action in the first clause and the situation in the second clause. Tell students that we can replace although in this sentence with even though, but, or yet. Then write the sentence below on the board.

The university couldn't afford the costs. Nevertheless, the research programme continued.

Elicit which word we can use instead of Nevertheless (However) and point out that we usually begin a sentence with these words followed by a comma.

Explain that we have to make more changes to the first example sentence to show the contrast using the words in spite of or despite.

Write the sentence below on the board and ask students to explain the structures used. Point out that both in spite of and despite can be followed by these two structures.

The research programme continued in spite of the fact that the university couldn't afford the costs.

The research programme continued despite the university not being able to afford the costs.

- Ask students to look at the picture and to describe it in pairs. Encourage them to discuss what this might be, where it is and what they think will happen next.

Encourage them to give reasons and make contrasts.

A

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to focus on the meaning of each sentence to see if it includes a clause of reason or contrast to see whether the correct word is used to introduce the clause.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following: 4, 6

- 1 The reason why I was impressed was the centre's organisation.
- 2 The astronaut gave an interesting lecture, although/but/however/nevertheless, some people couldn't hear him.
- 3 The space shuttle launch was postponed due to bad weather.
- 5 I would definitely recommend the product in spite of/despite its cost.

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do. Explain that this type of writing task includes notes which show the main points that they should include in their reply.
- Point out the phrases in 1-4 below the writing task and explain that students should tick the boxes which show the things they must do in the task.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following:

1, 3

C

- Ask students to read the email without circling any answers at this stage and elicit that it is a formal email.
- Explain that they should look back at the information and task A on page 52 if necessary.
- Ask students to do the task individually, but check as a class.

Answers

1 as

2 However

3 since

4 due to the fact that

5 because

6 Nevertheless

D

- Ask students to read through the points 1-6 and answer any questions they might have.
- Do the first one together as a class and ask them how Laura greets the reader and signs off (Dear Mr Ryan, Yours sincerely, + full name) and elicit that this is the correct for this type of email.
- Ask students to do the task individually, but check as a class. Make sure students can justify their answers.

Answers

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

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the model email on page 53 and to say how many paragraphs it has (five). Then ask them number the paragraphs 1-5 and to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information and that this makes the writing clearer for the reader to follow.
- Make sure students understand that they should match paragraphs 1-5 with a-e depending on the information in the email. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a2 b5 c4 d3 e1

F

- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|------------------------|
| 1 informative | 3 lightweight/portable |
| 2 opinion | 4 mind |

G

- Ask students to read the information in the *Exam Close-up* and tell them to use these greetings and ways of signing off when they come to write their own email.
- Ask students to look at the *Exam Task* and to see who they are writing to (*Janet Douglas*) to decide which greeting they should use (*Dear Ms Douglas*) and how to sign off properly (*Yours sincerely*).
- Ask students to read the instructions and to underline two things they are advised to do (*make a paragraph plan, justify opinions using clauses of reason and contrast*).
- Now ask them to read the *Exam Task* they will have to do. Remind them to underline key words and phrases in the task. Then ask them to tick the things 1-4 in B that they must do in their task (*express their opinion, make a suggestion*). Then ask them the questions below.
 - What kind of task do you have to write? (a *formal email*)
 - How many notes do you have to include in your letter? (four)
- If time allows, ask students to make a plan for their email in class, but set the writing task for homework.
- Explain to students that they should use the Writing Reference and checklist for formal emails on page 179 to help them.

Suggested answer**Plan**

- Paragraph 1:** State the reason for writing.
Paragraph 2: Explain what you use the product for.
Paragraph 3: Discuss whether the product suits your needs.
Paragraph 4: Mention favourite feature and say why.
Paragraph 5: Sum up impression of the product and comment on one thing that could be improved.

Suggested answer

Dear Ms Douglas,
 I am writing in response to your email asking for feedback on your high power telescopes.
 In response to your first query, I use the telescope as a part of my hobby which involves studying wildlife and stargazing.
 For this reason, I am pleased to say, that the telescope meets my needs as it is quite powerful and helps me a lot in my hobby.
 In addition, I feel that the telescope is most useful to me as it is lightweight and therefore portable. As you can imagine, this is extremely important to an enthusiast since it makes it easier for me to carry out my hobby.
 Overall, I feel the telescope is ideal for my purpose. One suggestion I might make is that in future the product come equipped with a carrying case as this would make it easier to carry and protect it.
 Yours sincerely,
 Julie Smith

Teaching Tip

Remind students to read back through their writing once they have finished to check for basic errors in spelling, vocabulary, grammar and punctuation and to check they have covered all the handwritten notes.

Useful Expressions

- Ask students to work in pairs and to practise using each of the expressions to talk about aspects of technology they are interested in or devices they own or would like to have. Point out that they can include expressions like these in their own email.



4 Solar Power

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about a solar power project in Sacramento, a town in California. Ask them to look at the globe to see where Sacramento is. Elicit what they know about solar power.
- Ask students to work in pairs to discuss the questions. Explain *renewable energy sources* (those that are replaced naturally and will not run out) and *non-renewable energy sources* (those that cannot be replaced quickly and will one day run out).
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Elicit different ways of generating electricity and ask students which involve renewable sources. Ask each pair to say one of the advantages or disadvantages of their chosen source of energy and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Background Information

Renewable (water, solar, wind, geothermal)

Advantages: renewable so it will never run out, produces little or no waste, equipment requires less maintenance than non-renewable sources of energy

Disadvantages: difficult to generate large quantities, often relies on the weather (*sun, rain, wind*) so it can be unpredictable, expensive to buy equipment

Non-renewable (coal, natural gas, oil, nuclear)

Advantages: (*coal*) relatively cheap, (*coal, oil and natural gas*) found in lots of places all over the world, (*nuclear*) generates large quantities

Disadvantages: create pollution, cost will go up as supplies start to run out, working in energy plants that create non-renewable energy can be dangerous

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about which words may be correct before watching.
- Play the video all the way through without stopping and ask students to circle the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different. Play the video again so that they can check their answers.
- Check the answers as a class.

Answers

- 1 sunlight (00.15)
2 advocate (00.35)
3 equipped (00.46)

- 4 difference (01.25)
5 photovoltaic (02.05)
6 dependable (02.40)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write *N* or *Adj* beside each of the words depending on whether it is a noun or an adjective.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Tell students to read back through their answers once they have finished to make sure they make sense.
- Ask students to do the task individually, but check the answers as a class.

Answers

- 1 powerful
2 resources
3 affordable
4 supporter
5 residents
6 system
7 huge
8 pollution

Ideas Focus

- Ask students to read the instructions and the two questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

Review 2

Units 3 & 4

Objectives

- To revise vocabulary and grammar from Units 3 and 4

Revision

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

Vocabulary Revision

- Ask students to explain the difference between the following pairs of words: *innovation/invention, additives/vaccinations, sore/tender, portable/touch-screen, stage/process, shape/figure, ward/nurse and bandages/crutches*. Tell them to either give a definition, or a sentence that shows the meaning of each word.
- Play a word association game with words from Units 3 and 4. Say one word related to health and fitness and ask each student in turn to say another word which is related to health and fitness or technology that they associate with the previous word, for example, *flu – temperature – infection – remedy*. Make sure they revise the words included in the word groups in Vocabulary task A.
- Write on the board *fresh as a daisy* and ask what this means. Ask students to say the other health related idioms they learnt in Unit 3. Make sure they revise under the weather.
- Write *up, in, off, up with* and *set, blast, come, back, log and hook* on the board. Ask students to use these words to tell you the phrasal verbs they learnt in Unit 4 and to explain their meanings.
- Write these words on the board: risk of, contribute , be vaccinated , and ask students which prepositions can go before or after these words to make the prepositional phrases they learnt in Unit 3 (*at, to, against*). Ask students which preposition can go after the verbs *focus, depend and work (on)*.

- Write these words on the board and ask students what part of speech they are: *require, improve, inspire, imagine and prescribe* (verbs). Then write *revolution* and ask what part of speech this is (noun). Ask students to write down any other parts of speech of these words that they know. Make sure that they revise the parts that they will need to complete Vocabulary task D.

Grammar Revision

- Write these sentences on the board:
 - I've been working out at the gym for two hours, so I'm quite tired now.
 - I have just finished my workout at the gym.
 Ask students to say which tenses have been used and why. Revise the affirmative forms of these tenses as a class. Then ask individual students at random round the class to tell you the negative and question forms. Revise the uses of the Present Perfect Simple and Present Perfect Continuous and the time expressions used with them.
- Revise the future tenses students learnt in Unit 4 by asking the questions below at random round the class. Make sure each student answers at least one question and revise any forms they have problems with. Then ask students to make sentences with *shall* and to say how we use this structure.
 - What will you be doing at this time next week?
 - Are you going to use a computer today?
 - Will you have a flu vaccination this year?
 - Will you have finished your homework by six o'clock tomorrow?
- Write on the board: *when, after, until, the moment and as soon as*. Ask students to come up with sentences with each of these words. Make sure they remember that future tenses cannot be used with these temporals.
- Ask students at random round the class to come up with sentences using the words *many, much, a little, a few, lots and a lot of*. Make sure each student comes up with at least one sentence and deal with any problems in their use.

Vocabulary

A

- Ask students to say the pairs of words in the yellow boxes as a class and then individually. Correct their pronunciation where necessary.
- Ask students to read both sentences in each pair before writing any answers. Tell them to look for clues before and after the gaps as well as to think about the differences in meaning between the words.

Answers

- | | |
|----------------|--------------|
| 1 | 5 |
| a process | a invention |
| b stage | b innovation |
| 2 | 6 |
| a vaccinations | a crutches |
| b additives | b bandages |
| 3 | 7 |
| a portable | a shape |
| b touch-screen | b figure |
| 4 | 8 |
| a sore | a nurse |
| b tender | b ward |

B

- Read the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the word groups and to think about how the words in each group are related before choosing their answers.

Answers

- 1 remedy (*They are all something a doctor gives to someone who is ill.*)
- 2 minerals (*They are all things we get from food to stay healthy.*)
- 3 appliance (*They are all types of machines.*)
- 4 manufacture (*They are all ways to make things in some way.*)
- 5 diagnose (*A doctor tests or examines a patient to diagnose what is wrong.*)
- 6 treadmill (*A treadmill and weights are types of equipment in a gym.*)
- 7 surgeon (*They are all health-related jobs.*)
- 8 infection (*They are all related to ill-health.*)

C

- Ask students to read the whole sentence and the options before circling the correct answer. After they have finished circling their answers, tell them to read the sentences again to check their answers.
- Encourage students to look at the Collocations & Expressions list on page 187, the Prepositions list on page 188 and the Phrasal verbs list on page 189 if they need help here.

Answers

- | | |
|-----------|---------|
| 1 on | 5 to |
| 2 against | 6 in |
| 3 on | 7 on |
| 4 at | 8 under |

D

- Ask students to read each sentence through carefully to get the gist. Ask them to note which part of speech is missing from each gap and then to fill in the correct form of the words on the right. Explain that they have to make a different part of speech by adding a suffix and that they should also think about whether to write a plural or singular form of missing nouns.

Answers

- | | |
|-------------------------------|-----------------|
| 1 requirements | 4 imaginative |
| 2 improvement | 5 prescription |
| 3 inspiring/
inspirational | 6 revolutionary |

Grammar**A**

- Ask students to read the instructions and to underline the tenses that they should use.
- Ask students to pay attention to time expressions which will help them decide which tense to use in each sentence. Remind them to pay attention to the subject of the verb and to decide whether the verb is affirmative or a question form.
- Tell students to look back at Unit 3, page 35 Grammar box and Grammar References 3.1 to 3.3 on pages 163 & 164 for a reminder if they need to.

Answers

- | | |
|---------------------|------------------------|
| 1 have lost | 5 has been simplifying |
| 2 has been sleeping | 6 have travelled |
| 3 has been eating | 7 Has, reached |
| 4 has captured | 8 has been developing |

B

- Ask students to read each sentence and the three options carefully before choosing the correct answer. Tell them to look for clues in the word forms before and after the options. They should also look for any time expressions that may help them choose the correct option where a verb tense is required. They should look at the verb tenses in the sentences where the options are temporals.
- Encourage students to read through the sentences once they have finished to check their answers.
- Tell them to look back at Unit 4, pages 47 and 50 Grammar boxes and Grammar References 4.1 to 4.4.5 on pages 165 & 166 for a reminder if they need to.

Answers

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

C

- Ask students to read the whole text carefully for gist before circling the correct answers. Tell them to decide whether the nouns after the options are countable or uncountable.
- Encourage students to read through the text once they have finished to check their answers.
- Tell them to look back at Unit 3, page 38 Grammar box and Grammar Reference 3.4 to 3.6 on pages 164 & 165 for a reminder if they need to.

Answers

- | | |
|--------------|------------|
| 1 a little | 5 a lot of |
| 2 some | 6 much |
| 3 a lot of | 7 bar of |
| 4 a piece of | |

5 High-Flyers

Reading:	multiple matching sentences, preparing for matching tasks
Vocabulary:	success- and ambition-related words
Grammar:	modals & semi-modals, perfect modals
Listening:	multiple matching, identifying key words and taking notes
Speaking:	ambition & success, discussing all options, expressing certainty & uncertainty
Use your English:	collocations & expressions, learning collocations & expressions
Writing:	an opinion essay, presenting arguments in formal essays, ending with a conclusion, talking about success and ambition

Unit opener

- Ask students to look at the title of the unit and to explain how they think the photo on page 57 is related to this (*The man is high above ground level and is attempting to do something that takes a lot of courage and skill*). Explain that a high-flyer is a person who has the ability to become very successful.
- Ask them who they think of as high-flyers in our world and whether they consider anyone they know as a high-flyer. Encourage them to give reasons for their answers.

Reading

Teaching Tip

Stress that there are no right or wrong answers in task A, but tell students to give reasons for their choices. Encourage them to use the words to introduce clauses of reason and contrast which they learnt in Unit 4 Writing when explaining their choices.

A

- Ask students to read the instructions and the list of things. Answer any questions they have about them. Ask students to think about what they personally think of as success and to put the ideas in the order that they consider them to be important. Then ask students to work in groups of four to compare and discuss their answers.
- Write numbers 1-5 as headings on the board and ask students which things they chose as the most important. Call out each of the items and ask students from each group to report how many of them chose each one. Write their answers on the board under the heading 1 with the number of students who chose this. Repeat for numbers 2-5. Encourage students to discuss the results.

B

- Ask students to read the instructions in B and check that they understand what they have to do. Tell them to skim read the text to find relevant information. Remind them that they don't have to read in detail as they will have another opportunity to read the text.
- Ask students to do the task individually, but check as a class.

Answers

- A Aisha Khan - inventor who is working on a battery that will charge super quickly
 B Jamal Roberts - film maker
 C Leah Randall - young pilot
 D Roland Sutter - young violinist with the Zurich Kammer Orchestra

Word Focus

- Ask students to look at the words in red in the text and to re-read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the Word Focus box to compare their answers with the definitions given. Explain anything they don't understand.

C

- Draw students' attention to the Exam Close-up on page 59. Ask students to read the information here and ask a student to explain what it says in his or her own words.
- Explain that they should check their answers to multiple-matching tasks by underlining the part of the text where they find the answer and writing the question number next to it. Explain that this will allow them to check their answers at a glance.
- Ask students to read the Exam Task in D and underline the important words.
- Students should complete the task individually and then compare their ideas with a partner.
- Discuss their ideas as a class.

D

- Remind students that the task here is multiple matching and that they should answer A, B, C or D to show the part of the article where they find the information.
- Ask students to read through the questions before reading the text again so that they know what information to pay attention to.
- First ask students to look at the words in red in the text and to read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.

5 High-Fliers

- Ask students to read the *Word Focus* box to compare their answers with the definitions given. Explain anything they don't understand.
- Remind students to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any problem words and correct their pronunciation where necessary.
- Ask students to read the text again and to underline information related to the questions while reading.
- Ask students to do the task individually, but check as a class.

Answers

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

E

- Read the words in the table to students and ask them to repeat them. Correct their pronunciation where necessary.
- Then ask students to scan the text again to find the other forms needed to complete the table. Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to read the instructions and check that they understand what they have to do. Point out that they don't have to change the form of the words.
- Ask students to do the task individually, but check as a class.

Answers

innovator (*n*), innovative (*adj*), motive (*v*), motivation (*n*), improvise (*v*), improvised (*adj*), determine (*v*), determination (*n*), influence (*n*), influential (*adj*), accomplish (*v*), accomplishment (*n*)

Ideas Focus

- Explain to students that they are going to discuss a question about which of the teenagers' achievements is the most impressive. Ask them to read the question. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to answer the question and encourage them to give their own reasons to help them support their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask volunteers to say who they chose, then ask the class to join in to discuss what they think about these people's achievements.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Say each of the words in the yellow boxes to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that the three words in each set are all the same part of speech and elicit which ones are adjectives (1 & 6) and which ones are nouns (2, 3, 4 & 5).
- Ask students to read the instructions and check that they understand what they have to do. Ask them to read each sentence carefully to find out what it is about and remind them to read the whole sentence before filling in any gaps.
- Tell them to think about what it describes or whether the word that fits has a positive or negative meaning, and also to decide which word doesn't fit either of the gaps.
- Encourage them to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------------------------|------------------------|
| 1 accomplished, best-selling | 4 fortune, profit |
| 2 goals, failures | 5 land, jewellery |
| 3 medal, cup | 6 determined, valuable |

B

- Ask students to write down any nouns and adjectives they can think of connected to being successful or famous. These may be words they have seen in this book so far, or words they already know. Make a list on the board and deal with any problems in pronunciation or meaning.
- Ask students to look at task B and explain that the words are all related to the theme in some way. Say each of the words in the task and ask the students to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Ask students to explain why one of the words is the odd word out.

Answers

- 1 fantasies (*The others are about things that might become reality in future, but fantasies are only imaginary.*)
- 2 flop (*The others are about successful things, but this means something is a failure.*)
- 3 envy (*The others are what we do when we admire someone, but this means we are jealous of them.*)
- 4 arrogant (*The others are positive adjectives for describing people, but this is a negative adjective meaning that someone acts as though they are better than others.*)
- 5 faulty (*The others describe something that has nothing wrong with it, but this describes something that's not perfect.*)
- 6 infamous (*The others mean well-known in a positive way, but this means well-known for something bad.*)

C

- Explain to students that this is an article about a celebrity. Ask them to look at the photo to see if they can recognise any of the people and guess who it is about. Elicit from students that the woman wearing sunglasses in the centre of the photo is Oprah Winfrey and ask what they know about her before they read the text.
- Remind students that they should read the whole article before circling any answers first to understand the general meaning.
- Remind students to read back through their answers once they have finished to check they make sense.
- Ask students to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | | | |
|---|-------------|---|----------|
| 1 | tireless | 5 | gift |
| 2 | riches | 6 | ladder |
| 3 | poverty | 7 | boosting |
| 4 | influential | 8 | drive |

Ideas Focus

- Ask students to read the instructions and the three statements.
- Ask students to work in pairs to discuss the statements and say whether they agree with them or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with one of the statements and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

- You could also activate the vocabulary in this lesson by asking students to write a short description about another celebrity that they know about and to say whether or not they admire them and why. Encourage them to use the vocabulary from this lesson in their description. When they have finished writing, ask volunteers to read out their paragraph to the class for the rest of the students to guess who it is about.

Answers

Students' own answers

Grammar

- Before students open their books, say the following sentences one by one and ask students which other words we can use to express the same meaning for each one. Don't write their answers on the board at this stage.
 - He is able to see again after his operation.
(can see)
 - The rich ought to give more money to help others.
(should give)
 - May I borrow your book? (Can I, Could I)
 - I'll have to work hard to achieve my goals. (I must)
 - You needn't answer the email right now. (don't have to)
 - We might make a loss if we start a new business now.
(may make, could make)
- Remind students that these are modal or semi-modal verbs. Elicit that they are followed by the bare infinitive form of a verb and that, with the exception of be able to and have to, we use modals in the same form for all persons. Stress that we don't use to after affirmative or negative forms of can, could, should, must, may, or might.

A

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

Answers

- | | | | |
|---|----------|---|---------|
| c | could | h | mustn't |
| e | ought to | i | needn't |
| f | can | k | can't |
| g | must | | |

B

- Ask students to read sentences 1-9 and the functions in A quickly. Make sure students understand that a-l refer to the functions of the modals verbs. Answer any questions that students have about these functions.
- Ask students to read sentence 1 again and to find the function of the modal verb in bold in a-l and to write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check as a class.

5 High-Flyers

Answers

1e 2f 3h 4l 5g 6c 7i 8g 9k

Be careful!

- Read the advice in *Be careful!* to the students. Ask them to look at sentence 8 in B again and to say how we can change this to a Past Simple form (*Mr Adams had to finish the project by Monday.*) and a Future Simple form (*Mr Adams will have to finish the project by Monday.*).

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

C

- Remind students that they should read all the choices and the whole sentence carefully before choosing their answers. Also remind them to re-read the sentences once they have finished to check their answers.
- Encourage them to look back at the Grammar box on this page and the Grammar Reference on pages 166 & 167 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

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

Teaching Tip

Remind students which modal verbs we don't use to after (*can, could, should, must, may, or might - affirmative or negative forms*) before they go on to D.

D

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read each sentence carefully to understand the meaning and to pay attention to the word that immediately follows the options. Remind them to re-read the sentences once they have finished to check their answers.
- Encourage them to look back at the Grammar box on this page and the Grammar Reference on pages 166 & 167 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

1 have to	5 was able to
2 should	6 must
3 don't have	7 must
4 must	8 could

Listening

A

- Explain that students need to know the words 1-9 as they will help them with the listening tasks. Read the question to the students and elicit the meaning of ambition.

- Read the words 1-9 to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask them to think about whether each word has a positive or negative meaning.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class.

Answers

Students should tick the following:

1, 3, 6, 7, 8 & 9

Students should put a cross for the following:

2, 4 & 5

B

- Explain to students that the words 1-5 are all related to ambition and that these words may appear as key words in the listening task in C.
- Explain that when they read sentences or questions in a listening task, they should always think of other forms of the key words and phrases as it's unlikely they'll hear the exact words on the recording.
- Ask students to read the words 1-5 and ask them what part of speech each one is (*influence – noun/verb, believe – verb, achieve – verb, determined – adjective, inspired – adjective*). Then ask them to think about what other forms of these words they might hear.
- Play the first part of the recording and ask students to listen for another form of the word *influence* and to write it down. Check the answer and make sure they understand what they have to do before moving on.
- Play the rest of the recording all the way through and ask students to compare their answers with a partner's.
- Check as a class and play the recording again stopping after each speaker if necessary. Deal with any problems in pronunciation or spelling.

Answers

1 influential	4 determination
2 belief	5 inspiration
3 achievement	

Teaching Tip

Now and then, ask different volunteers to come up and write answers on the board for the rest of the class to compare with their own answers. For example, in B ask students to write each word on the board and ask the rest of the class to say whether the spelling is correct. Students usually enjoy this as it encourages them to play an active role in the lesson. However, it is best to ask students to volunteer to come up when they feel confident enough as less confident students may feel intimidated if they feel forced to stand in front of the whole class.

C

- Ask students to read the Exam Task carefully and then answer the four questions.
- Tell students to complete the tasks individually, but check answers as a class.

Answers

1 five 2 Yes. 3 eight 4 No.

D

- Ask students to look at the photos at the bottom of the page and elicit how these might be related to the theme of ambition.
- Tell students to read the *Exam Close-up* and the *Exam Task* again.
- Ask students to read the instructions and ask them what they notice about the number of speakers and the number of statements about feelings (*There are three extra statements.*). Explain that they will hear words related to all the statements mentioned, but that only five of them are correct. Tell students that they will hear five different monologues about ambitions.
- Give students time to read through the statements again before they listen.
- Point out that they should write the letter corresponding to the correct statement in the box beside each speaker in 1-5.
- Play the first part of the recording and ask students to note down their answer before playing it again. Check their answer to 1 before moving on.
- Play the rest of the recording all the way through and ask students to write their answers and then to discuss their answers with a partner and to justify any answers that are different.

E

- Play the recording a second time and ask students to check their answers and complete any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1B 2F 3D 4E 5A

Teaching Tip

If students have difficulty identifying the correct answers after hearing the recording twice in multiple matching tasks, play it once more, pausing after each speaker and ask students to repeat the main information they heard.

Speaking

A

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

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

B

- Explain to students that they are going to hear two students Peter and Maria, doing a speaking task. Tell them that they will have to make a decision together.
- Ask students to read the instructions and the speaking task Peter and Maria will do. Ask them to discuss with a partner what choices each picture shows (a a girl shopping for football boots, b the same girl playing football with others, c the same girl watching football on TV with two other people, d the same girl reading a sports newspaper). Make sure students realise what they have to do as they listen.
- Play the recording once all the way through and ask students to write their answers.
- Ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to complete any missing answers. Check the answers as a class.

Answers

1 a, b, c, d 2 a, b

C

- Ask students to read the *Useful Expressions* box. Explain that we use these to express feelings of certainty or uncertainty when we are asked to make choices. Tell students they will hear Peter and Maria again, but this time they should focus on the expressions they use and underline them in their books.
- Play the recording again all the way through and ask students to underline the expressions. Check the answers as a class.

Answers

Students should underline the following:

It's hard to say, but ... (Maria)
I'm not sure. (Peter)
I suppose ... (Maria)

Useful Expressions

- Read the *Useful Expressions* again to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to practise using these structures when they are discussing advantages and disadvantages of each option in the *Exam Task* before they make a decision.

D

- Ask students to read the information in the *Exam Close-up*. Remind them to use the *Useful Expressions* depending on whether they are sure or unsure about the ideas they talk about. Explain that using these expressions will help their discussion to flow in a natural way. Remind them that in decision-making tasks, they should have a two-way conversation, so they should encourage each other to give opinions and ask for reasons to justify them.

5 High-Flyers

- Ask students to read the instructions and to underline the key words that tell them what to do. Remind them that when they are doing a decision-making task it's important to consider the whole situation and to make the most appropriate choice for that situation.
- Ask students the questions below.
 - What kind of decision do you have to make? (*how your friend can succeed in becoming a zoologist*)
 - How many things should you discuss? (*six*)
 - What should you discuss with your partner? (*the advantages and disadvantages of each thing*)
 - What will you decide on in the end? (*the two most important things*)
 - Do you have to reach an agreement with your partner? (*yes*)
- Ask students to spend some time individually thinking about which two options they feel are most important and why. They should also think about why the other options aren't so important.
- Ask students to do the task in pairs and tell them to bear in mind the answers to the questions you have just asked them as they are discussing. Remind them to use the *Useful Expressions* to express certainty and uncertainty and give each pair enough time to reach a decision.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the class which two things they chose and to say why.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Ideas Focus

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

Answers

Students' own answers

Teaching Tip

To help students get started when discussing ambitions, tell them to look back at the sentences in Listening C and to see which ones they agree or disagree with most. Encourage them to justify their answers and remind them that there are no right or wrong answers as everyone may have different opinions.

Grammar

- Before students open their books, quickly revise the modal verbs which we can use for the present or future. Write them on the board (*can, be able to, could, should, ought to, may, might, have to, must*). Elicit examples from students using each modal and make sure they cover all the functions learnt in the previous grammar section on page 61. Ask them which modals we can use to talk about past ability (*could, be able to, have to*) and what we use instead of *must* for different tenses (*have to*).
- Remind students that these are modal or semi-modal verbs and that they are followed by the bare infinitive form of a verb and that, with the exception of *be able to* and *have to*, we use modals in the same form for all persons.
- Explain that they are going to look at how to use modals to talk about past situations. Write *My mum couldn't have met her friend on Facebook in 1995 because it just started a few years ago.* Underline *couldn't have met* and elicit that this means we are certain something wasn't true in the past. Explain that this is what we call a modal perfect because the modal verb is followed by the perfect infinitive, which is *have + past participle*.

A

- Ask students to read the instructions and the modals perfect and check that they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

a must have
b needn't have
c should have

d would have
e could have

B

- Ask students to read sentences 1-5 and the functions in A quickly. Make sure students understand that a-e refer to the functions of the modals perfect. Answer any questions that students have about these functions.
- Ask students to read sentence 1 again and to find the function in a-e and to write the answer in the box provided. Check they have the correct answer before they do the rest of the task.
- Ask students to do the task individually, but check as a class.

Answers

1b 2a 3d 4e 5c

C

- Ask students to read through the rule from start to finish once and to look back at the example sentences 1-5 with modals perfect before they write the answer.

Answer

have

Now read the Grammar Reference on page 167 & 168 (5.10 to 5.16) with your students.

D

- Explain to students that they should read both sentences carefully and to underline the information in the original sentence that is missing from the sentence they have to complete.
- Remind them that they have to use the word in bold and not to change it in any way. Point out that there may be more than one correct answer for some sentences.
- Encourage students to look back at the Grammar box on this page and the Grammar Reference on pages 167 & 168 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 would have come
- 2 must have helped
- 3 may/might not have
- 4 needn't/shouldn't have
- 5 should have followed
- 6 can't/couldn't have felt

Teaching Tip

You could extend this task by asking students to write sentences of their own for each of the functions in the grammar box.

E

- Ask students if they have heard the name Dell and, if so, what they associate it with. Elicit that it is a well-known make of computers and tell them the text is about the person who started this company.
- Ask students to read the whole text carefully without circling any answers at this stage to find out who Michael Dell is.
- Remind them to look back at the Grammar box on this page and the Grammar Reference on pages 167 & 168 if they need help here. Encourage them to re-read the text once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------------|------------------|
| 1 could he have | 4 must have been |
| 2 can't have | 5 needn't have |
| 3 could have been | worried |

Use your English**A**

- Explain to students that the verbs 1-4 make collocations with two out of the three words or phrases on the right. Remind them that in English there are many collocations like these and that they should always try to pay attention to which words can go beside other words naturally in English. Remind them that each collocation has a meaning as a whole phrase and not only as the individual words, and explain the meaning of any words they don't know.
- Ask students to read the instructions and make sure they understand that they have to cross out the word or phrase that can't be used with the verb. This will leave the other two words or phrases which make collocations for them to see and study on the page.
- Ask students to do the task individually, but check as a class. Correct their pronunciation where necessary.

Answers

Students should cross out the following:

- 1 a pay rise
- 2 a loss
- 3 the message
- 4 in mind

Teaching Tip

Ask students to work in pairs to think of verbs that can make collocations with the words they crossed out in B (eg get/ask for a pay rise, make a loss, get the message, bear/keep in mind). Then ask them to come up with other collocations with the verbs in B (eg go crazy, do homework, make a success of something, take someone's advice). Check their answers as a class.

B

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the correct collocations from A.
- Explain to students that they should read through all the sentences quickly before writing any answers. Ask them to focus on the verbs in bold and the meanings of the collocations in A with the particular verb used, in order to choose the one that fits the meaning in each sentence.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------------|------------|
| 1 bankrupt | 5 business |
| 2 a profit | 6 my best |
| 3 chances | 7 my place |
| 4 into partnership | 8 progress |

5 High-Flyers

C

- Ask students to read the sentences 1-5 and explain that the words in bold are idioms. Read the idioms and ask students to repeat them. Deal with any problems in pronunciation.
- Elicit that we use idioms particularly in conversation or informal writing. Remind students that they have to consider the meaning of the whole phrase and not just focus on the meaning of the individual words. Ask them to read the meanings a-e on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

1c 2b 3d 4a 5e

Teaching Tip

Encourage students to copy the expressions from C into their notebooks with their meanings before moving on to D.

D

- Read the *Learning Focus* to the students and explain that they will use some of the collocations they've learned today to complete the text.
- Ask students to read the title of the text and ask them what they know about Facebook and whether they use it.
- Ask students to skim read the text carefully and pay attention to the words before or after each gap without filling in any answers at this stage.
- Ask students to do the task individually, but check as a class.

Answers

1 the	5 as
2 on	6 to
3 set	7 their
4 a	8 his

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the question, and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on the question.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to discuss the question and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

- You could also activate the vocabulary in this lesson by asking students to discuss what they think makes a business become a success or a failure. Encourage them to give examples of any businesses that they know about and remind them to use vocabulary from A-D on this page.

Answers

Students' own answers

Writing: an opinion essay

- Ask students to read the information on presenting arguments in formal essays in the *Learning Focus*. Remind them of the *Useful Expressions* they learnt in Speaking to express certainty and uncertainty and the modal verbs in the Grammar sections.
- Remind them that we use these expressions and structures to express ourselves clearly and in a polite way.
- Point out that they should try not to use phrasal verbs or short forms of verbs in formal writing as they have to convince the reader that their ideas are objective and believable by expressing themselves in a way that shows respect for the reader. Remind them that in this type of task the reader may be someone they haven't met or someone in an important position, so it is important to be polite.
- Ask students to describe the photo on the right in pairs and to say how the people must be feeling and why. Encourage them to use as many modals and other formal expressions as they can. As a class, ask each pair to say one thing about the situation until every pair has had a chance to speak.

A

- Ask students to read the instructions and check that they understand what they have to do. Encourage them to look back at the information in presenting arguments to help decide which sentences use appropriate language.
- Explain to students that they should read through each sentence carefully to underline any examples of neutral and objective language before ticking any answers.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following:

1, 6, 7 & 8

B

- Ask students to read the instructions and make sure they understand what they have to do.
- Give students a few minutes to read the newspaper extract and the writing task. Encourage them to underline key words and phrases in the task before they answer the questions.
- Ask students to do the task individually, but check as a class.

Answers

- 1 a formal essay
- 2 If being rich and famous is a good measure of success and how else success can be measured.
- 3 It provides an example as the person in the extract was extremely rich and famous because of who he was and not what he did. He then lost everything, but through hard work, he later became successful again on his own merits.
- 4 no

C

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read the whole example essay before they write any answers. Explain that they should read both sentences in each of the pairs 1-4 to decide which is most appropriate for the context.
- Tell them to think about which option is most neutral and objective without sounding exaggerated.
- Encourage students to re-read the example once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

1b 2a 3b 4a

D

- Ask students to read through points 1-4 and answer any questions they might have. Encourage them to highlight information in the essay relevant to the points they tick.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

Students should tick the following:

2 & 3

E

- Ask students to look back at the example essay on page 66 and to say how many paragraphs it has (*four*). Then ask them to number the paragraphs 1-4 and to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.
- Make sure students understand that they should match paragraphs 1-4 with a-d depending on the information in the essay. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a2 b4 c1 d3

F

- Read the *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

- 1 be ambitious/determined to
- 2 achieve a goal/success, reach a target
- 3 overcome difficulties
- 4 live up to one's expectations
- 5 make progress
- 6 set a goal/target
- 7 be persistent in
- 8 aim for the top

Teaching Tip

Remind students that while it is good to use the formal expressions to write about success, students shouldn't use too many of them or their writing will seem unnatural and exaggerated.

G

- Ask students to read the information in the *Exam Close-up* and ask them to look back at the example essay in C to see where the writer expressed his/her opinion (*final paragraph*). Then ask them to look back at paragraphs 1-3 to see the order in which the arguments are presented before the writer gives a final opinion.
- Ask them to read the instructions and to underline two things they are advised to do (*make a paragraph plan, present an argument in a neutral and objective way*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer the questions below about their task.
 - What type of text will you write? (*an essay*)
 - What will you write about? (*how important it is for young people to have ambitions*)
 - How does the newspaper extract relate to the writing task? (*It refers to a survey on young people's ambitions, mentions that many of them expect to attend university, and states an opinion on this.*)
 - Will your writing be focused on the survey? (*no - but you can make reference to it*)
- If time allows, ask students to make a plan for their essay in class, but set the writing task for homework.
- Encourage students to refer to the Writing Reference and checklist for formal essays on page 185 to help them with their essay.

Suggested answer

Plan

Paragraph 1: Introduce the topic to be discussed making reference to the task.

Paragraph 2: Discuss why it is important for young people to have ambitions.

Paragraph 3: Discuss why it is important for young people not to be too ambitious.

Paragraph 4: Sum up and state your opinion.

5 High-Flyers

Suggested answer

Many people believe that many modern teenagers tend to aim for the top and set themselves unrealistic targets. The question is, though, how important is it for young people to be ambitious?

One of the first things that comes to mind in answer to this question is that without any ambitions teenagers will not be motivated in their lives.

Consequently, it is important that they set themselves goals which they can achieve and work towards achieving them.

On the other hand, if teenagers are too ambitious they may try to be successful at all costs. For example, some young people are determined to go to university but fail their exams constantly. As a result, they may have spent valuable years of their lives working towards a target that they will never reach.

In conclusion, it is essential for young people to have ambitions. In my opinion, however, they need a lot of guidance to make sure their ambitions are based on their individual skills and true abilities.

Useful Expressions

- Ask students to read the expressions again and then to work in pairs and to practise using them. Ask them to discuss a situation in their lives which shows their success, as well as discussing ways in which they are ambitious.
- Point out that they can use some of these words and phrases like these in their own essay.

Video

5 Crossing Antarctica

General notes

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Antarctica is a continent at the South Pole. It covers an area of about 14 million square metres, which is about 20% of the Southern hemisphere. It is the world's fifth-largest continent in area after Asia, Africa, North America, and South America.

Liv Arnesen and Ann Bancroft have attempted on several occasions to cross the Arctic Ocean, but so far have failed. For further information about their attempts, visit www.nationalgeographic.com/adventure/news/liv-arnesen-frostbite.html.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about people crossing Antarctica. Ask them to look at the globe and to tell you where Antarctica is. Elicit what they know about it. Give them more information using the Background Information box above.
- Read the options to the students and ask them to repeat them. Correct their pronunciation where necessary and explain any words students don't know.
- Ask students to read the sentences without circling any answers at this stage and ask them what they have already found out about the people they will see in the video.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|------------|
| 1 crossing | 4 enabled |
| 2 prior | 5 overcome |
| 3 demanding | |

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-6 and explain anything they don't understand.

- Ask them to underline key words and phrases and to think about which sentences may be true before watching.
- Play the video all the way through without stopping and ask students to circle the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different.
- Play the video again and ask students to check their answers and complete any missing answers.
- Check the answers as a class.

Answers

- 1 F (Only once before ...) (00.17)
- 2 T (00.26)
- 3 T (00.46)
- 4 F (The winds were very unpredictable,... 160 kilometres an hour) (00.57)
- 5 T (01.18)
- 6 F (their next goal is to cross the Arctic Ocean) (02.34)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N or V beside each of the words depending on whether it is a noun or a verb.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|---------------|
| 1 goal | 5 misfortunes |
| 2 continent | 6 journal |
| 3 achieved | 7 adventure |
| 4 prepared | 8 history |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all three questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

Answers

Students' own answers

6 Living History

Reading:	multiple-choice, identifying what a word refers to
Vocabulary:	history-related words, word formation
Grammar:	past perfect & past perfect continuous, question tags, pronouns
Listening:	multiple-choice, using your knowledge
Speaking:	talking about history, expressing your opinion, agreeing & disagreeing
Use your English:	phrasal verbs, word building, choosing the correct word
Writing:	email, using qualifiers, brainstorming ideas, relating exciting news

Unit opener

- Ask students to look at the title of the unit and to say what they think it means.
- Ask students to say what they think is the most interesting period in world history and to give reasons for their choice.
- Ask students to look at the photo on page 69 and to read the caption. Ask them to describe what they can see in the picture, and to say why and when they think these were made. If students seem interested, give them the Background Information below.
- Explain that in this unit they will find out about more unusual finds like this from different parts of the world and different periods of history.

Background Information

The Terracotta Army is a collection of terracotta sculptures which represent the armies of Qin Shi Huang, the First Emperor of China. The figures, which are over 2,000 years old, were discovered in 1974 by farmers who were digging in Lintong District, Xi'an, Shaanxi province, near the Mausoleum of the First Qin Emperor. The figures are from 1.83 to 1.95 metres tall, with the most important soldiers being the tallest. The figures include warriors, chariots, horses, officials, acrobats, and musicians. Archaeologists think that there were originally over 8,000 soldiers, 130 chariots with 520 horses and 150 cavalry horses, but most of these sculptures are still underground as the excavation hasn't been completed yet. The Terracotta Army's purpose was to help rule another empire with Qin Shi Huang in the afterlife.

Reading

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit what students know about hieroglyphs and, if necessary, explain that the ancient Egyptians used symbols like these to write messages.
- Encourage students to focus on each symbol in the message and to take each one in turn to find the corresponding letter in the key. Tell them to write each letter above the hieroglyphs in the message.

- Point out that some hieroglyphs correspond to two letters and that they should decide which letter is needed once they have all the other letters necessary to work out what the word is. Also, point out that some hieroglyphs are very similar to others and that they should pay attention to details.
- Ask students to do the task individually, but check as a class.

Answer

HISTORY REPEATS ITSELF

Background Information

The quote '*History repeats itself.*' may have originally come from the Spanish philosopher George Santayana (1863-1952), who wrote: '*Those who cannot remember the past are condemned to repeat it.*' It was also used by German philosopher Karl Marx (1818-1883), who wrote in 1852: '*Hegel remarks somewhere that history tends to repeat itself. He forgot to add: the first time as tragedy, the second time as farce.*'

B

- Ask students whether they believe the message in A is true and to give examples to justify their answer. Encourage them to talk about events in general history as well as in their own family history.
- Ask students to work in pairs to encourage discussion, and then ask some students to share their opinion with the class.

Teaching Tip

To add to the discussion in B, tell students the Background Information about the quote in A and elicit what they know about the people mentioned.

C

- Ask students to look at the photos above and next to the text and to say who they think King Tut was. Explain that they will read about him in the article.
- Ask students to read the instructions in C and check they understand what they have to do. Ask them to skim read the text to find the relevant information.
- Once students have found the answers in the text, ask them which theory they think sounds most likely. Allow them to discuss the theories mentioned.

Suggested answers

war injuries
hunting accident
an infection

hit on the head
genetic condition

- Ask students to read the instructions and check that they understand what they have to do. Point out that they don't have to change the form of the words.
- Ask students to do the task individually, but check as a class.

Word Focus

- Ask students to look at the words in red in the text and to re-read the sentences they are found in. Remind them to look carefully at the sentence each word is found in to work out its meaning. Ask them to work in pairs to decide what each of the words mean.
- Ask students to read the *Word Focus* box to compare their answers with the definitions given.

Teaching Tip

Elicit from students that the word *which* is a pronoun. Explain that they will often find questions like this about pronouns in a text. Tell them that they will learn more about pronouns in the second Grammar section of this unit.

D

- Ask students to read the information in *Exam Close-up* and ask a student to explain what it says in his or her own words. Ask them to read the questions in the *Exam Task* quickly and elicit which one asks about what a word refers to (*question 6*). Remind them to use the *Exam Close-up* for how to answer this type of question in future multiple-choice tasks.
- Ask students to read the instructions and questions 1-6 with their options. Explain anything the students don't understand.
- Remind students that they should underline the parts in the text that refer to each of the questions, but first they should underline the important words in the questions. Point out that the questions follow the same order as the text.
- Ask students to do the task individually, but check as a class.

Answers

- 1d (a: was just nineteen when he died; b: the tomb's eventual discovery ... in 1922; c: Recently, however, ... have given new clues ...)
- 2a (In 1968 ... it was discovered that some of the bones in Tut's chest were missing.)
- 3a (In 1968 ... The researchers also discovered ... there were pieces of bone inside the skull)
- 4b (In 2005 ... a CT scan was carried out; ... re-examined the mummy in 2010. A new CT scan ...)
- 5c (... his grandparents, ... and the beautiful queen Tiye.)
- 6b (... he suffered from health problems ..., one or more of which must have killed him.)

E

- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary. Then ask them to scan the text again to find these words (they are underlined). Ask them which part of speech they are (nouns).

1 depiction
2 direction
3 infection

4 identity
5 build

F

- Explain to students that they are going to discuss famous achievements in history. Ask them to read the instructions and sentences 1-4. Teach any new words that students have not learnt yet.
- Ask students to match the achievements to the names on their own first, and then to compare answers with a partner.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

G

- Ask students to work in pairs to check their answers to F (they are upside-down in G at the bottom of the page). If students seem interested, give them more information using the Background Information below.

Answers

1c 2d 3a 4b

Background Information

Robert Duane Ballard (born 1942 in Kansas, USA) is a former US Navy commander and a professor of oceanography at the University of Rhode Island. He is most famous for the discovery of the wreck of the *Titanic*.

Heinrich Schliemann (1822–1890) was a German businessman and archaeologist who excavated Troy, and the Mycenaean sites Mycenae and Tiryns. William Herschel (1738–1822) was a German-born astronomer, technical expert, and a composer. He became famous for the discovery of the planet Uranus and two of its moons, Titania and Oberon. Jean-François Champollion (1790–1832) was a French classical scholar, who was the first person to completely decipher the Egyptian hieroglyphs.

Ideas Focus

- If you haven't already given students the Background Information on the people in F, do so now.
- Ask students to read the question in *Ideas Focus* underneath the text and ask them to discuss in small groups and try to agree with each other.
- Have the groups report back to the class and find out which achievement in F the class as a whole thinks is the most amazing.

6 Living History

Answers

Students' own answers

Vocabulary

A

- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to think about which part of speech each word is and to read all the sentences before choosing their answers to understand the context as well as identifying what part of speech the words in bold are.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|------------|
| 1 ten years | 4 battle |
| 2 paper | 5 the past |
| 3 free | |

Teaching Tip

Ask students to write the words in bold from A with their synonyms from the yellow box in their vocabulary notes. Ask them to write their own example sentences with each of the words in bold.

B

- Explain to students that the options in each sentence may be similar in meaning in some way, and that they have to circle the one which is correct in the context of the sentence.
- Ask students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|--------------|--------------|
| 1 revolution | 4 historical |
| 2 plot | 5 biography |
| 3 objective | 6 authentic |

Extra Class Activity

Ask students to work in pairs to write sentences of their own using the wrong options in B. Tell them to try to show the meaning of each word in their sentences.

C

- Ask students to look at the picture on the right of the article and ask them whether they have seen this before, or where they would expect to see a picture like this (*in a history, art or geography book/museum*).
- Read the words in capitals to the students and ask them to repeat them after you. Correct their pronunciation where necessary.

- Explain to students that they should read the whole article before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------------|-----------------|
| 1 historians | 5 educational |
| 2 greatest | 6 creation |
| 3 comedian | 7 inaccurate |
| 4 knowledgeable | 8 illustrations |

Ideas Focus

- Ask students to read the instructions and the two questions. Explain anything that they don't understand.
- Ask students to work in pairs to discuss the questions and give their opinions about them.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinion on a question and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to work in pairs to write a short paragraph about an historic event or historical figure that they know about using as many words from this lesson as possible.

Answers

Students' own answers

Grammar

- Ask students to look back at the first paragraph of the text on page 70 and to underline *He was the last king of a powerful family that had ruled for centuries*. Ask them what had ruled means (*that they used to rule in the past but they don't now*). Explain that the verb is in the Past Perfect Simple tense and that we use it to talk about something that happened before another action in the past. Draw a timeline to show that the centuries that his family ruled belong in the past before the time that Tutankhamen ruled.
- Ask students to find other examples of Past Perfect Simple in the text (*Para 2: he had hurt himself, Tut had been hit, it had killed him, Para 4: Tut had been born*). Point out that the second and last examples are in the passive form.
- Ask students to look at paragraph 4 of the text and to underline *Furthermore, they found evidence that he had been suffering from the most severe form of malaria*. Explain that the second verb is in the Past Perfect Continuous because it is about an action that lasted for a long time before another action in the past.

- Revise the affirmative, negative, question forms and short answers of these tenses as a class.

A

- Ask students to read the sentence and underline the past perfect tense. Ask them to work on their own, and check they have underlined the correct parts of the sentence.

Answer

1 had already discussed

B

- Now ask students to read sentence 2 and underline the perfect tense. Again, they should work individually, but check they have underlined the correct part of the sentence.
- Check the answer as a class and ask students to tell you which past perfect tense it is (*past perfect continuous*)

Answer

2 had been searching

C

- Ask students to read through the rules from start to finish once and to look back at the example sentences to think about how the tenses are used before they write any answers.
- Ask students to do the task individually, but check as a class.

Answers

a 2 b 1

Now read the Grammar Reference on page 168 (6.1 & 6.2) with your students.

D

- Ask students to read the whole text before they circle any answers. Remind them to think about whether the action was completed, or was in progress or happened repeatedly before another action in the past to help them decide which tense matches the context.
- Encourage students to look back at the Grammar box on this page and the Grammar Reference on page 168 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------------|-------------------|
| 1 had been digging | 5 eaten |
| 2 he'd won | 6 been sitting |
| 3 had been trying | 7 ridden |
| 4 seen | 8 'd been walking |

E

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they should use either the Past Perfect Simple or

the Past Perfect Continuous and should include any pronouns or adverbs in the brackets in their answers.

- Ask students to read sentence 1 and to work out the meaning. Tell them to think about whether the action was completed, or was in progress or happened repeatedly before another action. Elicit that it is about something that was completed before another action, so the verb will be in the Past Perfect Simple.
- Remind students to also pay attention to whether the verb is affirmative, negative, or a question form.
- Encourage students to look back at the Grammar box on this page and the Grammar Reference on page 168 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 had published
- 2 had not/hadn't identified
- 3 had been preparing
- 4 Had they discovered
- 5 had worked/had been working
- 6 had just started
- 7 Had you been analysing
- 8 had studied/had been studying

Listening**A**

- Write the numbers 6.15 am (a time), 1/3 (a fraction), 1971 (a year), 2.6 (a decimal) on the board and ask students what kind of numbers they are. Then ask them how we say these numbers in English (six fifteen am, a/one third, nineteen seventy one, two point six).
- Explain to students that in listening tasks, it is common to hear information relating to numbers of different kinds on a recording and they will have to listen carefully to each number and what it relates to answer a question that follows.
- Explain to students that they will hear different types of numbers and that they should write exactly what they hear using numbers – not in words – and any letters they hear. Play the recording once all the way through and ask students to write the correct numerals in each case.
- Give students a few minutes to compare their answers with a partner's. Ask them to justify their answers if they are different.
- Play the recording again and ask students to correct their answers or write any missing answers. Then check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|----------|-----------------|
| 1 358 | 5 250 AD |
| 2 6,020 | 6 $\frac{3}{4}$ |
| 3 3.5 | 7 2.45 pm |
| 4 86,500 | 8 1840s |

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Teaching Tip

Explain to students that in some listening tasks they may have to listen to information and then hear questions about it on the recording. Point out that tasks A and B are designed to show them how to tackle task C that follows. In Task A they practise identifying numbers when they hear them which can often be the focus of a question. Elicit what questions might be asked relating to these numbers (eg *What time?*, *How much/many?* *When?* *How long/far/high?* *In which year?*). Explain that they should think about what the answer options in listening tasks have in common to decide what kind of question is likely to be asked. This will help them think about the focus of the questions in task C so they know what kind of information to listen for when they hear the recording.

B

- Read through the *Exam Close-up* with the students. Explain that with multiple-choice questions they can use their knowledge of a situation or topic to help them choose the correct answer.
- Before listening, they should read the question and think about the situation. They should consider what people would normally say in that context.
- Ask students to read the *Exam Task* and mark any answers they think they know.
- When they listen, they should check the possible answers and decide which option is correct.

Teaching Tip

Tell students to make notes of key words or numbers related to each option as they listen to the interview in C. This will help them remember the information when they hear the questions.

C

- Tell students that they will hear an interview with someone at a tourist attraction. Ask them to look at the photo next to the *Exam Task* and read the caption. Explain that they will hear information about this in part of the interview and ask them what they know about this place and what period of history they think it relates to.
- Ask students to read the instructions and make sure they understand what they have to do.
- Give students time to read through the questions again and answer any questions they may have about them.
- Play the recording. Ask students to mark their answers and then compare them with their partner's answers.
- Check the answers as a class and ask students to justify their answers.

D

- Ask students to tell you which questions they found easier to answer because they had some knowledge of the topic.
- Encourage everyone to express an opinion, especially students who did not find it any easier because of prior knowledge. Invite them to explain why.

Answers

1b 2b 3d 4a 5c

Ideas Focus

- Ask students to read the question and then discuss it with a partner.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinion on the question, with their reasons.
- Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Speaking

Teaching Tip

Ask students to look at the picture in the top right-hand corner. Ask them where they think this is and what historic event it represents. Ask if any students have visited this place and, if so, what they learnt from their visit.

Background Information

The Imperial War Museum is in Lambeth Road in southeast London. It was founded on 5 March, 1917, to record the events still taking place during the Great War. The intention was to collect and display material as a record of everyone's experiences during that war, both civilian and military. It was opened in 9 June, 1920, by King George VI.

A

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

B

- Ask students to read the instructions and make sure they understand what to do. Stress that there are no right or wrong answers here as they have to express their own opinions and justify them.
- Give students time to read the ways of learning about history and to think about their answers. Answer any questions they have about the different ways. Then ask them to work in pairs to discuss their answers. Go round the class monitoring their progress as they work.

- Ask some pairs to say how effective they think each of the ways would be. Make sure they can justify their ideas. Correct their pronunciation where necessary.

Teaching Tip

Point out that students should avoid prepared speeches in speaking tasks like these as this would sound unnatural and would not lead to a normal discussion.

C

- Read the sentences to the students and ask them to repeat them. Correct their pronunciation where necessary. Answer any queries they may have about them. Elicit any other expressions for introducing opinions that students know (eg *I believe*, *To my mind*,).
- Ask students to read the sentences again and write A if they would use them to agree with someone, D if they would use them to disagree and P if they would partly agree.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Check answers as a class.
- Encourage students to practise these structures to introduce their opinions when they are discussing the options in D.

Answers

1 A
2 P
3 D
4 A

5 P
6 D
7 A

D

- Ask students to read the information in the *Exam Close-up*. Remind students that there are no right or wrong answers in decision-making tasks and that the important thing is to make as many clear and relevant points as possible, which they can justify, to reach a logical conclusion.
- Stress that in tasks where they are required to discuss something with another student they should discuss the options in a natural way, taking turns to say what they think and inviting their partner to give their opinion. They shouldn't worry about whether others agree with their opinion as long as they can give reasons to support it. Point out, however, that they must listen carefully to their partner's opinion and respond to it appropriately.
- Also point out that they are not expected to reach an agreement with their partner if they have different opinions. If they can't agree on the same two options at the end of their discussion, they could suggest one option each for the final decision.
- Invite students to work with a partner and look back at B. Explain they should discuss the order of the items using the expressions in C.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to tell the class if they agree on an order or disagreed.
- If time allows, reach a class agreement on the order of the suggestions.

E

- Ask students to read the instructions and remind them that when they are doing a decision-making task it's important to consider the whole situation and to make the most appropriate choice for that situation.
- Ask them to read the task and to underline the key words that tell them what to do. Ask the questions below.
 - What kind of decision do you have to make? (*how to get students more interested in history*)
 - How many ways should you discuss? (5)
 - What should you discuss with your partner? (*how interesting each way would be to students*)
 - What will you decide on in the end? (*the two most interesting options that the committee should choose*)
- Ask students to look quickly at the pictures and to say what options they show (*visiting historic sites, doing class projects, visiting a library, using the internet, interviewing old people*).
- Ask students to do the task in pairs and tell them to bear in mind the purpose and background to the task as they are discussing their opinions. Remind them to use the *Useful Expressions* to introduce their opinions before they start. Give each pair enough time to reach a decision.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the class which two options they chose and why.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Grammar

A

- Remind students that we use question tags to confirm our opinion or when we are sure what we want to say is true.
- Ask students to read the each sentence and to underline the verbs. Tell them to see what tense the verbs are in and whether they are affirmative or negative.
- Ask students to do the task individually, but check as a class.

Answers

Students should underline the following in the order of appearance:

have visited, haven't, didn't enjoy, did

The auxiliary verb used in the first half of the sentence is repeated in the question tag. However, we use a negative question tag with an affirmative sentence and an affirmative question tag with a negative sentence.

B

- Ask students to read through sentences before they circle any answers. Encourage them to look at the sentences in A to think of the missing words to complete the rules.

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Answers

- a negative
b affirmative

C

- Ask students to read the instructions and check that they understand what they have to do.
- Remind them that in an affirmative sentence we use a negative question tag, and in negative sentences we use an affirmative question tag.
- Also remind students that if the sentence begins with *Let's*, we use *shall* in the question tag.
- Ask them to read each sentence carefully and to underline the verb in each one. Tell them to think about which tense the verb is in and whether it is affirmative or negative. Remind them to look back at the Grammar box on this page and the Grammar Reference on pages 168 & 169 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|----------------|
| 1 doesn't he | 6 weren't they |
| 2 wasn't it | 7 have they |
| 3 will it | 8 didn't they |
| 4 haven't you | 9 shall we |
| 5 aren't I | 10 will you |

D

- Ask students the questions below at random around the class.
 - Which book is yours?
 - Can you do this exercise by yourself?
 - Does anybody think that pronouns are easy to understand?
- Explain that the words *yours*, *anybody* and *yourself* are different types of pronouns that we often use in everyday speech.
- Ask students to read sentences 1-3 and underline the pronoun in each one (*mine*, *Everybody*, *himself*).

E

- Then ask them to read the types of pronouns a-c and write the correct letter 1-3 in the boxes provided.
- Ask students to do the task individually, but check as a class.

Answers

- a2 b1 c3

F

- Ask students to read through the rules about pronouns from start to finish before filling in any answers. Encourage them to look back at the sentences 1-3 in D to help them here.

Answers

- 1 possessive 2 reflexive 3 indefinite

Teaching Tip

Before turning to the Grammar Reference page, elicit the indefinite pronouns, possessive pronouns and reflexive pronouns that students already know.

Be careful!

- Read the advice in *Be careful!* to the students. Explain that we don't usually use these verbs without an object. Write *He amused the children with the stories of his childhood.* and *He amused himself by writing stories about his childhood.* on the board and ask students what the object of each sentence is (*the children, himself*). Elicit that we use a reflexive pronoun as an object with these verbs when the action of the verb is received by the same person who does it.

Now read the Grammar Reference on pages 168 & 169 (6.3 to 6.6) with your students.

G

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences carefully to understand the meaning before they circle any answers. Ask them to look at the Grammar Reference to help them decide which pronoun is correct in each situation. Remind them that we don't use double negatives when we use indefinite pronouns in English, and that they should look for the subject or object that any possessive or reflexive pronouns relate to.
- Ask students to do the task individually, and then to compare their answers with a partner.
- Check the answers as a class.

Answers

- | | |
|-----------|-------------|
| 1 himself | 6 theirs |
| 2 anyone | 7 ourselves |
| 3 his | 8 somewhere |
| 4 nothing | 9 Anyone |
| 5 itself | 10 anything |

Use your English

A

- Read the phrasal verbs 1-6 and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we use phrasal verbs particularly in conversation or informal writing. Explain that they have to consider the meaning of the verb + preposition (particle) together and not just focus on the verb part. Ask them to read the definitions a-f on their own and explain anything they don't understand.
- Elicit that they have to write the correct letter a-f in the boxes provided.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

B

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they have to use the phrasal verbs from A in the correct form.
- Explain to students that they should read through all sentences 1-6 quickly before writing any answers. Ask them to focus on the meanings of the phrasal verbs in A to choose the one that fits the meaning of each sentence best.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|------------|
| 1 die out | 4 set off |
| 2 take over | 5 put, off |
| 3 set up | 6 dig up |

Teaching Tip

Point out to students that there is a list of all the phrasal verbs taught in the book on page 189. Explain that they should use this as a study reference and to regularly revise the verbs they have already done.

C

- Remind students that some words have verb, noun and adjective forms. Remind them to systematically record new vocabulary and make a note of the different forms of new words.
- Ask students to do the task in pairs to encourage discussion, but check as a class. Correct their pronunciation where necessary.

Answers

Answers in order of appearance:
theory, analyse, repeat, proof, conclusion, satisfactory

D

- Remind students that they should pay attention to the words directly before and after the gaps to help them decide if they need a verb, a noun or an adjective. If necessary, point out that nouns often follow verbs plus adjectives with or without a preposition, verbs often come after subjects and auxiliary verbs, and adjectives come before nouns or after verbs like be, seem, feel etc.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|----------------|
| 1 theory | 4 repeat |
| 2 proof | 5 conclusion |
| 3 analytical | 6 satisfactory |

Extra Class Activity

You could extend this activity by asking students to work in pairs to look back at the Reading text on pages 70-71 and to choose five words (nouns, verbs or adjectives) to make a new table like the one in C. Give students time to prepare their tables, and then ask them to present them to the class.

E

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the *Exam Close-up*.
- Ask students to read the *Exam Task* and answer the two questions.
- Students should complete the task individually and compare their two answers with a partner.
- Deal with any questions the class might have.
- Check answers as a class.

Answers

- 1 The father of Alexander the Great.
2 The burial site where ancient Macedonians had buried King Philip II.

F

- Ask students to read the instructions and make sure they understand what they have to do. Remind them to read through all the sentences and options before choosing their answers. Encourage them to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

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

Writing: an email

- Write *Napoleon was very surprised that his army returned from Russia because it was very cold.* on the board. Underline both examples of very and ask students to say as many words as they can think of to replace very in both cases. Explain that these are examples of qualifiers and that we use qualifiers as adverbs of degree before adjective or adverbs to give a more detailed or a more colourful description of something.
- Ask students to read the *Learning Focus* on using qualifiers. Explain anything students do not understand.

A

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read the whole sentence and the three options carefully before circling any answers and to think about whether the adjectives and adverbs are extreme or gradable. Encourage them to look back at the information in Using qualifiers for help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1c 2a 3b 4b 5a

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B

- Ask students to read the instructions and the writing task and elicit that they have to do two things here (*underline key words and phrases and answer two questions based on the task*).
- Explain that this type of writing task includes information which shows who they should write to and the main points that they should include in their reply.
- Explain that they have to find out who they must write to so that they can decide what tone the email should be. Ask them to think about whether they have to write to someone they know well, or someone they don't know very well or have never met (*someone they know well*). Encourage them to think about how this will affect the tone.
- Ask students to do the task individually, but check as a class.

Answers

Students should underline the following:

Has anything exciting happened so far?, tell me about it, Write an email to your friend answering her question.

I must write about something exciting that has happened at school.

The tone of the email should be friendly.

Teaching Tip

Ask students to look at the picture at the top of the page and to describe what they can see in pairs. Encourage them to discuss what the man is holding and what it might be for. Ask them to read through the model email quickly to see what it is about and how the photo is related to this.

C

- Before students read the email, ask students to look at the layout. Elicit that it is an informal email.
- Explain that the task is based on qualifiers and they should look back at the information in Using qualifiers and task A if necessary.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|--------------|
| 1 really | 5 really |
| 2 pretty | 6 rather |
| 3 slightly | 7 absolutely |
| 4 quite | |

D

- Ask students to read through the points 1-5 and answer any questions they might have about them.
- Do the first one together as a class and ask them how Laura greets the reader and signs off (*Dear Rachel, Bye for now, + first name*) and elicit that this is correct for an informal email.

- Ask students to do the task individually, but check as a class. Make sure students can explain their answers in relation to the model email.

Answers

- 1 yes
- 2 Hi, Rachel; Love,/See you soon, Hannah
- 3 the digging up and opening of a time capsule
- 4 a long cane
- 5 by using qualifiers

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the model email on page 78 and to number the paragraphs 1-4. Tell them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information and that this makes the writing clearer for the reader to follow.
- Make sure students understand that they should complete the paragraph plan with the phrases in the yellow box depending on the information in the email. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------|--------------------------|
| Paragraph 1: | why you are writing |
| Paragraph 2: | the background to |
| Paragraph 3: | contents of the capsule |
| Paragraph 4: | something for the future |

F

- Ask students to read the information in *Exam Close-up* and remind them to use the correct greetings and ways of signing off when they come to write their own email, and to think of questions with *Who? What? When? Where? Why? How?* to ask themselves when they make their plan.
- Ask students to look at the *Exam Task* and to see who they are writing to (*a friend*) and what they have to write about (*a school history project*).
- Point out that they will brainstorm ideas once they read the task they will deal with.
- Remind them to underline key words and phrases in the task.
- Ask students to do the task individually, but check answers as a class.

Answers

- Students should underline:
*doing a really exciting history project this term. What exactly are you doing?
I can't wait to hear all about it.*

G

- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read all the sentences beginnings 1-6, and then to read through all the endings a-f before they match them. Remind them to look at the *Useful Expressions* if they need help.
- Ask students to do the task individually, but check as a class.

Answers

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

H

- Ask students to read the instructions and to underline two things they are advised to do (*make a paragraph plan, use qualifiers*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer these questions about their task.
 - What must you write about? (*a school history project*)
 - What do you think the tone of the email will be? (*friendly*)
- Ask students to look at the advice in the *Exam Close-up* again and ask them what else they should do (*brainstorm ideas and make notes*). Ask students to work in pairs to brainstorm ideas for a history project to write about in their emails. Point out that they could use a similar idea to one in the model email in C, or anything else they can think of. Encourage them to make notes for their ideas.
- If time allows, ask students to make a plan for their emails in class, but set the writing task for homework.
- Remind students to look at the Writing Reference and checklist for informal emails on page 178.

Suggested answer

Dear Steve,

How are you? Yes, we are doing a really exciting history project this term. Let me tell you all about it. When our history teacher asked us to come up with some ideas for a project, I suggested we prepare a time capsule and then bury it in the school yard. Everyone thought it was an absolutely fantastic idea, so then we had to decide what to put in it.

Over the following weeks, each student came up with an object they thought would be suitable. I decided to put in one of my favourite CDs. Some of the other kids put in books and DVDs. One boy even put in his old MP3 player! Isn't that pretty cool?

Anyway, it has been a really fun project so far.

Tomorrow, we're going to dig a big hole and bury it. It would be great to be here in fifty years when another class digs it up again.

Bye for now,
Stella

Useful Expressions

- Ask students to work in pairs and to practise using each of the expressions as well as qualifiers to tell each other pieces of news. Point out that they can include expressions like these in their own email.

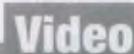
Suggested answer**Plan**

Paragraph 1: Ask about the reader and say why you are writing.

Paragraph 2: Introduce the project to be discussed.

Paragraph 3: Describe the history project in detail.

Paragraph 4: Make a general comment on the project and suggest something for the future.



6 Giza Pyramids

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about the Great Pyramids of Giza. Ask them to look at the globe to see where Giza is.
- Ask students to read the statements 1-6 to mark them true or false from what they know about the Great Pyramid.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.
- If students seem interested, give them further information using the Background Information box below.

Answers

- 1 T
- 2 T
- 3 F (*Alexandria is Egypt's second largest city.*)
- 4 F (*2.3 million blocks were used.*)
- 5 F (*It's called the 'Valley of the Kings'.*)
- 6 T

Background Information

The Great Pyramid of Giza, which is also called the Pyramid of Khufu or the Pyramid of Cheops, is the oldest and largest of the three pyramids in the Giza Necropolis in Egypt. It is the oldest of the Seven Wonders of the Ancient World, and the only one which still stands today. It is believed it was built as a tomb for the Egyptian Pharaoh Khufu (or Cheops) and was built around 2560 BC. The Great Pyramid was 146.5 metres tall and held the record as the tallest man-made structure in the world for over 3,800 years.

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand. Explain that they will hear these sentences on the video.
- Ask them to think about which words may be correct before watching.

- Play the video all the way through without stopping and ask students to circle the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different.
- Check the answers as a class.

Answers

- | | |
|--------------------|----------------------|
| 1 Pyramids (00.56) | 4 sites (03.21) |
| 2 timeless (01.35) | 5 centuries (03.35) |
| 3 objects (03.00) | 6 protectors (03.54) |

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask students to think about what part of speech each word or phrase in the yellow box is.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|----------------|-------------|
| 1 structures | 5 Wonders |
| 2 According to | 6 threat |
| 3 compete | 7 officials |
| 4 protect | 8 peaceful |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all three questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

Answers

Students' own answers

Review 3

Units 5 & 6

Objectives

- To revise vocabulary and grammar from Units 5 and 6

Revision

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

Vocabulary Revision

- Write the jumbled letters below on the board and ask students to unscramble the words to make adjectives they learnt in Units 5 and 6.

– chittenau (authentic)	– tangraro (arrogant)
– carifitail (artificial)	– eddovet (devoted)
– bronbutts (stubborn)	– curtainace (inaccurate)
– nimderteed (determined)	– fretpec (perfect)
- Say the verbs and phrases below and ask students to complete the collocations and expressions they learnt in Unit 5 with them: make (a profit, progress), do (business, my best), set the world (on fire), throw in (the towel). Ask students to explain their meanings.
- Ask students which prepositions can complete the following phrases: known ___ a genius, dream ___ being rich, learn something ___ a teacher, biggest success ___ the planet, the best ___ the world (as, of, from, on, in).
- Ask students to say which noun means the opposite of success (failure), which noun means achievements (accomplishments), a picture of something (depiction) and an illness caused by bacteria or a virus (infection).
- Ask students to write sentences with the phrasal verbs set off, put off, hold onto and take over.
- Write these words on the board and ask students what parts of speech they are: conclusion (noun), proof (noun), satisfy (verb), repetition (noun), analysis (noun) and theoretical (adjective). Ask students to write down any other parts of speech of these words that they know.

Grammar Revision

- Elicit the uses of modal verbs and semi-modals from students and make sure they mention ability, inability, advice, criticism & suggestions, permission & requests, necessity & obligation, prohibition, lack of obligation or necessity, certainty, impossibility and possibility. Then say the sentences below and ask students to match them to their use.
 - You shouldn't worry so much. (advice/suggestion)
 - May I borrow your laptop? (request)
 - The test might be easy. (possibility)
 - She must be very rich. (certainty)
 - You'll have to try hard to find a satisfying job. (necessity/obligation)
 - Could you speak English four years ago? (ability)
 - They needn't have come. (lack of necessity)
 - They aren't able to hear me at the back of the room. (inability)
 - You mustn't touch the exhibits. (prohibition)
 - This statue couldn't have been made by ancient Egyptians. (impossibility)
 - You shouldn't have stolen the vase. (criticism)
- Elicit from students that we use the bare infinitive after modal verbs with a present or future meaning and a modal verb plus have to form modals perfect to speak about the past. Ask students to write three sentences each using modals with a present or future meaning and with modals perfect.
- Revise the uses and forms of the Past Perfect Simple and Past Perfect Continuous by asking students to give a sentence with each one.
- Write on the board: Let's visit the Louvre, ____? (shall we) and She hadn't been to Paris before, ____? (had she). Ask students to complete the question tags and revise their forms.
- Write these sentences on the board: Nobody understood the guide., This is mine. and The archaeologists cleaned themselves up once they got back to camp. Ask students what the pronoun is in each sentence and what kind of pronoun it is (Nobody – indefinite pronoun; mine - possessive pronoun; themselves – reflexive pronoun). Then revise all the pronouns students learnt in Unit 6.

Vocabulary

A

- Ask students to read the whole text and the options before circling the correct answers. After they have finished circling their answers, tell them to read through the text again to check their answers.
- Encourage students to look at the Collocations & Expressions list on page 187 if they need help here.

Answers

- | | |
|--------------|----------------------|
| 1 a profit | 4 throw in the towel |
| 2 determined | 5 artificial |
| 3 infection | 6 accomplishment |

B

- Ask students to say the groups of words in the yellow boxes as a class and then individually. Correct their pronunciation where necessary.
- Ask students to read all four sentences in each group before writing any answers. Tell them to look for clues before and after the gaps as well as to think about the differences in meaning between the words. Encourage them to read the sentences again once they have finished to check their answers.
- Encourage students to look at the Prepositions list on page 188 and the Phrasal verbs list on page 189 if they need help here.

Answers

- | | |
|--------------|-------------|
| 1 arrogant | 7 set up |
| 2 perfect | 8 hold onto |
| 3 inaccurate | 9 as |
| 4 devoted | 10 of |
| 5 take over | 11 from |
| 6 put, off | 12 on |

C

- Ask students to read each sentence carefully and to pay attention to the words before and after the words in bold to see what part of speech they should be.
- Encourage them to read through their sentences with the new words to make sure they make sense.

Answers

- | | |
|----------------|--------------|
| 1 conclusive | 4 repetitive |
| 2 prove | 5 analyse |
| 3 satisfaction | 6 theory |

Grammar**A**

- Explain to students that they should read all the sentences right through before filling in any answers.
- Remind them to pay attention to whether the modal verb is affirmative, negative or a question form and that they may have to change the form of be able to.
- Tell students to look back at Unit 5, page 61 Grammar box and Grammar References 5.1 to 5.9 on pages 166 and 167 for a reminder if they need to.

Answers

- | | |
|-----------|---------------|
| 1 needn't | 5 was able to |
| 2 mustn't | 6 don't have |
| 3 can't | 7 might |
| 4 should | 8 Could |

B

- Explain that there are some errors in the modal verbs used in some of these sentences. Tell students to pay attention to the functions in each sentence to decide whether the modals are correct.
- Remind students to write the sentences correctly in their notebooks when they find any errors.
- Tell them to look back at Unit 5, page 64 Grammar box and Grammar References 5.10 to 5.16 on pages 167 & 168 for a reminder if they need to.

Answers

Students should tick the following: 2, 5

- 1 You can't have seen Einstein last year. He died years ago.
- 3 He might/may have arrived yesterday evening. I don't know.
- 4 Should I have listened to what the teacher said?
- 6 You must have heard the explosion. It was so loud!

C

- Ask students to read each sentence carefully before circling the correct answer. Tell them to look for clues in the word forms before and after the options. They should also look for any time expressions and see whether the verb describes an action that continued or happened repeatedly up to a certain time.
- Tell them to look back at Unit 6, page 73 Grammar box and Grammar References 6.1 & 6.2 on page 168 for a reminder if they need to.

Answers

- | | |
|---------------------|------------------------|
| 1 seen | 4 Had they interviewed |
| 2 had been thinking | 5 hadn't even opened |
| 3 had been living | 6 been looking |

D

- Explain to students that they should read all the first parts of the sentences 1-8 before choosing the pronouns. Tell them to pay attention to the structure of each sentence and whether the endings will be about the subject or the object of the sentence. Also point out that some are questions.
- Tell them to look back at Unit 6, page 77 Grammar box and Grammar References 6.4-6.6 on pages 168-169 for a reminder if they need to.

Answers

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

E

- Ask students to read each sentence carefully to work out why the words in bold are wrong. Tell them to pay attention to the verb and its tense in each sentence and to see whether it is affirmative or negative.
- Tell them to look back at Unit 6, page 76 Grammar box and Grammar Reference 6.3 on page 168 for a reminder if they need to.

Answers

- | | |
|--------------|-------------|
| 1 is she | 4 had they |
| 2 don't they | 5 aren't we |
| 3 hasn't she | 6 shall we |

7

Wild World

Reading:	multiple matching, checking your answers
Vocabulary:	natural disaster-related words
Grammar:	gerunds & infinitives, <i>make</i> & <i>let</i> , comparison of adjectives & adverbs, <i>too</i> , <i>enough</i> , <i>so</i> & <i>such</i>
Listening:	numbers, completing sentences
Speaking:	talking about the natural world, comparing photos, answering a follow-up question, giving an opinion
Use your English:	collocations & expressions, prepositions
Writing:	story (2), sequencing events, using descriptive vocabulary, ways of seeing / looking at something, ways of walking

Unit opener

- Ask students to look at the photo, read the caption, and explain how they think the photo relates to the title of the unit. Explain that a volcanic eruption is an example of something wild that we can't control because it happens naturally and the earth's surface is constantly moving and changing.
- Ask students what they already know about the volcano in the photo and ask them what other volcanoes they know about.
- If students seem interested, give them more information using the Background Information box below.

Background Information

The photo shows the eruption at Fimmvorduhals in Iceland, which started on March 20th 2010 following a series of small earthquakes that started in the area in December 2009. The eruption attracted crowds of visitors from Iceland and other countries.

This was a small eruption compared to the more serious one in Eyjafjallajokull on April 14th 2010.

Lava from the eruption went shooting kilometres into the air. Airline flight schedules to and from many airports, especially in northern Europe, were affected for weeks and many flights were cancelled.

This was due to the clouds of volcanic ash in the atmosphere, which was believed to pose a risk to aircraft engines. There was also a lot of damage from flooding in Iceland because the heat from the volcano caused the ice from a glacier to melt. For further information and more photos of the eruptions, look up www.nationalgeographic.com.

- Ask students to work in pairs to describe what happens during each of the natural disasters. Give them time to talk about all the types of disasters. Ask different students to describe what happens during each of the disasters while the rest of the class listen. Then ask the other students if they have anything to add to the description.

Teaching Tip

Task A could also be done as a team game. Divide the class into three teams. Give each team a piece of paper with two different disasters from the list in A. The teams decide how to describe them and then each team takes turns to describe one of the disasters for the other teams to guess what it is. Repeat for each team to describe their second disaster. Award points to teams for each correct guess and a point for the best description.

B

- Ask students to read the instructions in B and check that they understand what they have to do. Give them time to skim read the text to find the relevant information. Remind them that they don't have to read in detail as they will have another opportunity to read the text. Explain any questions they have about the text and ask students to look at the *Word Focus* so they can read the meanings of the new vocabulary.
- Ask students to do the task individually, but check as a class.

Answers

earthquakes, wildfires, tornadoes, volcanic eruptions

C

- Ask students to read the *Exam Task* and check they understand what they have to do.
- Explain that they should read all the questions before they read the text again to focus on what type of information to look for. Ask them to underline the important words in each question and to think of other words with a similar meaning.

Teaching Tip

Explain to students that in cases where a multiple matching question has two or more boxes for correct answers, the answers can be written in any order.

Reading

A

- Ask students to read the list of natural disasters and to tick the ones that happen in their own country on their own first, and then to discuss their answers in pairs. Encourage them to justify their answers.

7 Wild World

D

- Point out that the task here is multiple matching and remind students that they should answer A, B, C or D to show the part of the article where they find the information.
- Ask students to read the text again and to underline information related to the questions while reading.
- Ask students to do the task individually, but check as a class.
- Encourage students to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any problem words and correct their pronunciation where necessary.

E

- Ask students to read the *Exam Close-up* and then check their answers carefully.
- Invite them to compare their answers with a partner, but check answers as a class. Ask students to justify their answers by reading aloud what they have underlined in the text.

Answers

- 1 B (... as tall as a 40-storey building ...)
- 2 C (It is formed in storms when raindrops are carried into extremely cold areas of the atmosphere ...)
- 3 D (... during the eruption of Mount Vesuvius nearly two thousand years ago ...)
- 4 B (... a fire whirl killed 38,000 people ...)
- 5 A (This may have been the cause of the 'frog rain' in a town in Serbia.)
- 6 C (Hail is most common during late spring and early summer ...)
- 7 B (They generally last no more than a few minutes ...)
- 8 D (A pyroclastic flow will knock down, destroy, bury or carry away nearly everything it meets.)

F

- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that they have to find these words in the text (they are underlined). Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to read all the sentences 1-5 first before they write any answers to understand the context of each sentence.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|---------------|
| 1 tornado | 4 flash flood |
| 2 blizzard | 5 avalanche |
| 3 thunderstorm | |

Ideas Focus

- Explain to students that they are going to talk about natural disasters. Ask them to read the question and teach any new words that students have not learnt yet.
- Ask students to work in pairs to answer the question and discuss their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to share their opinions on the question with the class. Encourage the class to discuss the answers.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to cover up the words in the yellow box and to work with a partner to try to guess what the pictures show.
- Read the words in the yellow box to the class and ask them to repeat after you. Correct their pronunciation where necessary.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class.

Answers

- | | |
|-------------|--------------|
| 1 drought | 4 famine |
| 2 landslide | 5 tidal wave |
| 3 hurricane | 6 earthquake |

B

- Ask students to read the instructions and check that they understand what they have to do.
- Read the words and phrases in bold in each item and ask students to repeat them after you. Correct their pronunciation where necessary.
- Explain that the words are all related to natural disasters.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

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

Extra Class Activity

Ask students to choose six natural disasters, some from Reading tasks A and D, and some from Vocabulary A and to write their own sentences for each of the words leaving a gap where the word should be. Then ask them to swap notebooks with a partner and to ask their partner to try to complete the sentences. Ask some students to write their gapped sentences on the board for the rest of the class to guess the missing words.

C

- Explain to students that sentences 1-6 give more information about different natural disasters. Ask them to skim read the sentences quickly to see which ones are about natural disasters in general (2, 4) and which are about specific disasters (1 tornado, 3 wildfires, 5 earthquake, 6 flood).
- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary. Remind students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

1 casualties	4 Organisations
2 havoc	5 crust
3 rangers	6 warning

Ideas Focus

- Ask students to read the question. Answer any queries they have about it.
- Ask students to think about their opinion about the question on their own first and then to work in pairs to discuss their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say what they feel about the question and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to look at the different types of natural disasters in A and to discuss what people can do to protect themselves and their property against each of these disasters.
- Ask them which type of natural disaster they think can cause the most harm and which are most likely to occur in the area where they live.

Answers

Students' own answers

Grammar**A**

- Read the instructions and check that students understand what they have to do.
- Give students time to read through the four sentences. As a class, elicit which word in each sentence is the gerund (1 cooking, 2 waiting, 3 swimming, 4 Drinking).
- Ask them to complete the rule in pairs to encourage discussion, but check the answer as a class.

- After checking their answer, point out that after *feel like*, *bored of* and the verb *go*, we always use the gerund. For example, *go shopping*, *go fishing*, *go dancing*.

Answer

-ing

B

- Ask students to read the instructions and check that they understand what they have to do. Before students do the task, elicit verbs and phrases they already know which can be followed by a gerund.
- Ask students to read through the sentences and the uses of the gerund and match them.
- Ask students to do the task on their own, and then to compare their answers with their partner's and justify any answers that are different.
- Check as a class.

Answers

a4 b2 c3 d1

Teaching Tip

Expand on this task by eliciting which other verbs students can think of that can be followed by both a gerund or an infinitive with no change of meaning, and any others which have a change in meaning depending on whether they are followed by a gerund or an infinitive.

C

- Ask students to read the instructions and check that they understand what they have to do.
- Remind students to complete the rules using *with* or *without*. They should read just the sentences to help them.
- Ask students to do the task individually, but check as a class.

Answers

with, without

D

- Ask students to read through the sentences again and to look at the uses of the bare and full infinitive.
- Ask students to do the task individually, but check as a class.

Answers**Full infinitives**

a1 b3 c4 d2

Bare infinitives

e5 f6 g7

Now read the Grammar Reference on pages 169 & 170 (7.1 to 7.5) with your students.

7 Wild World

E

- Write on the board: *I love watching the rain.* and *I love to watch the rain.* Ask students if there is any difference in the meaning (*no*).
- Then write on the board: *She stopped looking at the volcano.* and *She stopped to look at the volcano.* Elicit the difference in meaning (*The first sentence means she had been doing the action until that moment and then she stopped doing it to do something else, and the second means she stopped doing another action eg walking or driving, so that she could look at the volcano.*).
- Read the instructions and check that students understand.
- Ask students to do the task on their own, and then to compare their answers with their partner's and justify any answers that are different.
- Check as a class.

Answers

Students should underline the following:

- | | |
|-----------------------------|-----------------------------|
| 1
a to burn
b burning | 2
a locking
b to lock |
|-----------------------------|-----------------------------|

F

- Read the instructions and check that students understand what they have to do.
- Ask them to look back at the sentences and what they underlined.
- Tell them to think about in which sentences the meaning changes.
- Ask students to do the task on their own, and then to compare their answers with their partner's and justify any answers that are different.
- Check as a class.

Answer

The meaning changes in 2.

- a This means that she had locked the door and then later remembered having done this.
- b This means that she didn't forget to lock the door as she remembered that she had to do it, so she did it.

Be careful!

- Read through the first part together, pointing out to students that *let* and *be allowed* to mean the same. When to use them depends whether the active or passive voice is being used.
- Read through the second part to show how *make* is used differently, depending on the situation.
- Explain that in active voice *made* is followed by the object and the bare infinitive. However, in passive voice, it is followed by the full infinitive.

G

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they should use either a gerund, a full infinitive or a bare infinitive.

- Remind students to pay attention to the words before each gap and whether the answer is the subject or object of a sentence, or shows the purpose of something. Tell them to look back at A and B in the Grammar box here and the Grammar Reference on pages 169 & 170 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------------------------------|-----------------------------------|
| 1 worrying
2 getting
3 to leave | 4 being
5 to snow
6 to rest |
|---------------------------------------|-----------------------------------|

H

- Ask students to read the text from start to finish without circling any answers. Ask them to discuss in pairs whether they would like to go to an island like Tuvalu.
- Ask students to read the instructions. Ask them to read the first sentence of the text again and to look back at the Grammar Reference on pages 169 & 170 to see which structure is correct after the verb *imagine* (*gerund*).
- Remind students to pay attention to the words before each gap and also to see whether the verb before the gap is active or passive to help them choose the correct structure. Encourage them to look back at the Grammar box here and the Grammar Reference on pages 169 & 170 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--|---|
| 1 living
2 disappear
3 to leave
4 to bring
5 to rise | 6 making
7 Living
8 finding
9 become
10 to follow |
|--|---|

Listening

A

- Remind students that in some listening tasks the correct answers may be numbers and that as the sounds of some numbers can be similar it is important to listen carefully to identify which number they hear. Elicit the kind of information that involves numbers in everyday life (eg dates, times, measurements, prices, ages, addresses).
- Read the numbers to the students and ask them to repeat them after you as a class.
- Ask students to write the figures on their own first and then to compare their answers with their partner's. Point out that in English we use a comma to separate thousands from hundreds when writing numbers as figures.
- Check the answers as a class by asking individual students to write each number on the board.

Answers

- | | |
|----------|--------------|
| 1 300 | 4 450 |
| 2 50,000 | 5 10,000,000 |
| 3 2,500 | 6 200,000 |

B

- Explain to students that they are now going to hear some other numbers like these and they have to write the figures they hear.
- Play the recording once all the way through. Ask students to write the numbers. Then ask students at random to write each number on the board. Ask the class to say whether each answer is correct.

Answers

- | | |
|----------|-------------|
| 1 20,000 | 4 2,000,000 |
| 2 850 | 5 16,000 |
| 3 5,000 | |

C

- Ask students to read the information in the *Exam Close-up*. Ask them to quickly read through the sentences in the *Exam Task* to work out which part of speech is missing.
- Point out that while some words in the sentence may paraphrase what is said in the recording the missing words they hear will be in the correct form.
- Remind students to think about the advice in the *Exam Close-up*.
- Give students time to read through the sentences in the *Exam Task* to work out which answers will be numbers. Tell them to think about the whole meaning of each sentence, and also to pay attention to the words just before and after each gap. Then ask them to repeat this process to decide which part of speech is needed in each of the other answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 1 and 5
 2 Questions 2, 6, 7 and 8 will contain nouns.
 Questions 3 and 4 will contain adjectives and question 9 will contain a verb.

D

- Tell students that they will hear a documentary about an animal. Ask them to look at the photograph below and the caption. Elicit what kind of animal the documentary is about (a mammoth) and ask what students already know about this kind of animal.
- Give students time to read through the sentences again and to think of possible words which could fit the answers.
- Explain to students that there may be more than one word missing from each sentence. Tell them that they should fill in the gaps with the exact words or numbers that they hear on the recording. Explain that when the answer is a number, they can write it as a number or a word.

- Play the recording all the way through without stopping and ask students to mark their answers and then discuss them with a partner.
- Play the recording a second time and ask them to check their answers or to write any missing answers.
- Check the answers as a class and make sure students can justify their answers.
- You could finish off this task by asking students if they have heard of any other animals that have disappeared and what they know about them.

Answers

- | | |
|-----------------|-----------------|
| 1 40,000 | 6 million years |
| 2 extreme cold | 7 temperature |
| 3 undamaged | 8 humans/people |
| 4 healthy | 9 lived |
| 5 a/one/1 month | |

Speaking

A

- Ask students to read the three questions again and answer any queries they have about them.
- Ask students to work in pairs to take turns to ask and answer the questions. Remind them that there are no right or wrong answers as they have to give their personal opinions which they should justify.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

B

- Ask students to cover the yellow box and to look at the four photographs quickly and to describe what they show. Elicit what they show (*horses running free in the open countryside next to a river or lake, clouds of thick black smoke coming from rubbish that is burning, a peaceful forest, a sad-looking tiger in a cage*) and ask students how these scenes make them feel.
- Read the words in the yellow box to the class and ask students to repeat them. Correct their pronunciation where necessary. Explain any words they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- Task 1**
horses: in the wild, freedom
tiger: captivity, interference
Task 2
black smoke: destruction, pollution
forest: nature, oxygen

7 Wild World

Teaching Tip

Ask students to look at the first instructions for Student A in the *Exam Task* and elicit what two things they are asked to do (*compare the photos, say how humans are affecting our natural world*). Point out that both of these things have to be done to complete the task, so they have to take care not to simply compare and describe what the photos show.

C

- Ask students to read the information in the *Exam Close-up*. Answer any questions they have about it. Point out that they can ask their partner to repeat or to say something in a different way if they don't understand what they are saying or asking. Remind them that when they are doing speaking tasks together, the point is to communicate with each other. This means listening carefully to the other person and carrying on the conversation in an appropriate way.
- Ask students to read the questions in Task 1. Encourage them to explain why they would prefer to be that particular animal and to ask each other questions about their choice.
- Now ask students to look at Task 2 and talk to each other about which place would be most dangerous and why.

Extra Class Activity

Ask students their opinion about zoos. Ask them if they think they are a good thing or bad and why. Ask them to consider the benefits to animals of being in a zoo and being free in the wild.

D

- Ask students to remain with their partner and decide who is going to be Student A and who Student B.
- Tell them that Student A answers Task 1 and Student B Task 2.
- Remind them they only have 30 seconds each to talk about their question.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation that you hear.
- Ask some pairs to answer the questions in front of the class. Ask the other students if they have anything else to add.

Useful Expressions

- Read the *Useful Expressions* to the students and explain that we use these structures in order to introduce our opinion about something.
- Ask students to practise using these structures when they are answering the questions in the *Exam Task*.

E

- Ask students to read the instructions and remind them that this type of speaking task is not a discussion and that students are asked to take turns at talking about two photographs and then to answer a question about their partner's photographs.

- Ask students to do the task in pairs and to decide who will be Student A and who will be Student B. Ask each student to read the instructions for their part of the task. Give each pair enough time to complete the task. Then repeat for the second set of pictures.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation that you hear.
- Ask some pairs to answer the questions in front of the class. Ask the other students if they have anything else to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Grammar

- Before students open their books, elicit how regular adverbs are formed from adjectives (*by adding -ly to the end of an adjective and making any spelling changes necessary*) and what irregular adverbs students can remember (eg *fast, hard, good, bad*).

A

- Ask students to read sentences 1-4 and to underline the adjective or adverb in each one and see what they describe and whether they come before or after the words they describe. Elicit the adjectives (*largest, worse*) and that they describe nouns which come after them. Then elicit the adverbs (*frequently, faster*) and that they describe verbs which come before them.
- Ask students to read the questions a-b. Point out that there are two answers for each question. Tell them to think about whether two or more things are being compared in each sentence and to find a word in two of the sentences that we usually use in comparative structures (*than*) and another word in the other two sentences that we usually use with the superlative (*the*).
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a 2, 4
b 1, 3

B

- Ask students to read the sentences 1-3 and explain that these show other comparative structures. Elicit which sentences have adjectives (1, 3) and which has an adverb (2).
- Ask students to read the questions a-c. Make sure they understand that these questions are related to the meaning of each sentence.
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a Julia
- b the same
- c The warm weather affects how Sam feels.

C

- Ask students to read through the rules from start to finish once and to look back at the example sentences in B to see which words come before or after the adjectives or adverbs in each one.
- Ask students to do the task individually, but check as a class.

Answers

Answers in order of appearance: as, as, not, the, the

D

- Ask students to read sentences 1-2 and to pay attention to how the words in bold affect the meaning. Tell them to think about whether too or enough tell us about a word that is before or after them and what kind of word this is (*Too tells us about an adjective that comes after it, enough tells us about an adjective that comes before it.*).
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a too
- b enough

E

- Ask students to read sentences 1-3 and remind them that the words in bold give emphasis to the meaning. Tell them to pay attention to what kind of words come after the words in bold.
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a adjective/adverb
- b (article/adjective) + noun

Now read the Grammar Reference on pages 170 & 171 (7.6 to 7.8) with your students.

Teaching Tip

Remind students that adjectives and adverbs in English have no plural form so they remain the same whether the nouns and verbs are in singular or plural forms.

F

- Ask students to look at the photo and the caption on the left. Ask them to read the sentences 1-10 quickly to see which sentences could be about this disaster (4, 6, 8). Elicit what they know about this disaster and what happened (there was a 9.0 magnitude earthquake followed by many aftershocks and a tsunami).
- Remind students that they should read both sentences carefully and underline the information in the original sentence that is missing in the sentence they have to complete.

- Remind them that they have to use the word in bold and not to change it in any way. Tell them to look back at the examples in the Grammar Reference on pages 170 & 171 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 are more common than
- 2 as heavily as
- 3 it gets, the more
- 4 such a strong hurricane
- 5 the most friendly people
- 6 too windy for the helicopter
- 7 highest number/incidences
- 8 working fast enough
- 9 are worse than
- 10 so relieved to hear

Background Information

On March 11, 2011, at 2.46 p.m., an earthquake measuring 9.0 on the Richter Scale struck 231 miles northeast of Tokyo, Japan. The Pacific Tsunami Warning Centre issued a tsunami warning for the Pacific Ocean from Japan to the U.S. About an hour after the quake, waves up to 30 feet high hit the Japanese coast, sweeping away cars, destroying buildings and severing roads and highways. The confirmed number of deaths is 15,884. The Japanese government declared a state of emergency at the nuclear power plant near Sendai, forcing 60-70,000 people to leave their homes due to radioactivity.

Extra Class Activity

Ask students to make as many sentences as they can to compare different types of natural disasters. Tell them to use the different comparative structures in the Grammar box on page 90 of the Student's Book and also *too, enough, so and such*.

Use your English

A

- Ask students to read the sentences 1-8. Read the words in bold to students, and explain that are expressions containing words related to the natural world, and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we often use expressions like these in conversation or informal writing. Remind them to consider the meaning of the phrase and not just focus on the meaning of the individual words. Ask them to read the meanings a-h on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

7 Wild World

Teaching Tip

Encourage students to write their own example sentences with these expressions to remember their meanings more easily. Also, encourage them to think about their literal meaning and how this is related to the way each expression is used.

B

- Ask students to read the instructions and check that they understand what they have to do. Remind them they have to use the correct form of the expressions in A.
- Explain to students that they should read through all the sentences 1-8 quickly before writing any answers. Ask them to focus on the meanings of the expressions in A to choose the one that fits the meaning each sentence best.
- Ask students to do the task individually, but check as a class.

Answers

- 1 throw caution to the wind
- 2 down to earth
- 3 as fast as lightning
- 4 ray of sunshine
- 5 in deep water
- 6 goes down a storm
- 7 feel under the weather
- 8 head in the clouds

C

- Explain to students that this is an article about a kind of volcano. Ask them to look at the photo and to read the caption to see where there is a volcano of this kind. Ask students if they have heard of Yellowstone National Park and elicit where it is and anything they know about it.
- Remind students that they should read the whole article before completing any answers first to understand the context. Tell them to pay attention to the words before and after the gaps to see which preposition fits better. Remind students to read back through their answers once they have finished to make sure they make sense.
- Ask students to do the task individually, but check the answers as a class.
- If students seem interested, give them further information using the Background Information box.

Answers

- | | |
|--------|--------|
| 1 on | 5 by |
| 2 of | 6 down |
| 3 from | 7 of |
| 4 on | 8 by |

Background Information

Yellowstone National Park is situated in Wyoming, Montana and Idaho, USA. It covers an area of almost 9,000 square kilometres. It was declared a national park in March 1872 by the US president, Ulysses S. Grant, and was actually the world's first national park. The park is famous for its wildlife and its geological features which include an active volcano with one of the world's largest calderas, hundreds of waterfalls, and at least 300 active geysers. Geysers are hot springs where the water is thrown up into the air because of pressure from volcanic activity. It is estimated that over half of the world's geysers are located in Yellowstone. Visitors come to watch the geysers and some geysers erupt so regularly that we can predict what time they will do this at.

writing: a story (2)

- Ask students to read the *Learning Focus* on sequencing events in stories. Explain that using certain phrases and time expressions helps the reader understand the order in which things happened in a story.
- Elicit time expressions that students know which are used to show when events happen. Write their answers on the board and then ask them in which part of a story they might use each of the expressions.

A

- Ask students to read phrases 1-5 on their own. Explain that these are phrases that can be used to sequence events in a story.
- Explain that phrases a-e can also be used to sequence events and they have almost the same meanings as the phrases 1-5. Ask students to match each phrase 1-5 with the similar meaning from a-e.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

- 1c 2d 3e 4b 5a

B

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

Answers

Students should tick the following:

- 1 (Write a story ... He)
- 4 (that begins with these words)

Teaching Tip

Elicit why the other options in task B are not correct.

Suggested answers:

- 2 The story should be about why he wants to get off the boat not about the boat itself.
- 3 The phrase *He couldn't wait to* means he was looking forward to something.

C

- Ask students to look at the photograph at the top of the page and elicit what this shows (a volcano erupting). Ask them to guess how this might be related to the example story they are about to read.
- Before students do the task, ask them to read the text quickly to understand what it is about. Ask them if they had guessed right about the connection between the photo and the model story.
- Explain that the task is based on phrases for sequencing events and they should look back at the *Learning Focus* and task A if necessary. Tell them to pay attention to which part of the story the phrase appears in, and whether the phrase fits grammatically with the words that come after it.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|-------------|
| 1 At first | 4 Just then |
| 2 Ten minutes | 5 At last |
| 3 Before long | |

D

- Ask students to read the instructions and make sure they understand what they have to do. Tell students to underline the words in task C which show whether each of the sentences 1-5 is true or false to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 T (*a lifetime of waiting*)
- 2 T (*Simon hadn't been able to make out ... he realised it was the volcano*)
- 3 F (*the strange atmosphere*)
- 4 F (*The volcano's landscape fascinated him*)
- 5 T (*Past Simple – eg was, docked, went, stood; Past Continuous – was looking at, was rising, was setting; Past Perfect Simple – hadn't been able to, had ever seen*)

E

- Remind students that before they begin, they should plan their work carefully. Ask them to look back at the example story on page 92. Ask students to number the paragraphs 1-5. Then ask them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.

- Make sure students understand that they should write the paragraph number in the boxes provided depending on the information in the story. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a2 b5 c4 d1 e3

F

- Ask students to read the information in the *Exam Close-up*. Ask them to look back at the example story and to underline any phrases they can find which describes how someone looks at something (*make out, glanced, caught a glimpse*). Explain that in the *Useful Expressions*, they will learn various words that can replace the verbs look and walk to give more exact meanings.
- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to look at the list of phrases that show ways of looking at things. Elicit which phrases are about looking quickly at something (*glance at, catch a glimpse of, notice*), watching something for a long time (*observe, gaze at, stare at*), admiring something (*gaze at*), looking angrily (*glare at*), seeing something/someone you know (*make out, recognise*), and which could be a rude way of looking at someone (*stare at*).
- Ask students to look at the verbs which show ways of walking and elicit which verbs describe walking happily (*skip*), very slowly and quietly (*creep*), slowly (*stroll, wander*), painfully (*limp*), and quickly (*march*).
- Point out that they can use some of these words and phrases like these in their own story.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|-----------------|
| 1 stare/glare | 4 catch, eye |
| 2 make, out | 5 stroll/wander |
| 3 limp | 6 recognise |

G

- Ask students to read the instructions and to underline two things they are advised to do (*make a paragraph plan, use the phrases to show the order of events*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them the following questions:
 - Which word shows who the main characters will be? (*They*)
 - Where are they at the start of the story? (*in a high place*)
 - How should you begin their story? (*with the exact words given*)
 - Which verb tenses should you use? (*narrative tenses, eg Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous*)

7 Wild World

- If time allows, ask students to make a plan for their story in class, but set the *Exam Task* for homework. Remind students to use phrases to sequence the events and to use some of the *Useful Expressions*. Encourage them to use some comparative structures and *too, enough, so or such* in their stories.
- Remind students to use the Writing Reference and checklist for stories on page 181 when writing their stories.

Suggested answer

Plan

Paragraph 1: Begin with the sentence given and introduce the main characters.

Paragraph 2: Set the scene and describe background details.

Paragraph 3: Describe how they got to the place where they were.

Paragraph 4: Add a twist in the story.

Paragraph 5: Bring the story to an end.

Suggested answer

They all felt as if they were standing on top of the world. After several hours' hard climbing, they had made it! At first, Karen and her friends didn't know where to look, everything below looked so small and far away.

Karen and her two best mates had been dreaming of this day for a very long time. They had prepared by going for long walks to build up their strength until they had felt they were fit enough to make the climb. They had begun the climb at nine that rainy morning. Before long, the sun had come out and they had become very warm in their woollen sweaters. The climb was exhausting, but wonderful. The closer they got to the top, the more excited they felt.

Just then, Karen stopped and glanced up. She noticed a bald eagle soaring through the air. She held her breath and gazed at it in wonder.

At last they arrived at the top. The sun was shining brightly, Karen and her friends had reached their goal, and it was the most amazing experience of their lives!

Video

7 Tornado Chase

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about people who chase tornadoes. Elicit what students know about tornadoes and ask students if they have ever seen one.
- Read the words 1-8 to the students and ask them to repeat them. Correct their pronunciation where necessary. Elicit which of these words are things (1, 2, 3, 4, 6, 7), which is a person (5), and which is a place (8). Point out that forecast can also be a noun, but it is used as a verb here. Ask them to read the meanings a-h on their own and answer any questions they have about them.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Explain any words the students still don't understand.

Answers

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

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-8 and explain anything they don't understand.
- Ask them to think about which answers may be true and which ones may be false before watching.
- Play the video all the way through without stopping and ask students to write the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different. If necessary, play the video a second time with the English subtitles playing so that students can check their answers.
- Check the answers as a class.

Answers

- 1 F (up to 300 miles an hour) (00.03)
- 2 T (01.04)
- 3 F (I don't get a chance ... to appreciate its beauty) (01.42)
- 4 T (02.48 & 03.06)
- 5 F (1,000) (04.21)
- 6 F (less than 10 seconds) (06.44)
- 7 T (07.37)
- 8 F (surprising new data ... barometric pressures drops far lower) (08.14)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video. Ask them to look at the photo on the right and to read the caption. Ask them to describe what is happening in the photo.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write V, N, Adj or Adv beside each of the words depending on whether it is a verb, a noun, an adjective or an adverb.
- Remind students that they should read the whole summary before writing any answers first to work out which part of speech is missing in each gap.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|------------|--------------|
| 1 directly | 5 oncoming |
| 2 warning | 6 functional |
| 3 rapidly | 7 results |
| 4 attempt | 8 determined |

Idea Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write the kinds of extreme weather they mention on the board as they give answers. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

8 Media Matters

Reading:	multiple-choice, using context to help you
Vocabulary:	media-related words
Grammar:	the passive: tenses, gerunds, infinitives & modal verbs, impersonal & personal structures
Listening:	multiple-choice (pictures), understanding answer options
Speaking:	talking about the media, making a decision, deciding on the best option
Use your English:	phrasal verbs, word formation
Writing:	review (1), editing your work, describing what you're reviewing, giving a review

Unit opener

- Ask students to look at the title of the unit and to explain the meaning of media (*sources of information that tell us what's happening in the world eg radio, television, newspapers*). Ask them to describe the photo on page 95 and explain how they think it is related to the title (*the man is reading the news, a form of media, on a tablet*).
- Ask them to say why they think the man is reading the news on a tablet and elicit the advantages of this form of media. Ask them to look at the photo on the top right of page 96 and to compare this image of the media with the tablet on page 95 (*The picture on page 96 is in the shape of a globe with photos of people, animals, and places, which shows the idea of global communication*).

Reading

A

- Ask students to read the instructions in A and check that they understand what they have to do. Make sure they understand the meanings of print media (*printed on paper*) and electronic media (*read on computer*).
- Ask them to work in pairs to encourage discussion, but check answers as a class.

Answers

1E 2B 3B 4E 5B 6E

B

- Ask students to work in pairs to discuss which of types of media in A they read.
- Once they have discussed the types of media, do a quick class survey to see who uses each one. Go through each of the items and ask students to put up their hand for each one they use.

Teaching Tip

Encourage students to draw on their own experience in task B.

Allow them time to discuss each type of media saying which ones they prefer to use, and why they use them. Ask them to discuss why they don't use the other types of media. Then ask what particular blogs, magazines, newspapers and web sites are most popular with people of their age in their country.

C

- Ask students to read the *Exam Close-up*. Then ask them to look at the magazine covers and write down what they think each one might say in the texts about them.
- Remind students to only look at the magazine covers and not read the texts yet.
- Ask students to do the task individually, but check as a class.

Suggested answers

- lion cubs, fun and games for little children
- dolphins, gorillas, dogs and more, a pullout poster
- sea-turtles, water cycle, thunderstorms, the Colorado River
- inside animal minds, birds, apes, dolphins and a dog with a world-class vocabulary
- 50 tours of a lifetime, smart traveller information, different islands, Kenya

D

- Ask the students to quickly read through the five texts and see which of their predictions are mentioned in each text.
- Invite students to tell you which ones they had correct and which were wrong.
- Explain any vocabulary the students are not sure of.

E

- Read each of the words 1-4 to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to scan the texts again to find and underline the words.
- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentence each word is in.

- Ask students to read the instructions and check that they understand what they have to do.
- Students match the words to the definitions individually, but check as a class.

Answers

1d 2a 3b 4c

F

- Ask students to read the instructions and questions 1-10 with their options. Explain anything the students don't understand.
- Ask students to re-read the advertisements focusing on the information they will need in order to answer the questions.
- Explain to students that they should try to underline the information in the advertisements that refer to each of the questions. Remind them to use the advice in Exam Close-up to help them with options that have multiple text numbers.
- Ask students to do the task individually, but check as a class.

Answers

- a (for 3 to 6 year-olds)
- d (2: Published in 18 languages, 4: produced in 32 languages, 5: published in 12 languages)
- d (since 1888)
- b (Sports Funnies)
- b (ages 5-12, the only content-based classroom magazine for this age group)
- c (2: Extras ... maps, 4: map supplements)
- d (1: Little Kids, 2: Kids, 3: ages 5-12, in 4 & 5 no ages mentioned)
- a (1: PLUS!... humour, 2: Sports Funnies)
- a (wild animal cards free with every issue)
- d (Family-friendly destinations)

Vocabulary

A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they should try to think about what the three words in each item have in common and then to decide how one of them is different from the others.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

- advertisement (The other two are written above an article to show what it is about, but an advertisement gives information about something for sale, jobs, etc.)
- reporter (The other two present programmes on TV or radio and are usually the key person on the programme, but a reporter gives information about what is happening in the world and interviews people on TV, radio or for newspapers and magazines.)
- critic (The other two are people who work behind the scenes in a TV studio or radio station, but a critic writes reviews of films, books, etc, in a newspaper or magazine.)
- correspondent (The other two are written or spoken information in the media, but a correspondent is a person who reports on a specific type of news, eg sport, war, foreign news.)
- episode (The other two are types of TV programmes, but an episode is one programme which is part of a longer series)

B

- Explain to students that the options in each sentence may have a similar meaning, and that they have to circle the one which is correct in the context of the sentence.
- Read the words in red to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read back through the sentences once they have finished to make sure their answers make sense.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|---------------|--------------|
| 1 newsagent's | 4 flashes |
| 2 media | 5 Statistics |
| 3 commentary | 6 figures |

Teaching Tip

Point out that the pairs of words in B may be confusing to students as they are similar in some ways, but have slight differences in use. Stress the importance of looking at the meaning of the words in English, and writing example sentences to remember the correct context where they are used instead of simply translating the words into their own language. When answers have been checked, ask students to write sentences of their own with the words that didn't fit the sentences in the task. Check answers as a class and remind them to add these sentences to their vocabulary notebooks.

C

- Ask students to look at the title and the photo and elicit that it is about a man's dog. Ask them to read the whole text quickly to find out what the man's job is (*journalist*) and how his relationship with his dog was related to his work (*He wrote about the dog in newspaper columns and wrote a book about him.*).

8 Media Matters

- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Explain that the words are all nouns related to the media. Ask students to read through the words again and to decide which ones are people (*author, columnist, editor, publisher*).
- Ask students to read the whole text, without filling in any answers at this stage, to pay attention to the words before and after the gaps to see if the missing word is person or a thing.
- Remind students to read back through the text once they have finished to make sure their answers make sense.
- Ask students to do the task individually, but check as a class.
- When students have finished the task, ask them if they have seen the film, *Marley and me*, or read the book and if so, what they liked or didn't like about it.

Answers

- | | |
|-------------|--------------|
| 1 author | 5 publisher |
| 2 reporting | 6 editor |
| 3 columnist | 7 print |
| 4 pieces | 8 adaptation |

Grammar

- Write the following sentence on the board: *The article was written by a famous journalist.* Explain that the verb in this sentence is in the passive voice. Ask students which information is more important in this sentence, the action or the person who did it (*the action*).
- Then write the following sentence on the board: *The magazine is filled with interesting articles.*
- Ask students if this sentence tells us who or what did the action (no). Explain that this is because the agent or person who did the action is not important in this case. Point out that we can understand that the agent is the publisher without stating this.
- Ask students to look at the two sentences again. Elicit which passive verb is about a present action (*is filled*) and which is about a past action (*was written*). Then ask them to write these two sentences in the active voice (*A famous journalist wrote the article./The publisher filled the magazine with interesting articles.*)

A

- Ask students to read the two sentences and complete the headings using *Passive* or *Active*.
- Refer students to the sentences on the board to help them.
- Ask students to do the task individually, but check as a class.

Answers

The presenter interviewed the actress. - active
The actress was interviewed by the presenter. - passive

B

- Read the instructions to the students and make sure they understand what they have to do. Ask students to read the two sentences again and to notice the differences between them. Ask them to underline the verbs and then to answer the two questions.
- Ask students to do the task on their own, and to discuss their answers in pairs.
- Check the answers as a class.

Answers

- 1 the actress
2 the actress

C

- Ask students to read through the rules once and to look back at the example sentences and their answers to the questions in A to think about how we form the passive voice before they write any answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 be
2 participle

D

- Ask students to read the three active sentences and check that they understand what they have to do.
- Students complete the task individually and then compare their answers with a partner.
- Check as a class.

Answers

Answers in order of appearance: taking, to write, must

E

- Ask students to read the three pairs of sentences and then to underline any changes they notice in the passive sentences.
- Ask students to read the first pair of sentences again and as a class elicit the differences between them. Point out that the meaning is slightly different in the passive as this gives more importance to the action of being taken to the cinema than to who takes them.
- Ask students to read the second pair of sentences again. Point out that the meaning is different in the passive as this asks only about the action itself without mentioning who does it. Encourage students to think about which verb is in the infinitive form and how this changes in the passive.
- Ask students to read the third pair of sentences again and elicit as a class the differences between them. Tell them to focus on the changes to the verb after must in the passive.
- Remind students to use the words *gerund, infinitive or modal*.
- Check answers as a class.

Answers

- a gerund
- b modal
- c infinitive

Teaching Tip

Make sure that students remember how to form the past participle of regular verbs (*by adding -ed and making any necessary spelling changes*). Elicit which word is the past participle in the passive example in A (*interviewed*). Elicit the past participles in the three passive examples in B (*taken, written, paid*) and point out that these are irregular verbs. Encourage students to look at the Irregular verbs list on pages 176-177 if they need help with verb forms in the tasks that follow.

Now read the Grammar Reference on page 171 (8.1 & 8.2) with your students.

F

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentence 1 and ask them whether the verb in brackets is regular (*yes*). Elicit which word shows the tense they should use (*now*) and which tense fits this (*Present Continuous*). Then ask students what the subject of the sentence is (*the equipment*) and elicit that this is an uncountable noun so the verb must be singular.
- Remind students to pay attention to whether each verb is regular or irregular, as well as the subject of the sentence, and to any time expressions used in the sentences. Remind them to look back at the Grammar box on this page and the Grammar Reference on page 171 if they need help here.
- Ask students to do the task individually, but check as a class.
- Once the answers have been checked, ask students to look at the photo on page 99 and say which of these sentences in C could be about this (2).

Answers

- 1 is being tested
- 2 was taken
- 3 are made
- 4 to be edited
- 5 be covered
- 6 will be given
- 7 to be exhibited
- 8 will be/is going to be featured

G

- Ask students to read the instructions and make sure they understand what to do. Tell them to read each sentence carefully to see which words they will have to change to rewrite it using the passive voice. Remind them to start with the words in bold and to think about whether they are singular or plural so that they use the correct form of *be* in their sentences.
- Ask students to do the task individually, but check as a class.

Answers

- 1 The programme will be broadcast (by the TV channel) tomorrow evening.
- 2 Reality shows are watched by many people every day.
- 3 Better quality paper should be used for newspapers.
- 4 Many episodes of *Days of Our Lives* have been filmed by this cameraman.
- 5 The schoolchildren are given a lot of homework (by the teacher).
- 6 The natural disaster is being covered by many journalists.
- 7 The contestant will have been asked twenty questions (by the presenter) by the end of the quiz.
- 8 The heavy snow had been forecast (by the weatherman) before the drop in temperature.

Listening

A

- Remind students that in some multiple-choice listening tasks they will hear short dialogues each followed by a question relating to a set of pictures. Remind them that they will hear the question after each dialogue and that the answer could be in the beginning, middle or near the end of the dialogue.
- Ask students to read the instructions and to look at the three pictures. Remind them that the answer to the question in this type of task is shown in one of the pictures and that they will also hear words that relate to the other pictures which don't answer the question.
- Ask them to work in pairs to encourage discussion, but check the answers as a class.

Answers

Things that are the same in all pictures: brown and blue checked shirt, blue baseball cap, the men are smiling

Things that are not the same in all pictures: glasses, beard and moustache, hair colour

B

- Ask students to read the instructions and check that they understand what to do. Ask them to look at the pictures in A again and to focus on the differences between them as they listen.
- Play the recording once all the way through and ask students to mark their answer. Then ask students to discuss their answer with a partner and to justify their answer.
- Check the answers as a class.

Answer

a

8 Media Matters

Teaching Tip

Play the recording for B once more if necessary for students to check the answer. However, it is important to point out that students will hear the dialogues only once in this type of listening task, just as in real life situations where they hear conversations once only.

C

- Ask students to read the information in the *Exam Close-up*. Remind them that in this task type, they will hear the question on the recording only and that each question is heard after each dialogue. Tell them that it is important to take notes of key words relating to the pictures as they listen to each part of the dialogue. This will help them focus on the differences between the pictures and prepare them to choose the picture which answers the question when they hear it.

D

- Ask students to read the instructions and make sure they understand what they have to do. Ask students how they should mark their answers (*by circling the correct letter a, b or c, in the corresponding picture*).
- Give students time to study the eight sets of pictures and answer any questions they may have about them. If time allows, ask them to discuss the similarities and differences between the sets of pictures with a partner.
- Play the first recording once and stop the recording. Ask students to note their answer and compare it with a partner's. Check the answer to 1 and ask students to justify it before playing the rest of the recording.
- Play the rest of the recording once all the way through and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Check the answers as a class and ask students to justify their answers. If necessary play the recording again, stopping after each conversation as you check the answers.

Answers

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

Speaking

A

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

correct them. Deal with any problems in pronunciation that came up.

B

- Ask students to read the instructions and make sure they understand what to they have to do.
- Ask students to read the features 1-10 and explain anything they don't understand.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class.

Suggested answers

1B 2B 3N 4B 5B 6T 7B 8B 9N 10B

C

- Ask students to read the information in the *Exam Close-up*. Remind them that they need to make a decision. Explain they should say why they have made that decision and why they didn't chose another or other options.
- In addition to the *Useful Expressions* on this page, remind them to use the expressions they learnt in previous units to express certainty or uncertainty, and to show they agree, partly agree or disagree with their partner when they are having a discussion. Encourage them to look at the Speaking Reference on page 186 to remind themselves of these expressions.
- Read the *Useful Expressions* to the students and explain that we use these words and structures in order to show that we are making a decision.
- Remind students to use these expressions when they are discussing the topics in the *Exam Task*.
- Ask students to read the instructions and remind that when they are doing a decision-making task it's important to consider the whole situation and to make the most appropriate choices for that situation.
- Ask them to read the task and to underline the key words that tell them what to do. Then ask the questions below.
 - What kind of decision do you have to make? (*choose topics for the school online student magazine*)
 - How many topics do you have to discuss? (*six*)
 - What should be the focus of the discussion? (*how interesting each topic is for students*)
 - How many topics will you decide on at the end? (*two*)
 - Do you have to reach an agreement with your partner? (*yes, if possible*)
- Ask them to look at the six pictures and to look back at the list of features in B to help them identify what the pictures might show (*1 celebrity gossip, 2 sports news, 3 health matters, 4 horoscopes, 5 world news (recycling/environmental problems), 6 weather report*).
- Ask students to do the task in pairs and tell them to bear in mind the answers they gave to the questions you have just asked them about the task as they are discussing. Remind them to use the *Useful Expressions* and to make eye contact and to nod in agreement now and then to show that they are listening to their partner. Give each pair enough time to reach a decision.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

- Ask each pair to tell the class which two topics they chose and why.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Teaching Tip

Remind students that they should try to reach a decision together, but it is more important to have a meaningful discussion about all the topics in a natural sounding way than it is to agree with each other on everything. Remind them that if they can't agree, one student can choose one topic and the other student can choose the second topic.

Grammar

- Remind students of the uses of the passive voice and elicit how it is formed in different tenses (*by using the auxiliary verb be in the correct tense + the past participle of the main verb*). Make sure students remember the rules for forming the passive of gerunds (*with being + past participle*), full infinitives (*with to + be + past participle*) and modal verbs (*with the modal verb + be + past participle*).

A

- Read the instructions to the students and make sure they understand what they have to do. Explain anything that they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- active
- passive

B

- Ask students to look again at sentence 2 in A and explain that this is an impersonal passive structure. This means it is a general statement and there is no indication of who believes it or how many.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

- the news
- that

C

- Ask students to read the sentences in A and underline the active and passive verbs in them.
- Ask students to do the task on their own, and then to compare their answers with a partner.
- Check answers as a class.

Answers

- know (active)
- are known (passive)

D

- Ask students to read the instructions and check that they understand what they have to do.
- Students read the two sentences and answer the two questions.
- Ask students to do the task individually and compare their answers with a partner.
- Check answers as a class.

Answers

- documentaries
- to be

E

- Ask students to read through the rules from start to finish once before they write any answers. Encourage them to look back at the example sentences and their answers in A to help them find the correct answers.

Answers

- that
- to be

Now read the Grammar Reference on page 171 (8.3) with your students.

F

- Explain to students that they should read all three sentences carefully and to underline the information in the original sentence that is missing in the sentences they have to complete.
- Explain that they have to rewrite the information from the first sentence in the passive voice using the impersonal and personal structures which they studied in A and D. Ask them to look at each group of sentences and then to look back at the examples in A. Elicit which structure they should use to complete the second sentence in each group and why (*The impersonal, because it begins with It.*) and which they should use in the third sentence (*The personal, because it begins with a noun.*).
- Remind students to look back at the Grammar box on this page and the Grammar Reference on page 171 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- is known that, are known to influence
- is said that, is said to be
- is thought that, is thought to play
- is believed that, are believed to be
- is said that, are said to be
- is considered that, are considered to be

8 Media Matters

Use your English

- Read the phrasal verbs 1-8 to and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we use phrasal verbs particularly in conversation and informal writing. Explain that they have to consider the meaning of the verb + preposition (particle) together and not just focus on the verb part. Ask them to read the definitions a-h on their own and explain anything they don't understand.
- Elicit that they have to write the correct letter a-h in the boxes provided.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

B

- Explain to students that they should read each sentence and try to think of the word that is missing before looking back at the options in A. Ask them to focus on the verb in bold that comes before each gap and think about the meaning in the context of the sentence. Then they should carefully look at the correct answers for the particular verb in each item in A to choose the word which completes the sentence.
- Ask students to do the task individually, but check as a class.

Answers

1 in	5 out
2 out	6 up
3 back	7 round
4 out	8 in

C

- Read the words in bold on the right of the text to the students and explain that they will complete the text with the correct form of these words. Ask students to say what part of speech each word is. Elicit what other words they can make from this, but don't write their answers at this stage. Explain the meaning of any of the words students don't know.
- Ask students to read the whole text quickly before writing any answers to understand the meaning. Tell them to pay attention to the words before or after the gap and try to think of what part of speech is needed to fit the meaning. Point out that if they can form two possible nouns from one of the options, they should consider whether the correct answer is a person or a thing.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------|---------------|
| 1 journalist | 5 photographs |
| 2 usually | 6 risky |
| 3 political | 7 satisfying |
| 4 action | 8 adventurous |

Teaching Tip

Explain that if students are not sure of the meaning of one of the stem words in a word formation task like C, they can still guess how to form the part of speech that fits the gap in the text.

For example, if they work out that an adverb is needed they could just add *-ly* because this is the most common adverb ending.

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinion on a particular question and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to discuss whether they would like to work in the media. Encourage them to talk about the different types of media jobs that they have read about and to say why they would or wouldn't enjoy doing them. Alternatively, you could ask them to look at the two photos on pages 102-103 and ask them to describe them and discuss the different aspects of the media that they show. Tell them to use as many words from this lesson as possible in their discussion.

Answers

Students' own answers

writing: a review (1)

- Ask students to read the *Learning Focus* about Editing your work. Explain the meaning of any grammatical terms they don't understand and answer any other queries they may have about the information.

Extra Class Activity

- Ask students to look at the photo on the top right of the page. Ask them to write a short paragraph about the photo. Tell them to include collocations and phrasal verbs where possible, and as many different tenses and structures as they can.
- Give students enough time to write their paragraphs, and then ask them to swap notebooks with a partner. Ask them to edit each other's work carefully and then to return their work and discuss the type of errors they found.

A

- Ask students to read the instructions and check that they understand what they have to do. Encourage them to look back at the information in *Editing your work* to remind them of the types of errors to look for.
- Explain to students that they should read through each sentence carefully to focus on word order, spelling, punctuation, vocabulary and grammar before ticking any answers. Encourage students to write the whole corrected sentence in their notebooks rather than simply correcting errors on the page here.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following: 1, 2, 3

- 4 Why does the presenter look so serious?
- 5 Twenty people were arrested tonight following a street fight.
- 6 John is said to be a successful editor.

B

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

Answers

- 1 a new drama series
- 2 to write a review
- 3 a television series called *The Promise*

Teaching Tip

Explain to students that they should always read a writing task carefully to analyse what exactly they have to do before they begin writing. Encourage them to ask themselves similar questions to the ones in B about the topic before they begin.

Explain that this will help them focus on the type of writing they have to do and all the points that have to be covered in their writing.

C

- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and check that they understand what they have to do. Point out that they don't have to change the form of the words.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 dramatic
- 2 stars
- 3 set
- 4 mysteriously
- 5 part
- 6 plot
- 7 suspense
- 8 recommend

D

- Ask students to read through points 1-5 and answer any questions they might have.
- Encourage students to look back at the model to check which things the writer has done.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick 1-5

Teaching Tip

Encourage students to give examples to justify how the writer has done the things in 3 and 4 in task D. For example, elicit:

- 3 The writer gives details about the series (eg *The first episode is set; The acting in the first episode is very good. The plot seems quite complicated.*) (However).
- 4 ... definitely worth watching. I would highly recommend it.

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the model review on page 104 and to number the paragraphs 1-4. Ask them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.]
- Make sure students understand that they should choose the correct words depending on the information in the review. Encourage them to look at the key points they have underlined in the paragraphs.

8 Media Matters

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

Answers

Paragraph 1: what you are reviewing

Paragraph 2: series

Paragraph 3: series

Paragraph 4: Sum up

F

- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do. Point out that there may be more than one correct answer in some cases.
- Ask students to do the task on their own, and then to compare their answers with a partner's.
- Check as a class.

Answers

1 isn't worth

2 intrigue, suspense, horror, romance, sadness

3 recommend

4 character

5 stars

G

- Ask students to read the information in the *Exam Close-up* and encourage them to use the passive voice when they come to write their own review.
- Ask students to read the instructions and to underline two things they are advised to do (*describe what you are writing a review about, use descriptive adjectives and adverbs*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer the questions in B about their task.
 - What is the extract about? (*it is asking for readers to post reviews about the TV shows or series they watch*)
 - Why has the editor asked for readers' letters? (*to find out their opinions*)
 - Will the review be written in a formal, semi-formal or informal register? Why? (*semi-formal, because the website post is written in a semi-formal style with contractions and in a friendly style*)
- If time allows, ask students to make a plan for their review in class, but set the writing task for homework.
- Remind students to look at the Writing Reference and checklist for reviews on page 179 as they are writing their review.

Suggested answer

Plan

Paragraph 1: Name of the TV show or series they are reviewing, when it is on TV, who is in it and the basic reason for the storyline.

Paragraph 2: Review the first episode.

Paragraph 3: Comment on the plot and acting.

Paragraph 4: Sum up and state your opinion.

Suggested answer

Inspector Wasley is a new detective programme that is on Channel 4 on Thursdays. It stars David Ackroyd, better known for being a comedy actor.

The first few episodes were very different from other police shows. It focused more on the paperwork involved in police work, the relationship between the various police officers he works with, and Ackroyd's very sick wife. Ackroyd is excellent as Wasley, and the dialogue between cast members is sad one minute and very funny the next.

The plot is easy to follow, though it does have some unexpected twists and turns. Ackroyd's wife dies and he accidentally sets his house on fire. This leads to him forming new friendships with people outside the police force as he has to move home.

It is a police programme with a difference. It shows ordinary, everyday crime rather than murders and there are often surprises in each episode. It is definitely worth watching and I would highly recommend it.

Useful Expressions

- Read the *Useful Expressions* again to students and explain any words that students still aren't sure about and answer any other queries they have about the expressions.
- If time allows, ask students to write sentences of their with these expressions. Remind them that they can include expressions like these in their own review.

Video

8 History of Film

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about the history of film. Before they do task A, elicit what students already know about when films began.
- Ask students to read the sentences 1-4 on their own and explain anything they don't understand.
- Ask students to do the task individually, but check as a class. If you have Internet access in the classroom or school, you could ask students to research the ideas in these statements in order to justify them.

Answers

- F (The first Academy Awards ceremony took place on May 16th, 1929, when the awards were given for the best films of 1927-1928.)
- F (Charlie Chaplin was born in London on 16th April, 1889.)
- F (The first films made with sounds in the 1900s were called sound films. The name talkies was given to the first films which included synchronized dialogue in the 1920s. The first one of this kind was *The Jazz Singer* in 1927.)
- T (The first documentaries were made at the end of the 19th century. They were single-shot moments captured on film which included: a train entering a station, a boat docking, factory workers leaving work. The term documentary was not used until 1926.)

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-5 and explain anything they don't understand.
- Ask them to think about which words may be correct before watching.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------------------|---------------------|
| 1 series (00.26) | 4 movie (01.54) |
| 2 fee (00.41) | 5 animation (03.10) |
| 3 productions (01.29) | |

After you watch

C

- Explain to students that the text is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask students to write N, V, Adj, or Adv beside each of the words depending on whether it is a noun, verb, adjective or adverb.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------------|----------|
| 1 experience | 5 aware |
| 2 series | 6 globe |
| 3 depicting | 7 medium |
| 4 sophisticated | 8 begin |

Ideas Focus

- Ask students to read the two questions and answer any questions they might have about them.
- Ask students to work in pairs and explain that they should both give their opinions on both questions. Encourage them to think of as many different films as they can to answer the second question from their own experience. Point out that they should explain why the film they decide on is so important.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer the questions and repeat until each pair has had a turn.
- Write the different subjects for documentaries that students mention on the board as they give answers, then write the names of the important films that they mention. If more than one student gives the same answer, put ticks beside the names to show how many students chose them. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

Review 4

Units 7 & 8

Objectives

- To revise vocabulary and grammar from Units 7 and 8

Revision

- Explain to students that the tasks in Review 4 are based on the material they saw in Units 7 and 8.
- Remind students that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask students to do one task at a time and then correct it immediately, or ask students to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students will progress well.

Vocabulary Revision

- Write the jumbled words below on the board and ask students to unscramble them to make nouns related to natural disasters.
 - trucs (*crust*)
 - ledisandl (*landslide*)
 - leapt (*plate*)
 - trandoo (*tornado*)
 - nagdutime (*magnitude*)
 - drizzlbar (*blizzard*)
 - shafrocke (*aftershock*)
 - wifledir (*wildfire*)
- Ask students to write down any other words related to natural disasters that they remember from Unit 7. Make sure they revise *volcanic eruption*, *flash flood*, *fault line*, *hail stone*, *Richter scale* and *forest ranger*.
- Say the words below and ask students to complete the collocations with them using a noun: news (*flash*), sports (*commentary*), sound (*engineer*), sales (*figures*).
- Ask students to say the weather-related idioms they remember from Unit 7. Make sure they revise *snowed under*, *eye of the hurricane*, *head in the clouds*, *down to earth* and *in deep water*.
- Say and write the words below on the board and ask students what parts of speech they are: present (verb), subscribe (verb), organise (verb), adventure (noun), destroy (verb), differ (verb), tide (noun) and measure (verb). Ask students to write down any other parts of speech of these words that they know. Make sure that they revise the parts that they will need to complete Vocabulary task C.
- Ask students which phrasal verbs they remember from Unit 8 using the verbs *tune*, *pick*, *ring* and *bring*. Tell them to think of a sentence for each one and to write them down in their notebooks.

Grammar Revision

- Ask students to write down verbs they know that are followed by gerunds and verbs that are followed by infinitives. Then ask them which words can be followed by either a gerund or an infinite without changing the meaning or with a change of meaning. Make sure students revise *be worth doing*, *be made to do*, *had better do*, *suggest doing*, *let someone do*, *remember to do* and *would like to do*.
- Write the sentences below on the board and ask students what the difference in meaning is between them. Then discuss the difference in structure between the two sentences.
 - It was warm enough for us to go for a walk. (*The temperature was just right so we were able to go for a walk.*)
 - It was too warm for us to go for a walk. (*We couldn't go for a walk because the temperature was too high.*)
- Revise the use of *so* and *such* by asking students to give example sentences using these words with an adjective or a noun.
- Write the adjectives *large* and *important* on the board and ask students to say their comparative and superlative forms. Then write *The further we walked, _____ tired we felt.* and ask students which words are needed to complete this sentence (*the more*). Make sure they revise the comparative and superlative forms of irregular adjectives and adverbs.
- Write the verb *write* on the board and ask students to write its passive form in the present, past and future tenses. Then ask students to write sentences using the passive form of *write* with a modal verb and with the verb *make* when it means *force*.
- Revise the rules for changing sentences from active into passive.

Vocabulary

A

- Read the words in both columns as separate items to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that they have to match the words that make collocations they saw in Units 7 and 8.

Answers

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

B

- Ask students to read the whole sentence and the options before circling the correct answer.
- After they have finished, tell them to read the sentences again to check their answers.

- Tell students to look at the Collocations & Expressions list on page 187 and the Phrasal verbs list on page 189 if they need help here.

Answers

1 of	5 out
2 in	6 to
3 under	7 out
4 in	8 up

C

- Ask students to read each sentence through carefully for gist. Ask them to note which part of speech is missing from each gap and then to fill in the correct form of the words on the right. Explain that they have to make a different part of speech by adding a suffix and that they should also think about whether to write a plural form if a noun is necessary.

Answers

1 presenter	5 destructive
2 subscription	6 different
3 organisation	7 Tidal
4 adventurous	8 advert(ishment)

D

- Ask students to say each of the words in the yellow box as a class and then individually. Correct their pronunciation where necessary.
- Ask students to read all the sentences from start to finish before they complete any answers. After they have finished the task, ask them to read through the sentences again to check their answers.

Answers

1 aftershock	5 blizzard
2 crust	6 tornado
3 magnitude	7 wildfire
4 landslide	

Grammar

A

- Explain to students that they should read all of the sentences before filling in any answers to understand the context.
- Ask students to pay attention to the words before and after each gap to help them decide whether to use a gerund or infinitive in each sentence.
- Encourage students to read through the completed sentences to check their answers.
- Tell students to look back at Unit 7, page 87 Grammar box and Grammar References 7.1 to 7.5 on pages 169 & 170 for a reminder if they need to.

Answers

1 talking	5 print
2 to answer	6 to tune in
3 drop in	7 to write
4 issuing	8 to get

B

- Ask students to read the text carefully before circling the correct answers. Tell them to look for clues in the word forms before and after the options.
- Encourage students to read through the text after they have circled the options to check their answers.
- Tell them to look back at Unit 7, page 90 Grammar box and Grammar References 7.6 to 7.8 on pages 170 & 171 for a reminder if they need to.

Answers

1 the more	5 so
2 such	6 enough
3 largest	7 most
4 most	8 higher

C

- Ask students to read each sentence carefully to underline the verb and subject and to decide whether the verb is in the passive or active voice. They should also pay attention to the verb tense and whether there is a passive or active gerund in each sentence.
- Encourage students to read through the sentences after they have rewritten them to check that their answers make sense.
- Tell them to look back at Unit 8, page 99 Grammar box and Grammar References 8.1 & 8.2 on page 171 for a reminder if they need to.

Answers

1 was invented by Charles Richter
2 being told
3 supposed to write
4 should be issued
5 will have been done

9 Making a Living

Reading:	missing sentences, choosing the missing sentence
Vocabulary:	work-related words
Grammar:	reported speech: statements, changes in time and place, questions, commands and requests, reporting verbs
Listening:	multiple matching, listening carefully
Speaking:	talking about work, comparing photos, giving full answers, considering your answer
Use your English:	collocations & expressions, prepositions
Writing:	report, presenting factual information, using linking words

Unit opener

- Ask students to look at the title of the unit, and elicit or explain what it means (*doing something that you are paid money for in order to live*). Ask them to work in pairs or small groups to talk about how their parents and other relatives make their living.
- Ask students to look at the picture and the caption and ask them if they know what bridge it is and what the man is doing. If they have trouble answering the question, read the Background Information below.
- Ask them what they think of this type of job and how it might be related to the title of the unit (*It is a dangerous way of making a living as the man is working at such a height*). Ask if any of the students would consider doing such a job.

Background Information

The Golden Gate Bridge, in San Francisco, is painted continuously all year round. The fog that occurs frequently in the area is full of salt, which destroys the paint. The fog also limits the hours when painting can be done. Despite being called Golden Gate Bridge, it is actually painted in what is called International Orange as it blends in with the surrounding area and makes the bridge more visible to ships.

Extra Class Activity

Ask students to work in pairs or small groups to make a list of jobs they think are dangerous. Tell them to give reasons to justify their choices. Give them time to discuss the jobs, and then ask a student from each group or pair to report back to the class. Encourage students to discuss the points raised as a class. Work as a class to agree on which is the most dangerous of the jobs they have talked about.

Reading

A

- Read the instructions to the class, and then read the adjectives in the yellow box and ask students to repeat them. Check their pronunciation where necessary. Explain any words they don't understand.

- Ask students to read the list of jobs on their own, and then encourage them to discuss as a class which adjectives can describe each of the jobs.
- Explain that there are no right or wrong answers here, but that students should justify their opinions.
- Ask students which of these jobs they would like to do and to give reasons for their answers.

Teaching Tip

You might like to extend task A and prepare for task B by asking students to list all the jobs they know the words for in English. Ask students how many jobs they have listed and ask the student with the longest list to read it to the class. The rest of the students can add to their own lists or say any other jobs not already mentioned.

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that students can use jobs from the list in A or any other job they know the word for in English.
- Give students time to play the game in pairs. Go around monitoring them to make sure they are asking and answering in English, and that all answers are either Yes or No. Correct their pronunciation where necessary.
- Ask some pairs to ask and answer their questions about the jobs in front of the class, and ask the rest of the class to guess the job.

C

- Ask students to read the instructions in C and check that they understand what they have to do. Ask them to look at the photo in the top right-hand corner of the page and to read the caption. Then ask them to read the sentences a-c and ask them which one they think might describe how he feels about his work.
- Tell them to skim read the text to find relevant information about the ideas in sentences a-c. Remind them that they don't have to read in detail as they will have another opportunity to read the article.
- Ask students to do the task individually, but check as a class.

Answers

a (Paragraph 6: wasn't much economic motivation given the difficulty in selling pictures; ... if there's one thing that Michael Yamashita certainly has, it's passion for his art.)

Word Focus

- Ask students to look at the words in red in the text and to re-read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the Word Focus box to compare their answers with the definitions given. Explain anything they don't understand.

D

- Ask students to read the information in the Exam Close-up on page 111. Ask a student to explain what it says in his or her own words. Remind them that they should look for any linking words and phrases that might help them get the answer and then read through the paragraphs with the sentences in place to make sure they fit the meaning of the sentences that come before and after them in the text. Point out that they should also check that the sentence that they didn't use, doesn't fit in anywhere.
- Explain to students that A-G are sentences which are missing from the article. Ask them to read them and to underline the key linking words and phrases in the sentences that will connect them with parts of the text. Make sure they underline the parts below.
 - A Then, you're, reading the whole story
 - B good fortune, important role
 - C I, them, they, this schoolyard
 - D The more I, photography
 - E he, never driven by material gain
 - F You, obsessed by your craft
 - G We, Asian family, the town where I lived
- Ask students to read the article again and to decide where each sentence goes. Tell them to pay attention to the meaning of the sentences before and after each gap. Remind them to read back through the article when they have finished to check their answers.
- Ask students to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any problem words and correct their pronunciation where necessary.
- Ask students to do the task individually, but check as a class.
- When the answers have been checked, ask students whether they would like to do a job like this.

Answers

- B ('But' shows a contrast and 'good fortune' matches with 'paid to be lucky' after the gap.)
- G ('Growing up in the United States with a Japanese name' from before the gap matches with 'the only Asian family' ... 'where I lived'. and 'So, ... I decided to go to Japan' shows what he did as a result of this.)
- D ('obsessed by the whole process' before the gap matches 'the more I loved it', and 'the more I got into it' matches 'As my pictures got better' after the gap.)
- A (The sentences before the gap describe a sequence of actions as readers look at the photos, so 'Then ... likely to read the captions' follows logically from this.)
- C (The sentences before the gap are direct speech with the speaker using the first person 'I', and 'they' refers to 'the kids' in the sentence before the gap. Also, 'By then' links to the idea that they children 'ended up in this schoolyard'.)
- F ('obsessed by' matches with 'passion' in the sentence before and 'have to eat and drink photography' in the sentence after the gap.)

E

- Ask students to look at the words in bold here and scan the paragraphs in the brackets again to find and underline words that mean the same. Explain that they will find the words in the article in the same order as their meanings in the sentences 1-6.
- Ask them to say each of the words from the text after you. Correct their pronunciation where necessary. Remind them that they should always try to work out the meaning of a word from its context.

Answers

- | | |
|------------------|------------------------|
| 1 an assignment | 4 agent |
| 2 a professional | 5 particularly fond of |
| 3 obsessed by | 6 motivation |

Ideas Focus

- Explain to students that they are going to answer some questions about attitudes to work. Ask them to read the two questions. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to ask and answer the questions and encourage them to use their own ideas to help them support their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask a volunteer to answer the first question, then ask the class to join in to discuss what they know about the kind of jobs people they know do and which ones people feel most passionate about.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

9 Making a Living

Vocabulary

A

- Before students begin the tasks, write the headings *Positive* and *Negative* on the board and ask students to work in pairs to brainstorm as many work-related words as they can under each heading. Tell them they can use words they have learnt in the unit so far, or any other words they already know.
- Explain to students that A is based on work-related words with similar meanings, but only one of them is correct in each context. Ask students to read back through their answers once they have finished to make sure they make sense. Encourage students to think about whether each word is positive or negative, as well as its general meaning, to help them choose the correct answers.
- Ask students to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|--------------|-----------|
| 1 unemployed | 4 pension |
| 2 vacancy | 5 fired |
| 3 perks | |

Extra Class Activity

Ask students to work in pairs to write sentences that include the words they did not need in task A. They should leave a gap where the word would go and swap their sentences with another pair to complete the gaps.

B

- Read the words in bold in sentences 1-6 to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that sentences a-f give reasons or examples which can logically follow on from sentences 1-6 and that they should match each sentence with the one that contains related information.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

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

C

- Explain to students that this is an article about a person's job. Ask them to look at the photo on the right of the text to say what it shows and then ask them to skim read the article to see how it is related to this. Elicit from students that the photo shows newspaper advertisements for jobs and that the man in the article found his new job through an advertisement like this.
- Explain to students that they should choose the answer to fill each of the gaps 1-8 from the options a-d below the text.

- Explain to students that they should read the whole article and all the four options for each gap before writing any answers first to work out which word fits the meaning. Tell them to pay particular attention to the words before and after the gaps.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

Ideas Focus

- Ask students to read the question.
- Ask students to work in pairs to discuss the question and say whether they agree with it or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with the question and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

- Students' own answers

Grammar

- Ask students to look back at the article in Reading on page 110. Ask them to read the second sentence in paragraph 6. Explain that the first part of the sentence is an example of a reported statement and ask students to work in pairs to write down the words that Michael would have used in direct speech. Write the direct speech on the board:
'There isn't much economic motivation given the difficulty in selling pictures,' he said.
Then ask students how the second part of the sentence is different from the beginning (*It reports a question, not a statement.*), and ask them to write down the words that the writer would have used in direct speech. Write the direct speech on the board:
'What do you think it takes to become a great photographer?'
Check that students remember the difference in use between *say* and *tell* when reporting statements. Point out the punctuation marks we use with direct speech and elicit the changes in verb tense (*from Past Simple in reported speech to Present Simple in direct speech*).

A

- Ask students to read the advice and to complete the table with the names of the correct verb tenses.
- Ask students to do the task individually, but check as a class.

Answers

Answers in order of appearance: Past Simple, Present Continuous, Past Perfect Simple, Past Perfect Continuous, Present Perfect Simple, Past Perfect Continuous, might, had to

Be careful!

- Read the sentence in *Be careful!* to the students. Point out that these tenses and forms stay the same because there is no tense further in the past than the Past Perfect tenses, and that the modals *would*, *could* and *might* also have a past meaning.

B

- Write the sentences below on the board.
 - ‘I saw you here yesterday,’ she said.
 - She told him that she had seen him there the previous day.
 Ask students which words changed from the direct speech to the reported speech in these examples.
- Ask students to read the advice and to complete the table with the time expressions in reported speech.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

Answers in order of appearance: then, the previous week/month/the week/month before, the next/following day, next week/month, before, this/these

Be careful!

- Read the sentence in *Be careful!* to the students. Write on the board: ‘I love my job because it is exciting,’ Robert said to his friend.
- Ask students to change the sentence to reported speech and write the answer on the board (*Robert told his friend that he loved his job because it was exciting.*). Point out the changes in pronoun (*I* became *he*) and the possessive adjective (*my* became *his*). Explain that this is because the direct statement shows what Robert himself said in the first person, but the reported speech is in the third person because someone else is reporting what Robert said.

C

- Ask students to look back at the Reading article on page 110 again and to read the first sentence in paragraph 5. Elicit that this is an example of a reported question and what this question would be in direct speech (‘*Which photos from your career are you particularly fond of?*’ I asked him.). Point out the change in word order in the direct question form.
- Ask students to read the direct and reported questions in C on page 113 and to underline the words that have changed in the two reported questions.
- Ask students to read through the rules from start to finish once and to look back at the example sentences with direct and reported questions to think about the changes before they write any answers.
- Ask students to do the task individually, but check as a class.

Answers

a ask b if, whether

Now read the Grammar Reference on pages 172 & 173 (9.1 to 9.3) with your students.

D

- Explain to students that they should read the first sentence carefully and underline the words in direct speech that they have to change to complete the second sentence in reported speech.
- Ask students to look at sentence 1 and to look back at the table in A here and the Grammar Reference on pages 172 & 173 if necessary. Elicit which words they should change to complete the second sentence in reported speech (*My, wants*) and what else they have to change (punctuation marks). Check that students have the correct answer before they complete the rest of the task. Point out that they can use the word *that* to introduce the reported speech, but the answer is also correct without it.
- Remind students to look back at the examples and grammar rules in A the Grammar box on this page and the Grammar Reference on pages 172 & 173 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 (that) her sister wanted to hire a photographer for her wedding.
- 2 (that) they had decided to apply for jobs abroad.
- 3 (that) she had been working as a nurse when he had met her.
- 4 why Tony had been sacked.
- 5 (that) the employees were expecting a pay rise the next/following month.
- 6 when that company was going to hire more people.
- 7 if/whether that man had the right qualifications.
- 8 (that) Mr Wilson might be promoted that month.

Teaching Tip

Remind students to refer to the Grammar Reference pages to see which grammar rule matches their answers and to refer back to it if they make a mistake to understand why they were wrong. Remind them to ask you if they have difficulty understanding a grammar rule and so that you can go over any points that they need help with before they move on.

E

- Ask students to read the instructions and check that they understand what they have to do. Encourage them to look back at the grammar box and the answers in D to remind them of the types of mistakes to look for.
- Explain to students that they should read through each sentence carefully to focus on tenses, words that show time or place, word order and the reporting verbs before rewriting the sentences.

9 Making a Living

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

Answers

- I asked when he had applied for the job.
- The director said that the company had done well that year.
- Tom told us that his parents had retired two years before.
- We asked John if he would get the job.
- She told me the wages had been paid the previous day.
- I asked where Jane could be.

Listening

A

- Explain to students that the sentences in 1-5 give examples of things people say showing how they feel about their jobs and that these words may appear either as key words in listening task questions or in a recording. Remind them that when they read sentences or questions before a listening task they should always think of other forms of the key words and phrases as it's unlikely they'll hear the exact words on the recording.
- Ask students to read the sentences and the options and to focus on the meaning of the statements made about work. Explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- 1a 2a 3a 4b 5a

B

- Explain to students that they are now going to hear six people giving their opinion about work-related issues. Ask them to read both of the sentences in 1-6 to underline the key words and the differences between the options. Explain that they will hear the speakers using words with a similar meaning to those in the options. Remind them to think of other forms of the key words and phrases as it's unlikely they'll hear the exact words on the recording. Explain anything they don't understand.
- Play the recording once all the way through and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to circle any answers they haven't already chosen.
- Check the answers as a class and ask students to justify their answers.

Answers

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

Teaching Tip

Remind students that in multiple-matching listening tasks, they will hear the recording played twice. Tell them to write the answers they are sure about the first time they listen. Remind them that they can fill in any missing answers the second time they listen and this also gives them a chance to check their answers. Remind them that, if they are still unsure about answers, a guess is always better than an unanswered question.

C

- Ask students to read the information in the Exam Close-up. Point out that the sentences in A gave some examples of 'red herrings'. Ask them to quickly look back at the task in B and to focus on whether each speaker says something negative or positive as they listen.
- Tell students that they will hear five different monologues about people's jobs. Ask them to look at the photo below and elicit what kind of job this shows (firefighter) and then to skim read the sentences A-F to see which ones they think could be said about this job (A-E) and which they would not expect to hear about it (F).
- Ask students to read the instructions and remind them that in this task type, there are fewer speakers than the number of statements about what they say and elicit that there are three extra statements here. Remind them that they will hear words related to all the statements mentioned, but that only five of them are correct.
- Give students time to read through the statements to identify key words and think of other forms of them before they listen. Remind them to listen for 'red herrings', such as negative and positive words in the same sentence.
- Play the recording once all the way through and ask students to note their answers before playing it again.

D

- Play the recording again all the way through and ask students to check their answers and to complete any missing answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Check the answers as a class and ask students to justify their answers.

Answers

- 1E 2F 3A 4D 5B

Speaking

A

- Ask students to read the two questions and answer any queries they may have about them. Make sure they understand that *volunteer work* means *unpaid work*.
- Ask students to work in pairs to take turns to ask and answer the questions about themselves.

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

B

- Ask students to read the instructions and make sure they understand what to do. Answer any queries they may have. Read the list of adjectives and ask students to repeat them. Correct their pronunciation where necessary.
- Point out that students have already seen or heard these words in this unit and ask them to think about whether they have a positive or a negative meaning.
- Ask students to do the task on their own and then to discuss their answers with a partner.
- Check as a class by asking one student to read out the advantages and another to read out the disadvantages. Ask students to justify the answers.

Answers

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

C

- Ask students to read the information in the *Exam Close-up*. Elicit reasons why they shouldn't give one word answers (eg full answers show that they know how to express themselves properly, and they are more polite, one-word answers can seem rude, they are not helpful and don't give enough detail to make things clear).
- Ask students to read the *Exam Task* and ask them in which part of the task they have to give the most reasons and expand their answers (when comparing photos).
- Read the *Useful Expressions* to the students and explain that we use these structures in order to compare the different aspects of a topic and to expand ideas by giving other options.
- Ask students to practise using these structures when they are comparing the photos and answering the questions about them in the *Exam Task*.
- Ask students to read the instructions and decide who will be Student A and who will be Student B. Then ask them to read their information for the task. Remind them that they are asked to take turns at talking about two photographs and then to answer a question about their partner's photographs.
- Ask them what they have to do when they are asked to compare photographs and elicit that they should discuss their similarities and differences.
- Ask students to do the task in pairs. Remind them to use the *Useful Expressions* to compare the different aspects of the topics and to expand ideas by giving reasons. Tell them they can also use some of the adjectives from task B to describe different aspects of the jobs shown. Give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any

mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

- Ask some pairs to answer the questions in front of the class.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

Remind students that when doing the Speaking task in the *Exam Task* that they will have to listen without interrupting while their partner speaks each time and they will have to answer the questions in separate turns as this type of speaking task is not a discussion.

Ideas Focus

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

Answers

Students' own answers

Extra Class Activity

- If there is time you might like to give students another similar task to practise comparing photographs and discussing different jobs.
- Prepare different pairs of photographs of people in different working situations, trying to include a variety of contrasting environments and job types. You could use photos from magazines, newspapers or the Internet.
- Give each pair of students two sets of photographs and ask them to carry out the task in the same way as in the *Exam task*.
- Remind them to use the *Useful Expressions* to connect and expand their ideas. Give each pair enough time to talk about both sets of pictures. Monitor them as they are speaking and deal with any problems in pronunciation or structure.

9 Making a Living

Grammar

A

- Ask students to read the two pairs of sentences. Elicit that the first pair of sentences show a command and that the second pair show a request.
- Ask students to underline the words that have changed in the reported speech in the second sentence of each pair.

Answers

1 be late 2 fill in

B

- Ask students to read through the rules from start to finish once and to look back at the example sentences with direct and reported commands and requests to think about the changes they noticed before they write any answers.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

a full infinitive b tell c ask

Be careful!

- Read the sentence in *Be careful!* to the students. Ask them what changes they remember that occur in reported statements. Elicit that most verb tenses move one step back into the past, there are changes in expressions of time and place, as well as in pronouns, possessive adjectives, and in word order in reported questions.

C

- Ask students to look back at task A and to say what they notice about the reporting verbs in the first pair of sentences. Elicit that *said* in the direct speech became *told* in reported speech. Remind them that the verb *tell* is always followed by an object. Then ask them to read the second pair of sentences again. Elicit that *said* has changed to *asked* in reported speech because this used to report questions and requests.
- Ask students to read the instructions in C and make sure they understand what they have to do. Explain that they should think about the meaning of the whole sentence in each of the examples of reported speech and not just look at the individual words which have been changed.
- Ask students to do the task individually, but check as a class.

Answer

promised

D

- Explain that this task focuses on two more reporting verbs with different meanings. Ask students to discuss with a partner an incident where they advised someone to do something and an incident where they refused to do something.

- Ask students to read through both the pairs of sentences from start to finish to think about the meanings before they write any answers.
- Ask students to do the task individually, but check as a class.

Answers

1 refused 2 advised

Be careful!

- Read the information and the examples in *Be careful!* to the students. Ask them to look back at the reporting verbs in B and C and to underline the full infinitives after the verbs *promised*, *advised* and *refused* so that they can remember them easily. Then ask them to underline the gerund after the verb *denied* in the example here.
- Elicit any other reporting verbs that students know which are followed by full infinitives or gerunds before reading the Grammar Reference.

Teaching Tip

Make sure students understand the difference in meaning between *refuse* and *deny*. Point out that *refuse* means *say you don't want something or you won't do something*, and that *deny* means *say that you didn't do something*.

Now read the Grammar Reference on page 173 (9.4 & 9.5) with your students.

E

- Ask students to read the instructions and make sure they understand what to do.
- Tell them to read the direct speech carefully and to underline the words in the direct speech that they have to change to complete the second sentence in reported speech.
- Remind students to look back at the examples in the grammar box here and the Grammar Reference on page 173 if they need help.
- Ask students to do the task individually, but check as a class.

Answers

- to make an effort to finish the report the next/following day
- not to forget to place an advert for the job vacancy
- to be on time for our meeting that afternoon
- not to waste time surfing the Net during work hours
- to get in touch with the sales department for information
- to make an appointment with the manager if I wanted to see him

F

- Ask students to read the instructions and make sure they understand what to do. Read the reporting verbs in the yellow box and ask students to repeat them. Correct their pronunciation where necessary.

- Tell students to read sentences 1-6 before they write any answers to see which reporting verbs fit the meanings. Remind them to read the direct speech carefully and to underline the words that they have to change to complete the second sentence in reported speech.
- Tell students to think about whether the reporting verb is followed by a full infinitive or a gerund. Remind students to look back at the examples in the grammar box here and the Grammar Reference on page 173 if they need help.
- Ask students to do the task individually, but check as a class.

Answers

- 1 denied making a mistake in the report
- 2 reminded me to lock the door before going home
- 3 suggested promoting Mrs Jennings to manager
- 4 offered to call the applicant
- 5 apologised for being late for work again
- 6 advised her brother to get a reference from his previous employer

Use your English

A

- Explain to students that the words in bold in each sentence in 1-6 are work-related collocations and expressions. Read the phrases in bold and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we often use collocations and expressions like these particularly in conversation or informal writing.
- Ask students to read the sentence beginnings and the options before choosing the correct answers. Remind them that they have to consider the meaning of the whole phrase and not just focus on the individual words.
- Ask students to do the task individually, but check the answers as a class. Explain anything they don't understand.

Answers

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

B

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the collocations and expressions from A in the correct form.
- Explain to students that they should read through all sentences 1-6 quickly before writing any answers. Ask them to focus on the meanings of the expressions in A to choose the one that fits the meaning of each sentence best. Ask them which sentences could be about the two photos next to task 1 (3, 6).
- Ask students to do the task individually, but check as a class.

- | | |
|------------------------|-------------------|
| 1 get the sack | 4 lay off |
| 2 launch a new product | 5 reject an offer |
| 3 take on staff | 6 works shifts |

Answers

C

- Read the prepositions in the yellow box to the students and explain that they will use these to complete the sentences. Point out that they should use all of the prepositions at least once and that some will appear more than once.
- Ask students to skim read the sentences carefully without filling in any answers yet, and to pay attention to the words before or after the gap and to try to think of a preposition which follows or precedes the words.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------|-----------------|
| 1 to, at | 5 of, In |
| 2 for, in | 6 In, on, about |
| 3 to, by | 7 On, on, to |
| 4 with | 8 in, in |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions, and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on the two questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students the questions below using expressions from A to encourage further discussion, making sure each student answers at least one question.
 - Can you think of any product that has been launched recently? What is it and what is it for?
Who do you think it might be useful for?
 - For what reasons do you think a boss should give someone the sack?
 - Would you like to do a job where you have to work shifts? Why? Why not?
 - What type of companies are taking on most workers in your country?
 - What type of companies are laying people off most in your country?
 - Have you ever rejected an offer? What was the offer and why did you reject it?

Answers

Students' own answers

9 Making a Living

Writing: a report

- Ask students to read the *Learning Focus* on presenting factual information. Remind them of the passive structures they learnt in Unit 8 to make their writing more formal and to present ideas more objectively. Point out that reported speech is also more formal and objective than direct speech.
- Ask students to look at the photo on the right and ask them what they notice about the situation. Then ask them to write about it in pairs. Encourage them to use formal language. Ask them to think about what problem this shows and to suggest a heading for a report on this issue. Point out that a good heading should tell the reader what the report is about without using too many words. Elicit their answers and explain that these are observations. Then ask them what they suggest can be done to improve the situation and explain that these are recommendations for future action.
- Once students have written their observations and recommendations about the situation in the photo, ask each pair to tell the class one observation and to make a recommendation until every pair has had a chance to speak.
- Answer any queries students still have about the information in presenting factual information.

A

- Ask students to read the instructions and check that they understand what they have to do. Encourage them to look back at the information to help them choose the correct answer.
- Explain to students that they should read through each of the options 1-6 quickly to understand whether they are stating an aim, or whether they are about something that happened in the past, or about a future action before writing any answers.
- Ask students to do the task individually, but check as a class.

Answers

1O 2O 3H 4R 5R 6H

B

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

Answers

Students should underline the following key words: *report, your experience focusing on health and safety matters, suggest some solutions*

I am asked to do two things: write a report focusing on health and safety matters and suggest some solutions.

C

- Read the headings in the yellow box and ask students to repeat them. Correct their pronunciation where necessary. Explain any words that students don't understand.
- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read the whole report and all the options before they choose the answers in 1-6. Remind them to look at the words before and after the options to see which phrase will fit the context and then to choose the one which best fits the meaning. Remind them to think about which phrases are more formal.
- Ask students to read the headings again and then to read the report again to check their answers and to match each heading with the correct paragraphs A-D.
- Ask students to do the task individually, but check as a class.

Answers

- 1 was wrong with
2 serious problem with
3 were rarely on duty
4 Furthermore,
5 outsiders could enter the school
6 the gates should be locked

- A Introduction
B Supervision of pupils
C General organisation
D Recommendations for future action

D

- Ask students to read the instructions and make sure they understand what they have to do. Tell students to underline the parts in the example report which show whether each of the sentences 1-5 is true or false to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

1F 2T 3T 4T 5T

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the example report on page 118 and to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.
- Make sure students understand that they should number the paragraphs in the report 1-4 and then match them with a-d depending on the information in each paragraph. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a2 b4 c1 d3

F

- Read the *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do. Point out that they should read all the definitions 1-6 before they write any answers and then look at the list of *Useful Expressions* to find the word that matches each definition.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------------|----------------------|
| 1 salary | 4 Working hours |
| 2 break | 5 benefit/perk/bonus |
| 3 Job satisfaction | 6 Deadlines |

G

- Ask students to read the information in *Exam Close-up* and remind them that some of these also appeared in the *Useful Expressions* for Considering alternatives in the speaking tasks on page 115.
- Ask students to look back at the example report in C and to underline the examples of linking words in each paragraph (*Paragraph 2 For instance, Consequently; Paragraph 3 Furthermore, For example, As a result, Also; Paragraph 4 In conclusion, Similarly, Finally*).
- Remind students that the *Over to you!* section in writing introduces a task for them to write.
- Ask students to read the instructions and to underline three things they are advised to do (*make a paragraph plan, present information in a clear way, use headings*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer the questions in B about their task.
 - How many things are you asked to do? (two)
 - What are they? (*write a report with your observations about your summer job in a cafeteria which you didn't like, make recommendations about what could be done to improve it*)

Teaching Tip

Explain that while it is good to use formal linking expressions and phrases to connect ideas, students shouldn't use too many of them or their writing will seem unnatural and won't flow well. Point out that we usually use most of these expressions in formal or semi-formal writing only.

H

- If time allows, ask students to make a plan for their report in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and check-list for reports on page 184 when writing their report.

Suggested answer**Plan**

- Paragraph 1:** State the purpose of the report.
Paragraph 2: Discuss the most serious issue.
Paragraph 3: Discuss another issue.
Paragraph 4: Sum up the main points and make some suggestions.

Suggested answer*Working Conditions at The Cave Cafeteria***Introduction**

The aim of this report is to say what was wrong with working conditions while I was employed as a waiter at *The Cave Cafeteria*.

Atmosphere

The most serious problem was the atmosphere in the work place. For instance, when staff arrived to begin their shifts, the management never welcomed them or greeted them in a friendly manner. Consequently, staff felt that they were unimportant as individuals to management.

Salary

Furthermore, the salaries paid to staff were very low. For example, several workers were paid a wage that was actually below the minimum wage set by the government. As a result, staff felt as though they were being treated unfairly. Also, staff received no benefits or perks whatsoever despite working extra hours on several occasions.

Recommendations for future action

In conclusion, working conditions for staff could be improved in several ways. First, management could be better trained so that they treat the staff politely and respectfully. Secondly, wages should be increased. Finally, *The Cave Cafeteria* would be a much nicer place to work if staff were given bonuses or other perks.

Useful Expressions

- Ask students to work in pairs and to practise using the words and phrases in *Useful Expressions*. Point out that they can use some of these words and phrases in their own report.



9 Wildfire Photographer

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about another professional photographer. Ask them to look at the globe and to guess where Mark Thiessen is from. Elicit that he is from the USA.
- Ask students to read the three questions and answer any queries they may have about them. Ask them to work in pairs to discuss the questions. Tell them to look back at the article on page 110 to remind them of skills that a photographer needs.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Elicit the meaning of *wildfire* and what students think a *wildfire photographer* does. Ask each pair to say one of the advantages and disadvantages of this job and repeat until each pair has had a turn. Elicit the skills that they think a photographer needs.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Background Information

Since 1990, Mark Thiessen has worked as a photographer with National Geographic. His photographs are regularly featured in several magazines which are published by the National Geographic Society. In 1996, Thiessen began a personal photography project on wildland firefighters, and as a result he travels to wildfires every summer to document them.

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand.
- Ask them to think about which sentences may be true before watching.
- Play the video all the way through without stopping and ask students to write the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different.

- Check the answers as a class.

Answers

- | | |
|---|--|
| 1 F (he doesn't get to photograph ... wild animals) (00.25) | fires) (01.04) |
| 2 F (he takes his equipment ... west to photograph | 3 T (02.07) |
| | 4 T (02.31) |
| | 5 T (03.18) |
| | 6 F (he feels tired, but also excited) (03.39) |

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N, Adj or V beside each of the words depending on whether it is a noun, an adjective, or a verb.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing in each gap.
- Tell students to read back through their answers once they have finished to make sure they make sense.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|---------------|---------------|
| 1 majority | 5 terrifying |
| 2 occur | 6 occupation |
| 3 responsible | 7 significant |
| 4 race | 8 opportunity |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions and answer any questions they might have about them.
- Ask students to work in pairs and explain that they should both give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

Answers

Students' own answers

10 See the World

Reading:	multiple-choice, choosing the best option carefully
Vocabulary:	holiday- & travel-related words
Grammar:	conditionals: zero, first, second & third, mixed conditionals, conditionals without <i>if</i> , <i>wish</i> & <i>if only</i>
Listening:	multiple-choice, identifying emotions
Speaking:	talking about holidays, decision making, showing interest, showing that you are listening
Use your English:	word formation, phrasal verbs
Writing:	article (2), using descriptive adjectives, idiomatic expressions, using interesting language

Unit opener

- Ask students to look at the title of the unit and to describe the photo on page 121. Elicit what they already know about the part of the world where the photo was taken and why they think people might be interested in seeing this landscape.
- Make sure students know where the Grand Canyon is on a world map. Encourage them to discuss as a class whether they would like to visit this place and what other parts of the world they would like to see.

Background Information

The Grand Canyon is a steep rock formation which was created by the Colorado River in the state of Arizona. The Canyon is considered to be one of Seven Natural Wonders of the World. Most of the area is part of the Grand Canyon National Park, one of the first national parks in the United States. The park became a National Heritage Site in 1979. The Grand Canyon is 446 km long, up to 29 km wide and up to 1.6 km deep. Geologists believe that the Colorado River began to flow through the area 17 million years ago and ever since, it has been eroding the rock to form the canyon that we can see today. Millions of visitors come to see the canyon every year.

Teaching Tip

You might find it useful to have a world map or a globe in the classroom to show the locations of the places mentioned in this unit. Ask students to come up and point to where they think each place is on the map. Correct them where necessary. This will give them a clearer picture of where places are in relation to their own country, thus expanding their knowledge and awareness of the world around us.

- Ask students to work on their own first to rank the countries in the order they would most like to visit. Make sure they understand that they should number them from 1 (*the one they'd most like to visit*) down to 8 (*the one they'd least like to visit*). Then ask them to work in groups of four to compare and discuss their answers.
- Write the numbers 1-8 on the board. Call out each of the countries and ask students from each group to report on how each of them ranked each country. Note the number of students who chose each country under each ranking.
- Draw a model bar chart on the board as an example with numbers from 1-8 on the left side of the graph and the names of the countries along the bottom line. Ask students to work in groups to draw bar graphs to show the results of how popular each country is with their classmates. Ask the groups to show their bar charts to the class and to discuss which country is the most popular and which is the least popular.

B

- Ask students to look at the photos and the captions above the text on pages 122-123. Elicit which country they were taken in (*Iceland*) and ask students what they remember about Iceland from the photo on page 83, Unit 7 (*one of its volcanoes erupted in April 2010*). Ask them to describe the photos on pages 122-123 and ask them to discuss how they contrast with the photo on page 83.
- Explain that students are going to read an article about Iceland. Ask them to read the instructions in B and check that they understand what they have to do. Give them time to read the article, reminding them to skim read to find the relevant information. Remind them that they don't have to read in detail as they will have another opportunity to read the article.
- Ask students to do the task individually, but check as a class.

Reading

A

- Ask students to read the instructions and the list of countries. Answer any questions they have about them and make sure students understand where they are located on the world map.

Answer

just over 310,000 people

10 See the World

Word Focus

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

C

- Ask students to read the information in the *Exam Close-up* on page 123. Ask a student to explain what it says in his or her own words.
- Tell students to read the article again to find out which paragraphs these types of topics appear in (geography - paragraphs 1 & 3; weather - paragraph 2; history - paragraphs 1 & 2; places to see – paragraphs 2, 3, & 5; things to do – paragraphs 2, 4 & 5).
- Ask students to read the instructions and questions 1-6 with their options in the *Exam Task*. Explain anything students don't understand.
- Explain to students that they should underline the information in the article that helps them to choose the correct answer to each question. Remind them to think about what kind of information is given in each part of the article so that they know where to look for the answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 b (paragraph 4: there are a number of hot springs around the island. All are heated naturally by underground volcanic activity.)
- 2 c (paragraph 1: However, it isn't long before this link with the past is cruelly cut as I am told to safely store my rucksack ... the familiar metal tube along with me.)
- 3 a (paragraph 5: Submerged in 38°C skin improving, curing waters ... think of a country of greater contrast.)
- 4 a (b - paragraph 3: ... the extraordinarily long summer days with up to 22 hours of daylight ... ; c – paragraph 4: As a result, Iceland burns ... and has some of the cleanest air in the world.; d – paragraph 1: In fact, I do rather feel like a modern Viking explorer following in the footsteps of those who migrated there from northern Europe more than a thousand years before me.)
- 5 d (paragraph 5: Iceland justifiably retains the reputation for being ... travel destinations – for this adventurous traveller that equals perfection.)
- 6 a (from the whole meaning, and specifically paragraph 2: ... thanks to its impressive art collections and museums, and lively nightlife. paragraph 4: But there's much more to Iceland than partying.)

D

- Ask students to look at the words in the yellow box and to find these words in the text (they are underlined). Read each word to students and ask them to repeat them. Correct their pronunciation where necessary.
- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences in the article each word is in.
- Ask students to read the text for gist before they fill in any answers. Ask them which country it is about (*India*) and whether it presents the country in a positive or negative way (*positive*).
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|----------------|
| 1 architecture | 3 port of call |
| 2 landscapes | 4 destination |

Ideas Focus

- Ask students to read the instructions and the quote. Ask them whether they have heard it before and if they have heard of the person who said it.
- Ask students to work in pairs to discuss the quotes and say whether they agree with it or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with the quote and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Background Information

Paul Theroux (1941-present) is an American travel writer and novelist. His best known work of travel writing is *The Great Railway Bazaar* (1975). He has also written many fictional novels, some of which were made into feature films, for example, *The Mosquito Coast*.

Vocabulary

A

- Explain that this text is about the place shown in the photo on the right of the page. Ask students to look at the photo and ask them what impression it makes on them.
- Ask students to read the instructions and check that they understand what they have to do. Remind them to read the whole text from start to finish before circling any answers.

- Explain to students that the options may have a similar meaning, and that they have to circle the one which is correct in the context of the text.
- Ask students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

1 traveller	4 columns
2 sites	5 formation
3 track	6 way

B

- Ask students to cover up the words in the yellow box and to work with a partner to try to guess what the pictures show.
- Read the words in the yellow box to the class and ask them to repeat. Correct their pronunciation where necessary.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

1 cruise	4 sightseeing
2 rucksack	5 coach tour
3 caravan	6 hiking

C

- Ask students to read the instructions and check that they understand what they have to do. Explain that they should match the word or phrase in bold with the word from the yellow box which has the same meaning.
- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary.
- Explain to students that they should read through all the sentences before they replace the words in bold.
- Ask students to do the task individually, but check the answers as a class.

Answers

1 currency	4 voyage
2 cuisine	5 resort
3 itinerary	

Teaching Tip

Encourage students to rewrite the complete sentences from C in their vocabulary notebooks using the correct words which replaced the words in bold to help them remember them in context. Remind them also to make a note of the words with their English definitions.

Ideas Focus

- Ask students to read the two questions and answer any questions they might have about them.
- Ask students to work in pairs to discuss their opinions and to give their reasons.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

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

Answers

Students' own answers

Grammar

- Before students read the Grammar box, list the headings Zero conditional, First conditional, Second conditional and Third conditional on the board. Write the sentences below and ask students which kind of conditionals they are.
 - If you love culture, you'll really enjoy this place. (first)
 - If exploring caves and glaciers doesn't interest you, head south. (zero)
- Elicit the verb tenses used in the if clause and in the result clause of each conditional (zero: Present Simple, Present Simple; first: Present Simple, Future Simple; second: Past Simple, would + bare infinitive; third: Past Perfect, would + have + past participle). Point out that conditionals can be formed with modal verbs instead of will or would.
- Explain that students are going to revise the use of these conditionals and learn about mixed conditionals in this lesson.

A

- Read the instructions with the students and make sure they understand what they have to do. Ask students to read the examples of each type of conditional and to underline the verb in the if clause and in the result clause of each one before they answer questions 1-4.
- Ask students to do the task on their own, and then to discuss their answers in pairs.
- Check as a class.

Answers

1 Third conditional	3 Second conditional
2 First conditional	4 Zero conditional

B

- Read the instructions with the students and make sure they understand what to do. Ask students to underline the verb forms in both parts of the sentence here.
- Ask students to do the task individually, but check as a class.

Answers

1 Third conditional	2 Second conditional
---------------------	----------------------

C

- Ask students to read through the rules from start to finish once and to look back at the example sentence in B to focus on which part of the sentence shows the hypothetical past situation and which shows the present result before they write any answers.

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

Answers

2 Past perfect, would

Teaching Tip

Point out that we can also use modal verbs (*must*, *may*, *might*, *can*, *could*, etc) instead of *would* in the result clause of a mixed conditional sentence.

Now read the Grammar Reference on page 173 & 174 (10.1 to 10.5) with your students.

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentence 1 and ask them whether the missing information is about a hypothetical situation or event, or a result (*hypothetical situation – because this begins with If*). Elicit which tense is used in the result clause (*Future Simple*) and which type of conditional this is (*first*). Remind them to look back at the Grammar box here and the Grammar Reference on pages 173 & 174 if they need help here.
- Remind students to use the verbs shown in brackets in the correct form and to pay attention to the subject of the verb and whether the verbs are positive or negative.
- Ask students to do the task individually, but check as a class.
- Once the answers have been checked, ask students to look at the photo and to say which sentence in C refers to this place (7).

Answers

- | | |
|-------------------|------------------|
| 1 don't take | 5 check in |
| 2 is | 6 aren't able to |
| 3 didn't like | 7 would/'d visit |
| 4 would have gone | 8 had read |

E

- Ask students to read the instructions and make sure they understand what to do. Tell them to read each sentence carefully and to underline the words they will have to change to complete it as a mixed conditional.
- Tell students to think about which part of the sentence shows a present result and which shows a hypothetical past event or situation. Remind them to look back at the examples in B and the Grammar Reference on pages 173-174 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | |
|--|
| 1 had brought, could/would be able to hire |
| 2 hadn't booked, would have to pay extra |
| 3 had done, would know |
| 4 hadn't saved, wouldn't be able to |
| 5 had taken, wouldn't be |

Extra Class Activity

For further practice of conditionals, you might like to ask students to work in small groups to make conditional sentences about the photo at the top of the page. Encourage them to form a chain story in their groups with one conditional sentence linking to another, for example, one student could say: *If I had enough money I would visit this island.*, then the next could continue: *If I visited to this island, I'd ...*, and so on around the group until each student has made two conditional sentences.

Listening

A

- Remind students that in some multiple-choice listening tasks the words they hear on the recording may not be exactly the same as those in the options, but they will hear words that have a similar meaning.
- Ask students to look at the groups of words in task A. Explain that the words are all related to the theme of travelling in some way. Say each of the words in the task and ask the students to repeat them. Deal with any problems in pronunciation.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Ask students to explain why one of the words is the odd word out.

Answers

- 1 hotel (*The others are parts of a ship, but a hotel is a building.*)
- 2 location (*The others are something you look at and perhaps admire, but a location is the place where something is.*)
- 3 excited (*The others convey the meaning of unhappiness because of thinking about problems or bad things that could happen.*)
- 4 exhausting (*Exhausting means tiring, but the others have a positive meaning that is the opposite of this.*)
- 5 flying (*The others are ways of walking, but you go flying in a plane or helicopter.*)
- 6 patient (*The others are something you feel unhappy about because of a difficult or unpleasant situation.*)

B

- Ask students to read the information in the Exam Close-up. Remind them that the words they hear on the recording may not be exactly the same as those in the options, but they will hear words that have a similar meaning or are directly related to them. Tell them that it is important to focus on the key words in each question and the options to prepare them to listen for words or phrases related to them when they hear them.
- Tell students that they will hear five people talking about different emotions they are feeling.

- Ask students to read the instructions and point out that in this task, there are the same number of speakers as the number of emotions. Remind that they will have to listen carefully for words related to each of them.
- Play the recording all the way through and ask students to note their answers. Then ask them to compare their answers with a partner's and to justify any differences they might have.
- If necessary, play the recording again all the way through and ask students to check their answers and complete any missing answers.
- Check the answers as a class.

Answers

1d 2e 3c 4b 5a

C

- Ask students to read the instructions and make sure they know what to do. Explain that they will hear the same recording again and this time they have to write the key words which helped them find each type of emotion.
- Play the recording again, pausing after each speaker to give students time to write the words. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Check the answers as a class by asking different students to write each answer on the board. Explain the meaning of any words students don't know. Deal with any problems in pronunciation or spelling where necessary.

Answers

- 1 Oh, no ... haven't finished
- 2 I'm not sure ... she might
- 3 I don't like it!
- 4 Oh, dear ... I wish I was ...
- 5 Look! How fantastic ... I can't wait.

D

- Tell students that they will hear eight different dialogues or monologues about different situations related to travel. Explain that they will hear each situation twice before they hear the next situation.
- Ask students to read the instructions and make sure they understand what they have to do.
- Give students time to read through the questions and options and answer any questions they may have about them.
- Play the first situation once and stop the recording.
- Ask students to note their answer before they hear it again. Play the situation again and check the answer to question 1. Ask students which words or phrases led them to the answer before playing the rest of the recording (*I desperately want to get our holiday booked, but we can't do anything until my husband knows which days he can take off work, ... I wish my husband's boss would hurry up ... otherwise we might not be able to go!*). Elicit also that the woman's tone of voice shows that she is annoyed.
- Play the recording all the way through and ask students to mark their answers the first time they hear each situation.

E

- Ask them to check their answers and to complete any answers the second time they hear it. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Check the answers as a class and ask students to justify their answers.

Answers

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

Speaking

A

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

B

- Ask students to read the instructions and make sure they understand what to do. Ask them whether they have ever been on a camping holiday and explain that if so, they can use their own experience about which of these items they found useful. If they have never been camping, they can choose the ones they think might be useful.
- Make sure they understand the ranking system before they begin the task. Give students time to read the list of items and put them in order. Answer any questions they have about them. Then ask them to work in pairs to discuss their reasons for their choices. Go round the class monitoring their progress as they work. Correct their pronunciation where necessary.
- Ask some pairs to say what they think is the most useful and least useful item. Make sure they can justify their ideas. Correct their pronunciation where necessary.

C

- Ask students to read the information in the Exam Close-up. Remind them that it is important to justify their answers as this will make the conversation flow more naturally, and that if their partner doesn't have much to say, they should try to encourage them to speak by asking if they agree or disagree with different points.
- Remind them to use the expressions they have learnt in previous units to persuade and convince their partner about which choices to make. Encourage them to use the expressions in the Speaking Reference on page 186 in addition to the Useful Expressions on this page. Remind them that they should try to discuss all the items and to give reasons why they think they are important or not.

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- Remind them it is polite to look interested in the conversation and to make eye contact with each other. Nodding their head is another way of showing interest in what they are discussing.
- Read the *Useful Expressions* to the students and explain that we use these structures in order show interest and agreement with what our partner is saying.
- Remind students to use these expressions when they are discussing the topics in C.
- Ask students to read the instructions and remind them that when they are doing a decision-making task it's important to consider all the options and to say why their choices are the most appropriate for the situation.
- Ask them to read the task and to underline the key words that tell them what to do. Then ask them these questions.
 - What kind of decision do you have to make? (which items to choose for a camping trip)
 - How many items do you have to discuss? (five)
 - What should be the focus of the discussion? (how important each item is for a week's camping trip in the mountains)
 - What else should you remember to do? (give reasons to justify your preferences)
- Ask them to look at the five pictures and to look back at the list of items in B to help them identify some of the items the pictures show (1 laptop, 2 map, 3 first aid kit, 4 torch, 5 tinned food).
- Ask students to do the task in pairs and tell them to bear in mind the answers they gave to the questions you have just asked them as they are discussing the items. Remind them to use the *Useful Expressions* to agree with their partner about which items to choose by giving reasons for their preferences. Give each pair enough time to reach a decision.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the class which two items they chose and why.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Teaching Tip

Remind students that they should discuss all the items in C and suggest that they both try to give at least one reason why each item is or isn't important before they reach a final decision.

Ideas Focus

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take turns to answer the questions. Encourage them to use the *Useful Expressions* when giving their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask other students if they agree or if they have something else to add.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Grammar

- Remind students of the uses of the conditionals and elicit the different tenses used to form each type of conditional.

A

- Ask students to read sentences 1-3 and to think about the meanings of the sentences and of the words in bold. Elicit which type of conditional these sentences are (*first*, *second*).
- Ask students to read questions a-c and to do the task in pairs to encourage discussion.
- Check the answers as a class.

Answers

a yes
b if

c if ... not

B

- Ask students to read sentences 1-2 and to think about the meanings of the sentences and of the words in bold. Elicit which type of conditional these sentences are (*a first*, *b second*).
- Ask students to read questions a-b and to match the meanings with the words in bold from sentences 1-2.
- Ask students to do the task in pairs to encourage discussion.
- Check the answers as a class.

Answers

a Supposing
b otherwise

C

- Ask students to read sentences 1-3 and to think about the meanings of the sentences. Explain that the phrases *I wish* and *If only* have the same meaning.
- Ask students to read questions a-c and to read sentences 1-3 again to focus on the verb tenses.
- Ask students to do the task in pairs to encourage discussion.
- Check the answers as a class.

Answers

a2 b1 and 3 c3

D

- Ask students to read through the rules from start to finish once before they write any answers. Encourage them to look back at the example sentences and their answers in C to help them find the correct answers.

Answers

1 past 2 present 3 would

Now read the Grammar Reference on page 174 (10.6 & 10.7) with your students.

E

- Ask students to read the instructions and check that they understand what they have to do. Point out that all the sentences in this task are conditionals without *if*.
- Ask students to read sentence 1 and elicit which word begins the conditional clause (*providing*) and which tense is used in this clause (*Present Simple*). Ask them what type of conditional this is part of (*first*) and elicit that the gap is in the result clause so the answer must be in *Future Simple*. Remind them to look back at the Grammar box on this page and the Grammar Reference on page 174 if they need help here.
- Remind students to pay attention to whether each verb is regular or irregular, and to note the subject of each sentence.
- Ask students to do the task individually, but check as a class.
- Once the answers have been checked, ask students to look at the photo and say which sentences in D could be about it (1, 5, 8).

Answers

- | | |
|--------------|--------------------------|
| 1 will enjoy | 7 wouldn't move |
| 2 respect | 8 weren't |
| 3 will have | 9 had booked |
| 4 go | 10 will/may/might forget |
| 5 won't get | |
| 6 tidy | |

Teaching Tip

You might like to draw students' attention to the lexical item *customs* in task E, sentences 2 and 4. Explain that the word is spelled and pronounced the same, but it has two different meanings. Ask students to read the sentences again and elicit the meaning of *local customs* (*things that people do as a traditional habit in a particular place*) compared with *go through customs* (*go through the official control point when you enter a country*).

F

- Remind students that they should read both sentences carefully and underline the information in the original sentence that is missing in the sentence they have to complete.
- Remind them that they have to use the word in bold and not to change it in any way. Tell them to look back at the examples in C in the grammar box and the Grammar Reference on page 174 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 hadn't forgotten
- 2 wouldn't make
- 3 would not/did not work
- 4 would speak
- 5 could communicate
- 6 hadn't lost

Use your English**A**

- Explain that they will complete the sentences with the correct form of the words in bold. Say each of the words one by one and ask students to repeat them. Correct their pronunciation where necessary. Ask students to say what part of speech each word is and to say what other words they can make from them.
Explain the meaning of any words students don't know.
- Ask students to read each sentence from start to finish for gist before writing any answers. Tell them to pay attention to the words before or after the gap and try to think of what part of speech is needed to fit the meaning. Explain that if an answer is likely to be a noun they should think about whether the missing word could be a person or a place and whether the plural form is needed.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|-----------------|
| 1 agency | 5 architecture |
| 2 departure | 6 landing |
| 3 boarding | 7 mountainous |
| 4 tourists | 8 accommodation |

B

- Read the phrasal verbs 1-8 and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we often use phrasal verbs particularly in conversation or informal writing.
- Ask students to read the definitions a-h on their own and explain anything they don't understand. Remind them that they have to consider the meaning of the verb + preposition (particle) together and not just focus on the verb part.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

10 See the World

Teaching Tip

If students are totally unfamiliar with these phrasal verbs, write examples on the board to illustrate the meanings in context. For example:

- I hope to get away from work for a short holiday next month.
- We checked in at our hotel and went up to our rooms to relax.
- The taxi driver dropped us off at the station.
- They set out at 7 am because they wanted to catch the 8.30 ferry.
- He got on the train and sat by the window.
- They've put up a shelter next to the metro station.
- You can get around town more quickly on a bicycle than in a car.
- She went to the port to see her friends off when they were leaving.

C

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the phrasal verbs from B in the correct form.
- Explain to students that they should read through the whole blog quickly before writing any answers. Ask them to focus on the meanings of the phrasal verbs in B to choose the one that fits the meaning best in each gap. Remind them to pay attention to the words before and after the gaps and to decide which form of the verb is correct.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|--------------|
| 1 get on | 5 drop, off |
| 2 see, off | 6 get around |
| 3 check in | 7 get away |
| 4 set out | 8 put up |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions and answer any questions they might have about them.
- Ask students to work in pairs and explain that they should both answer the two questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer a particular question and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to form two more questions of their own using different words from the vocabulary tasks and then to work in pairs to ask each other their questions.

Answers

Students' own answers

Writing: an article (2)

- Ask students to read the Learning Focus on adjectives. Explain the meaning of any terms they don't understand and answer any other queries they may have about the information.
- Explain that compound adjectives are adjectives made with two or more words which are sometimes joined by a hyphen, and that this is a good way of giving a detailed description of something in a few words.

Extra Class Activity

- Ask students to look at the photo of the place on the right and to write down as many adjectives as they can to describe this place. Encourage them to think of adjectives describing the geographic features, as well as adjectives that express their opinions of the scene. Tell them they can use adjectives from the unit or any others they know.
- Give them a few minutes to make their lists and then elicit ideas as a class.

A

- Read the adjectives 1-6 and ask students to repeat them. Deal with any problems in pronunciation.
- Elicit which of these are compound adjectives (*non-stop, fun-packed, world-famous*) and point out that they should match these with the phrase that includes the meaning of both parts of these adjectives.
- Ask students to read the definitions a-f on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do. Tell students to underline the words in the task which show whether each of the sentences 1-5 is true or false to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 F (*Fun, favourite holiday destination*)
- 2 T (*in the sun, summer holidays*)
- 3 F (*holiday destination, an article describing it*)
- 4 T (*tell us why you'd recommend it*)
- 5 T (*why you'd recommend it for summer holidays – so logically, the reasons should include holiday activities*)

C

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read the whole article before they write any answers. Then tell them to re-read the article and the words in A once again. Explain that they should look at the nouns after each gap to see which adjective will fit the meaning. Tell students to read the article again once they have finished to check their answers.
- Elicit that the article is about the place in the photo at the top of this page.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------------------|-----------------------|
| 1 picturesque | 4 breathtaking |
| 2 world-famous | 5 fun-packed |
| 3 idyllic | 6 non-stop |

D

- Ask students to read through the questions 1-4 and answer any questions they might have about them.
- Ask students to do the task individually, but check as a class.

Answers

- Funchal, Madeira
- relax by the pool, take up a water sport, go for a walk, visit botanical gardens, dine (out), socialise, swim with dolphins, surf, paraglide, party
- yes (*a pleasant surprise, lives up to even the highest expectations*)
- Students' own answers

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the model article on page 130 and to number the paragraphs 1-4. Ask them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.
- Make sure students understand that they should choose the correct description a-d depending on the information in the article. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

- a4 b3 c2 d1

F

- Read the *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and make sure they understand what they have to do.
- Explain that they should look for any positive or negative words in each expression. Remind them that we often use idiomatic expressions like these to make our writing more colourful and natural-sounding.
- Ask students to do the task in pairs to encourage discussion.
- Check the answers as a class.

Answers

Answers in order of appearance:
N, P, P, N, N, N, P, P, P

G

- Ask students to read the information in the *Exam Close-up* and elicit why the title of the model article on page 130 is appropriate (*It uses an idiomatic expression to give the message that the place is part of something that's attractive.*).
- Ask students to find an example from the model article of a rhetorical question (*Or why not combine dining and socialising at one of the Lido's many restaurants?*). Ask them how the writer has addressed the reader directly (*by using the second person, eg If you, you could, etc*). Elicit examples of idiomatic expressions from the article (*in for a pleasant surprise, There's something for everyone, won't let you down, lives up to even the highest expectations*) and imperatives (*Go for a walk, make for Madeira*).
- Ask students to read the instructions and to underline two things they are advised to do (*make a paragraph plan, use a variety of adjectives*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer these questions about their task.
 - What kind of text will you write? (*an article for a travel magazine*)
 - What type of holiday will you focus on? (*activity holiday*)
 - What will you describe? (*a bad experience on an activity holiday*)
 - What else will you explain? (*why others shouldn't go there*)
- If time allows, ask students to make a plan for their article in class, but set the writing task for homework.
- Encourage students to look at the Writing Reference and checklist for articles on page 182 to help them.

10 See the World

Suggested answer

Plan

- Paragraph 1: Introduce the resort saying where it is and what it's famous for.
- Paragraph 2: Describe activities supposedly for all tastes and say what is wrong with them.
- Paragraph 3: Describe what particularly bad experience you had.
- Paragraph 4: Sum up and give a negative recommendation.

Suggested answer

Negril – for the time of your life ... or not!

Negril, in idyllic Jamaica, with its massive sandy beaches is a resort full of surprises – but not all of them are good! If you think Negril is a haven for activity holidays, you could be in for a complete let-down.

There's supposed to be something for everyone in Negril, but due to poor organisation, many facilities fail to offer the activities that they should. If you enjoy swimming, forget it! The pools are small and often overcrowded and the beaches are overcrowded and dirty. Although the views from many of the hotels are breathtaking, the place definitely isn't worth the money.

If you want to participate in water sports like paragliding or scuba diving, Negril will come as quite a shock to you. At many of the facilities set up for these sports, there is little or no supervision and safety standards are incredibly low.

If you're looking for an activity holiday this year, keep away from Negril! Unfortunately, it will probably fail to meet your expectations.

Useful Expressions

- Explain any words that students don't know and answer any other queries they have about the expressions. Remind them that they can include expressions like these in their own article.
- If time allows, you could ask students to write sentences including these expressions.

Video**10 The Exciting Streets of Barcelona****General Note**

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch**A**

- Explain to students that in this lesson they are going to watch a video about the city of Barcelona. Before they do task A, elicit where Barcelona is (*in Spain*) and what students already know about it and ask whether any of them have been there.
- Ask students to read the information and the instructions in A. Explain that they should guess whether statements 1-5 are true or false. Ask them to read the statements 1-5 on their own and explain anything they don't understand.
- Ask students to do the task in pairs to encourage discussion. Ask some pairs to give their answers to the class, but don't correct them at this point as they will hear the answers when they watch the video.

While you watch**B**

- Explain to students that they are now going to watch the video. Ask them to look back at sentences 1-5 in task A again and to watch and listen for the information that tells them whether each statement is true or false.
- Check the answers as a class.

Answers

- | | |
|-------------|-------------|
| 1 T (00.53) | 4 T (02.24) |
| 2 F (01.08) | 5 T (03.38) |
| 3 F (01.45) | |

C

- Explain to students that they are now going to watch the video again. Ask them to read sentences 1-5 and explain anything they don't understand.
- Ask them to think about which words may be correct before watching.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------------------|---------------------|
| 1 stimulating (00.12) | 4 sight (02.44) |
| 2 inspiring (01.25) | 5 onlookers (02.52) |
| 3 remarkable (01.52) | |

After you watch**D**

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N, or Adj beside each of the words depending on whether it is a noun, or adjective.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the summary once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|--------------|
| 1 avenue | 5 practice |
| 2 port | 6 make-up |
| 3 stalls | 7 convincing |
| 4 contemporary | 8 passers-by |

Ideas Focus

- Ask students to read the questions and answer any questions they might have about them.
- Ask students to work in pairs and explain that they should both give their opinions to both questions. Encourage them to answer from their own experience. Point out that for the second question they should talk about busy streets with a lively atmosphere full of shops and people rather than streets with a lot of traffic.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer the questions and repeat until each pair has had a turn.
- Encourage students to discuss the points raised as a class.

Answers

Students' own answers

Review 5

Units 9 & 10

Objectives

- To revise vocabulary and grammar from Units 9 and 10

Revision

- Explain to students that the tasks in Review 5 are based on the material they saw in Units 9 and 10.
- Remind students that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask students to do one task at a time and then correct it immediately, or ask students to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before students do the review.

Vocabulary Revision

- Ask students to explain the difference between the following pairs of words: *destination/itinerary*, *high-risk/dead-end*, *vacancy/currency*, *scenery/cuisine* and *landing/departure*. Tell them to either give a definition, or a sentence or phrase that shows the meaning of each word.
- Write these words on the board and ask students to complete the expressions: _____ sack (get the), be _____ work (out of), be made _____ (redundant), _____ all costs (at), off the _____ track (beaten), mountain _____ (range), first _____ of call (port), letter of _____ (reference).
- Ask students to write down other words related to work or holidays and travel they remember from Units 9 and 10. Make sure they revise the words included in the Vocabulary tasks A and B.
- Write these words on the board and ask students what parts of speech they are: *reject* (verb), *hike* (verb/noun), *accommodate* (verb), *form* (verb/noun) and *assist* (verb). Ask students to write down any other parts of speech of these words that they know. Make sure that they revise the parts that they will need to complete Vocabulary task C.
- Revise the phrasal verbs from Unit 10. Say these meanings and ask students to say the phrasal verbs: start a journey (*set off/set out*), take somebody in a car somewhere and leave them there (*drop off*), arrive at a hotel and pick up your key (*check in*), make redundant (*lay off*), wave goodbye to somebody who is leaving (*see off*), and give somebody a place to stay for the night (*put up*). Tell them to think of a sentence for each one and to write them down in their notebooks.

Grammar Revision

- Write these sentences on the board.
 - If the factory hadn't closed, he wouldn't have lost his job.
 - If I were you, I'd go trekking.
 - If they go on strike, we won't have any transport tomorrow.
- Ask students which type of conditional each one is and revise the tenses associated with them. Then ask students which other words can replace if in conditionals.
- Ask students to write sentences of their own with 1st, 2nd, 3rd and mixed conditionals. Then ask them to write sentences using *I wish* and *If only*.
- Write these sentences on the board and ask students to rewrite them using the verbs *promise*, *ask*, *tell* and *advise*.
 - 'I'll never be late again!' (He/She promised that he/she would never be late again.)
 - 'When did you start work here?' (He/She asked me when I had started work there.)
 - 'I saw Jack in town two days ago.' (He/She said that he/she had seen Jack in town two days before.)
 - 'You should apply for a job in sales.' (He/She advised me to apply for a job in sales.)

Ask students to tell you what changes they have to make to the direct speech when reporting.

Vocabulary

A

- Ask students to read the whole sentence and the options to themselves before circling the correct answer. After they have finished circling their answers, tell them to read the sentences again to check their answers.
- Encourage students to look at the list of Collocations & Expressions on page 187 and the Phrasal verbs on page 189 if they need help here.

Answers

1 check in	6 redundant
2 the sack	7 currency
3 itinerary	8 at
4 dead-end	9 cuisine
5 landing	10 call

B

- Ask students to say each of the words in the yellow box as a class and then individually. Correct their pronunciation if necessary.
- Ask students to read all the sentences from start to finish before they complete any answers. After they have finished the task, ask them to read through the sentences again to check their answers.

Answers

- | | |
|---------------|-------------|
| 1 application | 5 track |
| 2 range | 6 staff |
| 3 backpack | 7 voyage |
| 4 income | 8 reference |

B

- Ask students to read each sentence carefully before writing in any answers. Tell them to decide whether the sentence is a conditional or a wish and to look for clues like the verb tense used in the other clause of the sentence.
- Encourage students to read through the sentences after they have completed them to check their answers.
- Tell them to look back at Unit 10, pages 125 & 128 Grammar boxes and Grammar References 10.1 to 10.7 on pages 173 & 174 again for a reminder if they need to.

C

- Ask students to read each sentence through carefully for gist. Ask them to note which part of speech is missing from each gap and then to fill in the correct form of the words on the right. Explain that they have to make a different part of speech by adding a suffix and that they should also think about whether to write a plural form.

Answers

- | | |
|-----------------|-------------|
| 1 rejections | 4 formation |
| 2 hiking | 5 assistant |
| 3 accommodation | 6 visitor |

D

- Ask students to read all the sentences and options to themselves before circling the correct answer. After they have finished, tell them to read the sentences again to check their answers and to make sure that neither of the other two options would fit.
- Encourage students to look at the list of Phrasal verbs on page 189 if they need help here.

Answers

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

Grammar**A**

- Explain to students that they should read the first sentence carefully to see which words they have to change to rewrite them in reported speech. Tell them to underline the verbs and any pronouns or time expressions which they might have to change.
- Encourage students to read through their completed sentences to check their answers.
- Tell students to look back at Unit 9, pages 113 & 116 Grammar boxes and Grammar References 9.1 to 9.5 on pages 172 & 173 for a reminder if they need to.

Answers

- (that) she had dropped Sandy off at the airport the previous day/the day before
- (that) they were going to interview him the next/following day
- if/whether she would try the local cuisine on holiday
- us why we had set off so late for the airport
- asked me if/whether I could work shifts that week
- not to forget the tickets
- to ask about the perks of that job
- (that) she had already done all the sightseeing that she wanted that week
- to give us a pay rise
- me to always get to work on time in the mornings

B

- Ask students to read each sentence carefully before writing in any answers. Tell them to decide whether the sentence is a conditional or a wish and to look for clues like the verb tense used in the other clause of the sentence.
- Encourage students to read through the sentences after they have completed them to check their answers.
- Tell them to look back at Unit 10, pages 125 & 128 Grammar boxes and Grammar References 10.1 to 10.7 on pages 173 & 174 again for a reminder if they need to.

Answers

- | | |
|----------------|----------------|
| 1 would you do | 4 will pay |
| 2 had applied | 5 had seen |
| 3 had gone | 6 had not been |

C

- Ask students to read each sentence and all the options carefully before circling the answers. Tell them to see whether the missing word is part of the conditional clause or the result clause and to look for clues like the verb tense used in the other part of the sentence.
- Encourage students to read through the sentences after they have completed them to check that their answers and make sure the other two options are wrong.
- Tell them to look back at Unit 10, page 128 Grammar box and Grammar References 10.6 & 10.7 on page 174 again for a reminder if they need to.

Answers

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

11 Crime Time

Reading:	multiple-choice, identifying different sections in a text
Vocabulary:	crime-related words
Grammar:	relative clauses: defining & non-defining, participle clauses
Listening:	multiple-choice, dealing with unknown words
Speaking:	talking about crime, problem solving, techniques for persuading, changing your partner's mind
Use your English:	collocations & expressions, prepositions
Writing:	essay - advantages & disadvantages, brainstorming, discussing crimes, writing conclusions

Unit opener

- Ask students to look at the title of the unit and the photo of the person breaking the car window. Ask them why they think he/she is doing this (*to steal something/to steal the car*).
- Ask students what type of crime is common in their area and how serious they think this crime is. Ask them if they know what the punishment is for this type of crime and whether they think it is fair.
- Elicit what other types of crime they know in English and what jobs they know related to dealing with criminals. Explain that they will come across some crime-related words in the Reading text.

- Ask students to read the instructions in B and check that they understand what they have to do.
- Before they read the text, ask them what the illustration on page 137 suggests about the jail (*that there is a ghost in it*).
- Ask students to skim read the text to find the relevant information. Explain that they don't have to read in detail as they will have another opportunity to read the text.
- Once students have found the answer in the text, ask them if they were surprised by this. Allow them to discuss any points they have mentioned.

Answers

People under 8 years old and people 100 years old or over
This information is found in Admission prices section.

Reading

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that these people have something to do with crime, but some of them are criminals and others have a job related to stopping, catching and punishing criminals.
- Ask students to work in pairs to encourage discussion, but check as a class.

Answers

- 1 G (*This person decides if somebody is guilty or innocent and what punishment they should receive for their crime(s).*)
- 2 B (*This person is in prison for committing a crime.*)
- 3 B (*This person sets fire to things to damage or destroy them, eg buildings, forests.*)
- 4 G (*This person looks for clues to solve crimes or mysteries.*)
- 5 B (*This person damages other people's property.*)
- 6 G (*This person protects a place or a person from criminals.*)

B

- Ask students to look at the photo above the text and ask them how it is related to the title of the article. Explain that they will read about this place in the article.

Word Focus

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

C

- Ask students to read the information in the Exam Close-up and ask a student to explain what it says in his or her own words.
- Explain that they should read through the text quickly to get a general picture of what information is in the text in the different sections. Once they have done this, they should read the multiple-choice questions carefully to see what kind of information they have to find and look at the section of the text which seems to be the most logical place to find this. Encourage them to use this tip when tackling this kind of multiple-choice task as it will save them time.
- Ask students to read each question and write down which section of the text they can find the answer in.
- Ask students to complete the task individually and then compare their answers with a partner.
- Check answers as a class.

Answers

- 1 History & mystery
- 2 Opening times
- 3 Littledean Hall
- 4 Opening times
- 5 How to get there (and escape!) & parking facilities
- 6 Places to stay, eat and visit nearby
- 7 Littledean Hall
- 8 Littledean Hall

Teaching Tip

Remind them also to check whether the questions are about something stated in the text that people can do or something they can't do in this place.

If a question asks about something they can't do, they should find and underline information in the text about the things mentioned in three options that they can do.

D

- Ask students to read the instructions and questions 1-8 with their options. Explain anything the students don't understand.
- Remind students that they should try to underline the parts in the text that refer to each of the questions. Point out that the questions don't follow the same order as the text when they have this kind of text to deal with.
- Ask students to do the task individually, but check as a class.

Answers

- 1 b (...is now home to a unique museum of crime..., ...its new owners, who had it turned into their home and a museum...)
- 2 a (Easter to the end of October, Bank Holiday Mondays)
- 3 a (What to see at the jail ... including police weapons and uniforms ... a model of Littledean Jail ..., ...visitors have reported hearing the sound of a swordfight...)
- 4 a (...evening visits for groups of 20 or more can be arranged, but only by kind permission...)
- 5 b (Cars can be parked at the entrance to the jail...)
- 6 d (The Forest of Dean...enjoy a meal in one of the wide variety of restaurants..., ...a range of accommodation..., ... visit the local butterfly museum..., Littledean Hall ... sightings of a lady in white.)
- 7 a (Legend has it that two brothers killed each other in a swordfight...)
- 8 d (Littledean Jail has the reputation of being one of Britain's most haunted buildings. ...it's thought of as one of the most haunted houses in England!)

E

- Ask students to look at the words in the yellow box and to scan the text again to find and underline them. Say each of the words and ask them to repeat them. Correct their pronunciation where necessary.

- Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in. Ask them to work out which words refer to a person (*investigator*), which refer to a place (*jail, court house*), which refer to an object (*weapon*) and which are things that we can't see or touch (*reputation, supervision*).
- Remind students to read through all sentences before writing any answers and to re-read them once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------------------------------|--|
| 1 reputation
2 jail
3 weapon | 4 supervision
5 court house
6 investigator |
|------------------------------------|--|

Ideas Focus

- Explain to students that they are going to answer some questions about a type of crime. Ask them to read the questions. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to answer the questions and encourage them to give reasons to justify their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinions on the questions, then encourage them to discuss the points raised as a class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Extra Class Activity

You might like to encourage students to develop the discussion further by asking them why they think people do graffiti and how they feel when they are doing it. Also, you could also discuss what kinds of crimes young people tend to commit and why they commit these crimes.

Vocabulary

A

- Ask students to look at the groups of words in the task. Explain that the words are all related to crime in some way. Say each of the words in the task and ask the students to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Ask students to explain why one of the words is the odd word out in each item.

11 Crime Time

Answers

- 1 theft (The other two are actions which take place in a court house, but 'theft' is a type of crime.)
- 2 murder (The other verbs mean that something is taken illegally, but 'murder' means 'kill'.)
- 3 sentence (The others are reasons that someone gives to explain their actions or to show where they were and what they were doing at the time a crime was committed, but a 'sentence' is the punishment that a judge decides for a criminal.)
- 4 complaint (A 'verdict' is a 'decision' made in court, but you make a 'complaint' to show you are not pleased with something.)
- 5 try (The other verbs are what a judge does in court after reaching a verdict, but to 'try' means to ask people questions in court to find out whether someone is guilty or not.)
- 6 detective (The other people are types of thieves, but a 'detective' tries to solve crimes.)
- 7 defendant (The others are people whose job it is to prove or decide whether someone is guilty, but the 'defendant' is the person who is being tried for a crime.)
- 8 court (The others are something that proves whether a person is guilty or not, but a 'court' is the place where they are tried for a crime.)

Teaching Tip

Make sure students understand the difference in the use of *rob* and *steal*. Write this sentence on the board.

- The museum was robbed and the paintings were stolen.

Elicit which verb shows what was taken (*stolen*) and which shows where something was taken from (*robbed*). Then write this sentence on the board.

- The museum was stolen.

Elicit the meaning (eg *somebody has taken the whole museum away*) and whether this is likely to be true (*no*). Ask them which verbs could replace *stolen* here (*robbed/burgled/broken into*).

B

- Remind students that the options in each sentence may have a similar meaning or that the wrong option may be part of a similar expression. Point out that they have to circle the one which is correct in the context of the sentence.
- Ask students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class. Correct their pronunciation where necessary.

Answers

- | | |
|---------------|--------------|
| 1 commit | 4 motive |
| 2 serve | 5 patrolling |
| 3 shoplifting | 6 community |

C

- Explain to students that these sentences are also crime-related.
- Read the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask students to decide whether each word is singular or plural and whether it is a thing, situation or a person.
- Explain to students that they should read all the sentences before writing any answers first to work out the meaning of the missing words.
- Tell students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------|-------------|
| 1 release | 4 trial |
| 2 witness | 5 handcuffs |
| 3 scene | 6 case |

D

- Explain to the students that they will complete the sentences with the correct form of the words in bold. Say each of the words one by one and ask students to repeat them. Correct their pronunciation where necessary. Ask students to say which part of speech each word is and to say what other words they can make from them. Explain the meaning of any words the students don't know.
- Ask students to read each sentence from start to finish for gist before writing any answers. Tell them to pay attention to the words before or after the gap and try to think of what part of speech is needed to fit the meaning. Explain that if an answer is likely to be a noun they should think about whether the missing word could be a person or a place and whether the plural form is needed.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------|--------------|
| 1 stolen | 5 defensive |
| 2 decision | 6 prosecuted |
| 3 complaints | 7 convicted |
| 4 excuses | 8 burgled |

Ideas Focus

Ask students to read the instructions and the two questions. Explain anything that they don't understand.

- Ask students to work in pairs to discuss the questions and say whether they agree with them or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with one of the questions and to give reasons. Repeat until each pair has had a turn.

- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to work in groups of four to role play a court scene. Divide the class into groups of four and explain that they will have different roles (A, B, C & D). Ask students to put up their hand to show who is A, B, C, and D. If there is an odd number of students, include one group of five with two Ds. Then write these roles on the board: A lawyer, B defendant, C judge, D witness. Tell them to choose one of the crimes mentioned in this or the previous lesson and then to imagine that they are in a court, acting out the trial. Explain that the As must ask B and D questions, Bs must answer questions and give an alibi, Ds must answer questions and give evidence about what they saw, and C's must reach a verdict and pass sentence.

Answers

Students' own answers

Grammar

A

- Ask students to read the instructions and make sure they know what to do. Point out that the words in bold in these sentences are relative pronouns.
- Ask students to read all the sentences first and to find the word in each sentence that the relative pronoun refers to. Then ask them to complete sentences 1-5. Make sure they realise that 1-5 refer to the reasons why we use each of the relative pronouns.
- Ask students to complete the task in pairs to encourage discussion, but check as a class.

Answers

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

B

- Ask students to read the instructions and make sure they understand what they have to do. Ask them to look back at the first example sentence in A and elicit which part of the sentence is the relative clause (*who/that was given a life sentence*) and that this gives us information about the criminal.
- Ask students to read sentences 1-2 in task B and to underline the relative clauses. Elicit which relative pronoun is used and why (*who, because this is about a person*), and ask them what difference they notice between the two sentences (*There are commas before and after the relative clause in 2, but not in 1.*).

Answers

Students should underline the following:

- 1 who defended the criminal
- 2 , who defended the criminal,

C

- Ask students to read questions a-c and to focus on the difference in the importance of each part of sentences 1-2 in B.
- Ask students to do the task individually, but check as a class.

Answers

- a1 bD c1

Teaching Tip

If you feel students might need extra help remembering the difference between defining and non-defining relative clauses, write these two questions on the board.

- Which lawyer is the best in the country?
- What do you know about the lawyer?

Elicit which sentence answers the first question (1), and which one answers the second one (2).

D

- Ask students to read through the rules from start to finish once and to look back at the example sentences in B to focus on which relative clause gives essential information and which one has extra information before they write any answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 Defining, that
2 Non-defining, commas

E

- Ask students to read sentences 1-2 and to underline the relative clauses. Elicit that these are both defining clauses. Ask students to look for the verb in each relative clause and to think about which word is the subject of this verb (1 saw, we, 2 happened, the bank robbery). Ask students to read through each of the sentences silently with the relative clause omitted to see which one makes sense.
- Ask students to do the task individually, but check as a class.

Answer

- 1

F

- Ask students to read through the rule from start to finish once and to look back at the example sentences in E to focus on the subject and object of the verb in each relative clause before they write any answers.
- Ask students to do the task individually, but check as a class.

Answer

- defining

Now read the Grammar Reference on page 174 (11.1 to 11.3) with your students.

11 Crime Time

Extra Class Activity

You could extend these tasks by asking students to look back at the text on pages 136-137 and to find and underline relative clauses. Ask them what the relative pronoun is in each one, and whether it is part of a defining or non-defining relative clause (Paragraph 1 - ND - ... the jail was bought by its new owners, who had it turned into their home ... , Paragraph 2 - D - ... and investigators of the paranormal who have witnessed ... , What to see at the jail - D - A model of Littledean Jail that has been created ... , Littledean Hall - D - This is a grand house which dates back ...).

G

- Ask students to read the instructions and check that they understand what they have to do. Point out that they should think about what each relative pronoun refers to in each sentence and whether it is part of a defining or non-defining relative clause.
- Remind them to look back at the Grammar box here and the Grammar Reference on page 174 if they need help here.
- Ask students to do the task individually, and then to compare their answers with a partner's.
- Check as a class.

Answers

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

H

- Ask students to read the instructions and check that they understand what they have to do. Point out that the answer options for gaps 1-10 are given below the text.
- Remind students that they should read the whole text carefully and then read all the options for each gap before choosing their answers. Tell them to pay attention to whether the gap begins a defining or non-defining relative clause, and whether the relative pronoun refers to a person, a thing, a period of time, or a place or if it shows possession. Explain that in some gaps they should also think about whether the relative pronoun can be omitted.
- Remind them to look back at the Grammar box here and the Grammar Reference on page 174 if they need help.
- Ask students to do the task individually, but check as a class.

Answers

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

Listening

A

- Read the instructions to the students and explain that the verbs 1-5 form collocations with the phrases a-e which they will hear in the listening tasks that follow.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

- 1d 2a 3e 4b 5c

B

- Remind students that questions in listening tasks often focus on how a speaker talks about something, for example, in a positive or negative way. Explain that they may sometimes hear a speaker use negative adverbs, but the overall message may be positive.
- Ask students to read the sentences 1-5 and point out that the options in each sentence have an opposite or very different meaning, and that they have to circle the one which is correct depending on the overall meaning of what each speaker says in the recording.
- Play the recording all the way through and ask students to circle their answers. Ask them to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to circle any missing answers.
- Check as a class and play the recording again stopping after each speaker if necessary.

Answers

- | | |
|------------|---------------|
| 1 positive | 4 disabled |
| 2 failure | 5 encouraging |
| 3 likely | |

C

- Ask students to read the information in the Exam Close-up. Remind them to quickly read the questions in the Exam Task to find out who or what they are about and to read the options to think of words or phrases they might hear related to each one. Tell them to make sure they answer all the questions, and if they aren't sure about an answer they should make a guess, as they will get a point if their guess is correct, but won't have a point deducted if it is wrong.
- Tell students that they will hear an interviewer asking a youth leader about the youth centre where he works. Ask them whether there are any youth centres where they live. If so, ask them whether they go there or if not, what they think happens in a youth centre and whether they have seen one in a film or TV programme.
- Ask students to read the instructions and make sure they understand what they have to do. Explain that they will hear the whole interview twice.
- Give students time to read through the questions and options and answer any questions they may have about them.

- Play the recording once all the way through. Remind students to note their answers before they hear it again. Then ask students to discuss their answers with a partner and to justify any answers that are different.

D

- Play the recording all the way through again and ask students to check their answers and to complete any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

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

Teaching Tip

Ask students to work in pairs to describe the photo at the bottom of page 140. Encourage them to discuss how the person is feeling, what he might be thinking and how he could benefit from the youth centre they heard about in the interview in C.

Speaking**A**

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

B

- Ask students to read the instructions and make sure they understand what to do. Ask them to look at the instructions for task C before they tick any answers.
- Tell students to work in pairs.

Teaching Tip

Remind students that they should always give advice in a polite way because they are offering a personal opinion to try to help their partner. Stress that the purpose of giving advice is to help the person with the problem to make their own decision instead of telling them exactly what they must do.

C

- Ask students to read the information in the *Exam Close-up*. Explain that there is usually more than one way to solve a problem and everyone has different opinions about what is the right thing to do in each situation.

- Stress that in tasks where they are required to suggest alternatives, the important thing is to use the correct structures such as the *Useful Expressions* below to introduce each way of dealing with the problem. Point out that they don't have to use the options given, but can offer their own ideas if they have any better solutions. Point out that in this case it would also be a good idea to explain why their suggestion might be best as well as explaining why the options presented aren't as good.
- Read the *Useful Expressions* to the students and explain that we often use these for giving advice about different ways to solve a problem. Answer any queries they may have about them.
- Encourage students to practise these structures when they are discussing the options for C.

D

- Ask students to read the instructions. Then ask them to read their information for the task again.
- Remind them that there are no right or wrong answers as they have to make their own decision about what they think is the best option. What is important is to use the correct structures and give good reasons for their recommendation.
- Remind students they should talk about the good and bad points of each option. Then they can decide on which two ideas are the best.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask a pair to tell the rest of the class what two options they recommend. Then ask a few other students if they agree. If so, ask if they have something else to add. If they don't agree, ask them what they would recommend.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Ideas Focus

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

Answers

Students' own answers

11 Crime Time

Grammar

- Before students look at the Grammar box, make sure they understand what participles are. Write these sentences on the board.

– In 2003, the jail was bought by its new owners.
– We saw the thief while we were walking home.

Elicit which words are the participles in these sentences and point out which is a present participle (*walking*) and which is a past participle (*bought*).

A

Read through the information and instructions with the students and explain anything they don't understand. Ask them to read the two pairs of sentences 1a-1b and 2a-2b and to underline the verbs in each one.

Answers

Students should underline the following:

- | | |
|------------------------|------------------|
| 1 a looked, found | b Looking, found |
| 2 a was found, started | b Found, started |

B

- Ask students to read questions 1-4.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

- | | |
|----------|-----------|
| 1 active | 3 passive |
| 2 yes | 4 yes |

C

- Ask students to read through the rules from start to finish once before they write any answers. Encourage them to look back at their answers in A and B to help them choose the correct answers.

Answers

- | |
|-------------------|
| 1 same |
| 2 active, passive |

D

- Read through the information and instructions with the students and explain anything they don't understand. Ask them to read the two sentences 1a and 2a and point out that these have relative clauses that begin with relative pronouns. Ask them to underline the relative clauses in these examples.
- Ask students to read the second sentences in each pair (1b & 2b) and point out that they mean the same as the first sentences. Ask students to underline the participles.

Answers

Students should underline the following:

- | | |
|---------------------------|------------|
| 1 a who had been arrested | b arrested |
| 2 a who wants to speak | b wanting |

E

- Ask students to answer the questions 1-6 in pairs to encourage discussions, but check as a class.

Answers

- | | |
|-------------------------|-------------|
| 1 passive | 4 active |
| 2 arrested | 5 wanting |
| 3 who had been arrested | 6 who wants |

Now read the Grammar Reference on page 174 & 175 (11.4) with your students.

F

- Ask students to read the instructions and check that they understand what they have to do. Tell them to think about whether the verb in bold is active or passive to decide whether to use a present or past participle to rewrite the sentence.
- Explain that there may be two ways to rewrite some sentences.
- Ask students to do the task individually, but check as a class.

Answers

- Opening the bag, we found some stolen goods.
- The woman caught shoplifting started to cry./ Caught shoplifting, the woman started to cry.
- The prisoner was injured trying to escape./Trying to escape, the prisoner was injured.
- The judge chosen for the court trial has a good reputation.
- We were woken up by a truck passing outside our house.
- Finding lots of evidence, they arrested the man.
- Who are those people waiting outside the police station?
- The police caught the thief on the road joining the two villages.
- Investigated for years, the crime was never solved.
- Sentenced to ten years in prison, he will be 54 when he gets out.

Use your English

A

- Ask students to read the instructions and make sure that they understand what to do.
- Explain that each question is about the meaning of the expression in bold. Ask them to look at each of the expressions in bold and think about whether they have a positive or a negative meaning. Explain that they should answer each question with yes or no and encourage them to give reasons why they answered no to any question.
- Read the expressions in bold to students and ask them to repeat them. Correct their pronunciation where necessary.

- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

- 1 no (This phrase means 'not allowed by law' as 'against' has a negative meaning.)
- 2 no (If a thief is 'under arrest', the police take him/her to a police station because they believe he/she may have committed a crime.)
- 3 yes (A 'police record' is a formal document that says what crimes you have committed and only criminals have one.)
- 4 yes (It means to do something illegal.)
- 5 no (To 'tackle crime' means to try to control it or fight against it.)
- 6 no (It is the opposite of innocent as 'guilty' means you've done something wrong.)
- 7 yes (It means that you find the explanation for something.)
- 8 no (To 'mend' means to fix something that's wrong or broken, so 'mend your ways' means you stop doing things that are wrong.)

Teaching Tip

Remind students to copy the expressions from A into their notebooks with their meanings before moving on to B. Encourage them to write their own examples to remember the meaning of each expression more easily.

B

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they have to use the expressions from A.
- Explain to students that they should read through all the sentences quickly before marking any answers. Ask them to focus on the meanings of the expressions in A to choose the one that fits the meaning best in each gap.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------------|-----------------|
| 1 police record | 5 tackle crime |
| 2 under arrest | 6 solve a case |
| 3 against the law | 7 plead guilty |
| 4 mend your ways | 8 break the law |

C

- Explain to students that this is an article about people who work at crime scenes.
- Ask them to look at the photo next to the text and then to read the title and to say whether they watch any films or TV programmes about this kind of work. Elicit their favourite TV series of this kind and ask them why they like to watch it.
- Remind students that they should read the whole article before writing in any answers first to understand the context. Tell them to pay attention to the words before and after the options to see which preposition fits best. Remind students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check as a class. Correct their pronunciation where necessary.

Answers

- | | |
|---------|-----------|
| 1 with | 5 for |
| 2 of | 6 to |
| 3 with | 7 under |
| 4 among | 8 through |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the questions and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on both questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinions on a particular question and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to work in pairs to make other crime-related questions like these using any of the collocations and expressions, or prepositional phrases from this lesson.

Answers

Students' own answers

writing: an essay - advantages and disadvantages

- Explain that in this writing section they will have to write an essay. Make sure students understand the meaning of essay and explain that the tasks that follow are designed to help them write the type of essays where they have to present the advantages and disadvantages of a topic and express their opinions on it.
- Write these sentences on the board.
 - I have so many things to say – I don't know where to begin.
 - I'll start writing whatever sounds good now and hope I can think of something else to write as I go along.
 Read the two situations to the class and ask students to put up their hand for each situation they have experienced themselves.
- Ask students to read the Learning Focus on brainstorming. Explain that we can use this technique to collect as many ideas as possible on a topic so that we can put them in order and decide which points to include in our writing. Point out that it helps to spend a few minutes doing this to think about what points we want to write about before we start writing to plan what is important to focus on and what is the best order. At the same time, it helps us to avoid getting stuck for ideas in the middle of what we are writing.

11 Crime Time

- Write *Prison* in a circle in the centre of the board and write advantages on one side of this and disadvantages on the other side. Ask students to brainstorm the topic as a class and write the key words which express their ideas on the board on each side of the topic. Then ask them to discuss which ideas they feel would be most important to include in an essay about the advantages and disadvantages of giving criminals a prison sentence. Encourage them to use the photos on pages 144-145 for ideas.

A

- Ask students to read the instructions and make sure they understand what they have to do. If necessary explain the meaning of community service. Tell them to focus on whether each sentence has words with a positive or negative meaning.
- Ask students to do the task individually, but check as a class.

Answers

1D 2D 3A 4A 5A

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do. Then ask them to read points 1-6 and explain anything they don't understand. Tell students to underline the words in the task which say what they have to write to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following:

- 3 (*community service ... Is it a good way to deal with young offenders though?*)
- 4 (*discussing the pros ...*)
- 5 (... and cons of community service)
- 6 (*In an essay you should present what, in your opinion, are the pros and cons and then end with your opinion on the basis of what you've already written.*)

Teaching Tip

Elicit why the other options in task B are not correct.

Suggested answers:

- 1 (*The extract is from an article, but the instruction says write an essay.*)
- 2 (*The first sentence in the extract refers to prisons as a form of punishment in the past, but the task clearly states you should write about the pros and cons of community service, and it doesn't mention prison.*)

C

- Before students do the task, ask them to read the essay quickly to see whether it includes formal or informal structures. Elicit that it is formal.
- Ask students to read through the essay again carefully and to underline ideas which match any of the points in task A. Explain that the sentences don't appear in the essay in exactly the same words, but they should underline the parts of the essay that express the same meaning.
- Ask students to do the task individually, but check as a class.

Answers

Students should underline the following:

Advantages:

benefits others, cleaning up public areas or looking after people in the community – (5)

Disadvantages:

may not think it's a serious punishment – (1)
people might be at risk (2)

D

- Ask students to read through questions 1-5 and answer any questions they might have about them. Remind students to underline relevant information in the example essay to help them answer the questions.
- Ask students to do the task individually, but check as a class. Make sure students can justify their answers.

Answers

- 1 yes
- 2 no – 3 & 4 are not used as the writer used the most important ones.
- 3 though, To begin with, For example, On the other hand, Furthermore, In conclusion, Consequently
- 4 yes
- 5 in the conclusion

E

- Remind students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the example essay on page 144 and to say how many paragraphs it has (four). Then ask them number the paragraphs 1-4 and to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information and that this makes the writing clearer for the reader to follow.
- Make sure students understand that they should match paragraphs 1-4 with a-d depending on the information in the essay. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

1d 2c 3a 4b

F

- Read the *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary. Explain any words that they don't understand.
- Ask students to read the instructions in F and make sure they understand what they have to do. Tell them to pay attention to the words before and after the gap to help decide which option fits best.
- Ask students to do the task individually, but check as a class.

Answers

1a 2c 3b 4b 5c

G

- Ask students to read the information in the *Exam Close-up* and remind them that there is no right or wrong answer when they are asked to give an opinion, but what's important is to use the correct structures to express their opinion clearly giving a reason to justify this.
 - Ask students to look back at the final paragraph of the example essay in C. Ask them whether the writer states an opinion which is for or against community service, or agrees with both sides. Elicit that it is a balanced opinion which agrees with both sides to some extent.
- Ask students to read the instructions and to underline three things they are advised to do (*make a paragraph plan, brainstorm ideas, group related ideas together*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them to answer the following questions about their task.
 - Do you have to write an article or an essay? (an essay)
 - What topic do you have to focus on?
(*harsher sentences/tougher punishments for first-time offenders*)
 - Will you write about either the advantages or the disadvantages of harsh sentences for all criminals?
(*No – both the advantages and the disadvantages for first-time offenders*)
 - Do you have to express your opinion? If so, where?
(*Yes, in the final paragraph*)
 - If time allows, ask students to make a plan for their essay in class, but set the writing task for homework.
 - Explain to students that they can refer to the Writing Reference and checklist for essays on page 185 to help them with their writing.

Suggested answer

Teenage crime is a fact of life. The question is, though, would today's young criminals mend their ways more easily if they were given harsher sentences for a first offence?

Firstly, there are some benefits to harsh sentences. People should be punished for committing a crime so a harsh sentence teaches the offender that what he did was wrong. Furthermore, if young people know that there is a harsh punishment for a certain crime, this may prevent them from committing the crime. On the other hand, giving first-time offenders harsh sentences has its disadvantages. If someone who has committed only one crime is sent to prison, they will learn from other criminals. Moreover, they will also find it hard to find work later if they have a prison record. In conclusion, I think harsh sentences should only be given for serious crimes. If the crime is not so serious, a warning or community service might be the punishment which fits the crime. Consequently, the offender will think twice about breaking the law in future.

Useful Expressions

- Ask students to work in pairs and to practise these expressions by writing some sentences of their own including them. Point out that they can include expressions like these in their own essay.

Suggested answer**Plan**

- Paragraph 1:** Introduce the topic to be discussed.
Paragraph 2: Discuss the arguments for giving harsh sentences to first-time offenders.
Paragraph 3: Discuss the arguments against giving harsh sentences to first-time offenders.
Paragraph 4: Sum up and state your opinion.

Video**11 Cambodia Animal Rescue****General Note**

- The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch**A**

- Explain to students that in this lesson they are going to watch a video about an animal rescue centre in Cambodia. Ask them to look at the globe to see where Cambodia is.
- Ask students to read the questions and answer any queries they have about them. Ask them to look at the photos on the page and to identify the animals shown (*gibbon, leopard*). Elicit what they know about these animals and why they might need to be rescued (eg *danger from hunting, loss of natural habitat, lack of food, accidents, illness*).
- Ask students to discuss the questions in pairs before using the questions as a basis for class discussion.

Background Information

Gibbons are mammals which can live up to 25 years in the wild. They are about 44-64 cm tall and weigh 4-13 kilos. There are 15 recognised species of gibbons in Asia from northeastern India to southern China and Borneo. They are among the most threatened primates on Earth. Leopards are powerful big cats closely related to lions, tigers, and jaguars. They grow up to 1.9 m long with a long tail and they weigh 30-80 kilos. They live in parts of central and northeast Africa, central Asia, India, and China. For further information, visit www.nationalgeographic.com and follow the link for Animals.

While you watch**B**

- Explain to students that they are now going to watch the video. Ask them to read sentences 1-6 and explain anything they don't understand. Ask them to find words that mean hunting that is against the law (*poaching*) and criminals who do this (*poachers*).
- Ask them to think about which sentences may be true before watching.

- Play the video all the way through without stopping and ask students to write the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different.
- Check the answers as a class.

Answers

- 1 F (*were all victims of poaching*) (00.30)
- 2 T (00.44)
- 3 F (*with the support of the government*) (00.47)
- 4 T (01.25)
- 5 T (02.28)
- 6 F (*two years ago*) (03.02)

After you watch**C**

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N, V or Adv beside each of the words depending on whether it is a noun, a verb or an adverb.
- Explain to students that they should read the whole summary before writing any answers first to work out which part of speech is missing and to think about the general meaning.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-------------|-----------|
| 1 illegally | 5 grind |
| 2 poachers | 6 demand |
| 3 rescue | 7 profit |
| 4 valuable | 8 release |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two questions and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.

Answers

Students' own answers

12

You Are What You Wear

Reading:	multiple matching, identifying negative statements
Vocabulary:	fashion and shopping-related words
Grammar:	causative, inversion: <i>under no circumstances, never, not only ... but also, it's (about/high) time</i>
Listening:	multiple-choice, thinking of similar words and phrases
Speaking:	talking about fashion, comparing photographs, hypothesizing, focusing on the timing
Use your English:	phrasal verbs, word formation
Writing:	review (2), supporting your arguments, planning your review, describing fashion, useful adjectives

Unit opener

- Ask students to look at the title of the unit and to say what they think this means, and whether they agree with this idea. You might like to explain that it's a play on the common idiom *You are what you eat*.
- Ask students to look at the photo and the caption and to describe the clothes these people are dressed in. They could also discuss which part of the world they are from and what they might be doing. Ask them how this compares with any events that take place in their own country and whether they enjoy dressing up for traditional festivals or watching others participating in such events.
- Give students further information using the Background Information below if they seem interested.

Background Information

The Republic of Peru is a country in western South America. It is bordered in the north by Ecuador and Colombia, in the east by Brazil and in the southeast by Bolivia, in the south by Chile, and in the west by the Pacific Ocean. Around 3,000 festivals take place every year in Peru. The majority of these are to celebrate a saint's day. These saints are a mixture of those brought by the Spanish and ancient Peruvian beliefs. The Festival of Corpus Christi in Cuzco is a good example of this. This religious day, originally introduced by the Spaniards, was accepted by the Peruvian inhabitants because for them it had little to do with Catholicism, but so much more to do with an old Inca ritual.

Reading

A

- Ask students to read the list and to decide how important each point is to them personally. If necessary, quickly revise comparative and superlative structures as a class and encourage students to use them during their discussion. Then ask them to discuss their opinions in pairs, comparing each point to fashion. Encourage them to justify their opinions.

- Give students time to discuss the importance of each of the issues. Ask different students to report on their discussion to the rest of the class.

B

- Ask students to read the instructions and then elicit as a class what kind of people students believe would consider fashion important. Encourage students to think about the kinds of jobs people do, the hobbies they have, as well as their ages.

C

- Ask students to read the instructions in C and check that they understand what they have to do. Give them time to skim read the text to find the relevant information. Remind them that they don't have to read in detail as they will have another opportunity to read the text. Answer any questions they have about the text.
- Ask students to do the task individually, but check as a class.

Answers

A (... I still buy vintage stuff ...)
C (I still wear high heels ...)

Word Focus

- Ask students to look at the words in red in the text and to read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Ask students to read the Word Focus box to compare their answers with the definitions given. Explain anything they don't understand.

D

- Ask students to read the information in the Exam Close-up on page 149. Ask a student to explain what it says in his or her own words.
- Remind students that they should read all the questions before they read the text again to focus on what type of information to look for. Ask them to look at the questions in D and find which ones include negative statements (4, 6).

12 You Are What You Wear

- Point out that the task here is multiple matching and remind students that they should answer A, B, C or D to show the part of the text where they find the information.
- Ask students to read the questions again before reading the text again so that they know what information to pay attention to.
- Ask students to do the task individually, but check as a class.
- Encourage students to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any problem words and correct their pronunciation where necessary.

Answers

- 1 A *(Make-up was equally important. I used lots of black eyeliner around my eyes.)*
- 2 C *(...trends come and go ... and, when you least expect it, they're back!)*
- 3 B *(I don't know what's worse – the shiny coats we wore then or the skinny jeans my daughter wears now.)*
- 4 D *(Whatever we wore though, we tried to look like individuals.)*
- 5 A *(I also wore a lot of vintage clothing because not only was it affordable, but also very good quality.)*
- 6 B *(...the skinny jeans my daughter wears now. She looks like she painted the trousers on, they are so tight. As for my son, why does he think that he looks cool when he wears his jeans so baggy and low down? Isn't it funny how something so awful can be considered attractive?)*
- 7 A *(I also wore a lot of vintage clothing...)*
- 8 A *(My natural colour is red, but I'd get it dyed white blonde.)*
- 9 D *(...try to recreate their look in a way that suited me.)*
- 10 A *(I look at old photos now and just cringe.)*

Teaching Tip

Explain to students that in order to save time in multiple matching tasks, they should first skim read the headings and texts. Remind them to underline the key words in each question and to think of other words with a similar meaning. After they have read each question, they should go immediately to the part of the text where they think the answer is most likely to be. Remind them to underline the part of the text where they find the answer. If they don't find the answer where they expected it to be, they should quickly scan the other texts to find the key words linked to the words in the question. Remind students that when a question has two or more boxes for correct answers, these can be written in any order.

E

- Read the words in the yellow boxes and ask students to repeat them. Correct their pronunciation where necessary.

- Remind students that they have to find these words in the text (they are underlined). Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to read all three sentences in each group, 1-3 and 4-6, first before they write any answers to understand the context of each sentence.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|--------------|
| 1 heels | 4 ridiculous |
| 2 dye | 5 affordable |
| 3 leggings | 6 mainstream |

F

- Explain to students that they are going to talk about hair styles from the past. Ask them to look at the pictures and also to look back at the texts to see if they can find words to help them describe some of these hair style. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to discuss their opinions of the different looks and to compare them with modern hair styles. Ask them which photo shows a hair style most likely to come from before the 90s and to guess when it was from (3, *from the late 70s or early 80s*).
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to share their opinions on the hair styles shown with the class. Encourage the rest of the class to add ideas.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Ideas Focus

- Explain to students that they are going to answer some questions about changing fashions. Ask them to read the questions. Teach any new words that students have not learnt yet.
- Ask students to work in pairs to answer the questions and encourage them to give reasons to justify their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinions on the questions, then encourage them to discuss the points raised as a class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Read the fashion and shopping-related words 1-8 and ask students to repeat them. Correct their pronunciation where necessary.
- Ask students to cover the meanings a-h and to say which words they think are fashion-related (5, 6, 7, 8) and which are related to shopping in general (1, 2, 3, 4). Ask them to read the definitions a-h on their own and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

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

B

- Say each of the words in the yellow boxes to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that the two words in each set are all the same part of speech and elicit which ones are nouns (1, 2, 5, 7 & 8) and which ones are verbs (3, 4 & 6).
- Ask students to read the instructions and check that they understand what they have to do. Ask them to read each sentence carefully to find out what it is about. They should read the whole sentence before filling in any gaps. Tell them to think about whether the word fits the meaning and structure of the words before and after the gaps.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------------------------|-----------------------|
| 1 quantity, range | 5 purchase, bargain |
| 2 shopaholic,
shoplifter | 6 borrow, hire |
| 3 suits, fits | 7 brochure, catalogue |
| 4 exchange, return | 8 offer, discount |

C

- Ask students to look at the picture on the right of the text and ask them where they would expect to see a picture like this (*in a fashion magazine, on TV*) and where the woman might have been when it was taken (*at a fashion show, on the catwalk*). Then ask students to read the title and the text, without filling in any answers at this stage, and ask them how the picture relates to the text.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write N, or Adj beside each of the words depending on whether it is a noun, or an adjective. Tell them to also think about whether the words which are nouns are people or things, and notice whether they are singular or plural.
- Explain to students that they should read the whole text again before writing any answers first to work out which part of speech is missing.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-----------|----------------|
| 1 models | 5 high-heeled |
| 2 designs | 6 fabrics |
| 3 shopper | 7 casual/smart |
| 4 outfit | 8 smart/casual |

Ideas Focus

- Ask students to read the instructions and the questions. Answer any queries they have about them.
- Ask students to decide how they feel about the ideas in the questions on their own first and then to work in pairs to discuss the questions, saying whether they agree with them or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say whether or not they agree with the statements and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students the following:
 - Have you ever asked for a refund in a shop?
What happened?
 - How do you decide whether something is a real bargain?
 - What do you think of high-heeled shoes?
 - Have you ever bought clothes from a catalogue?
 - Do you like to look in shop windows?
 - Do you believe in quality over quantity, or the opposite?
 - How would you feel if you had to model clothes on a catwalk?

Answers

Students' own answers

Extra Class Activity

Ask students to take turns to describe what someone in the class is wearing, without saying the person's name. Ask the rest of the class to listen and guess who it is. Encourage them to use words from this lesson to describe the fabrics and styles of each item of clothing.

Grammar

A

- Read the instructions and check that students understand what they have to do.
- Give students time to read through the example sentence and tell them to think about who does what in this sentence. Ask them to read questions 1-4 and make sure they understand that they help them to understand the use and form of the causative.
- Ask them to do the task in pairs to encourage discussion, but check as a class.

12**You Are What You Wear****Answers**

- | | |
|--------------------|-------------------|
| 1 no | 3 have |
| 2 famous designers | 4 past participle |

Teaching Tip

To add to task A, Elicit what things people often have done for them by other people. For example, ask students whether they have any goods delivered to their home, and whether they have any things repaired or cleaned. Write their examples on the board and correct any structural mistakes.

B

- Ask students to read through the rules from start to finish once and to look back at the example sentence and the answers to questions 1-4 for help if necessary.
- Ask students to do the task individually, but check as a class.

Answers

- 1 causative 2 have 3 by

C

- Read the instructions and check that students understand what they have to do.
- Give students time to read through sentences 1-4. Tell them to focus on the verb forms and to look back at the example in A and the rule to see which is the causative form. Ask them whether each sentence shows something that the person did by themselves or whether they arranged for someone else to do something for him.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick: 2 and 3

Now read the Grammar Reference on page 175 (12.1) with your students.

D

- Remind students that they should read both sentences carefully and to underline the information in the original sentence that is missing in the sentence they have to complete. Elicit that they will have to write have in the correct tense and form, the object of each sentence and the main verb in the past participle form. Remind them that have should appear in the same tense as the main verb in the original sentence.
- Remind them that they have to use the word in bold and not to change it in any way. Ask them to look at the words in bold before they do the task to decide what its function is in the sentence (ie an auxiliary or a main verb).
- Remind them to look back at the Grammar box here and at the Grammar Reference on page 175 if they need help here.

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

Answers

- is having his shoes polished
- have the gifts wrapped
- is having her shopping collected
- has had her bag stolen
- am going to have my new jeans shortened
- have had her dress made

E

- Ask students to read the instructions and make sure they understand what to do. Tell them to read each question carefully to see which words they will have to change to complete the answer in the causative form.
- Tell students to underline the verb and the object in each question, and to pay attention to the verb tense. Remind them to look back at the Grammar box here and the Grammar Reference on page 175 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- had it/my hair styled
- has the grocery shopping done
- will have them/his boots mended
- to have our washing done
- have them/my shirts ironed
- am going to have it/the suit returned

Listening**A**

- Tell students that this task is designed to help them practise taking notes of what people say while they are listening to them. Explain that they will hear the editor telling the interviewer about her work.
- Ask students to read sentences 1-2 and to think about what kind of information is missing. Elicit that the gap in 1 could be a number or some kind of amount and 2 must be a noun describing her role in the business. Point out that the sentences report what is said in the third person, while students will hear the information given in the first person.
- Play the recording once all the way through. Ask students to write the answers as they hear them. Then check the answers with the class.

Answers

- 1 50%/fifty per cent 2 expert

B

- Ask students to think about the information they heard in A. Explain that they are now going to answer questions about what was said to focus on other ways of expressing the same ideas. Ask them to quickly read through the options in B to underline the key words and then to compare them to the answers in A.
- Ask students to read the questions and options and do the task individually. Check answers as a class.

Answers

1b 2c

C

- Ask students to read the instructions and make sure they understand what to do. Ask them to quickly read through the options in B to underline the key words and then to compare them to the answers in A.
- Point out that the missing words in A were exactly what they heard on the recording, but the correct answers in B paraphrased the idea. Explain that in multiple-choice tasks like the one they will do in D, the options will paraphrase the ideas, just like in B.

Answers

Students should underline the following:

- 1 half
2 very experienced
No, they are not the same.

D

- Ask students to read the information in the *Exam Close-up*. Remind them that the words they read in the questions will not be the same as those they hear on the recording.
- Tell students to make notes of key words or numbers related to each option as they listen to each part of the interview in the *Exam Task*.

E

- Remind students to bear in mind the advice in the *Exam Close-up*. Tell them they will hear an interview with someone at an event. Ask them to look at the photo next to D to say where the people are and guess what kind of event it is (*on a catwalk, at a fashion show*). Explain that they will hear information about this in part of the interview.
- Ask students to read the instructions and make sure they understand what they have to do.
- Give students time to read through the questions and options and answer any questions they may have about them. Remind them to think about what other words could say the same thing.
- Play the first recording and pause after the first question. Ask students to mark their answer and then compare it with their partner's answer. Check as a class making sure that students can justify their answer by saying what they actually heard on the recording.
- Explain that students will hear the rest of the interview and remind students to make notes if they need to. Play the rest of the recording all the way through.

F

- Ask students to compare their answer with their partner's and discuss any differences.
- Play the recording again for students to check their answers and complete any they have missed.
- Check the answers as a class and ask students to justify their answers by saying what they heard on the recording.

Answers

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

Speaking**A**

- Ask students to read the four questions and answer any queries they may have about them.
- Ask students to work in pairs to take turns to ask and answer the questions. Remind them that there are no right or wrong answers as they have to give their personal opinions which they should justify.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

B

- Tell students that some speaking tasks, like the one in C, may involve describing how people are dressed. Elicit the kind of information that they should give to describe what people are wearing (eg nouns for items of clothing, adjectives for colours, fabrics, patterns, styles, place of origin). Explain that this task focuses on adjectives which we can use to express opinions of fashions.
- Read the list of adjectives 1-10 to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to tick the words on their own first and then to compare their answers with a partner. Check as a class. Explain any words they don't understand.

Suggested answers

Students should put a tick next to the following:

1, 2, 3, 4, 7, 8

Students should put a cross next to the following:

5, 6, 9, 10

12 You Are What You Wear

Teaching Tip

- You might like to extend task B by asking students to work in pairs to write as many other adjectives as they can to describe clothes and fashions. Tell them they can use words they have learnt in the unit so far or any other related word they can think of.
- Ask one pair to read their list to the class. Then ask other pairs to add any other adjectives that haven't already been mentioned from their own lists.

C

- Ask students to read the information in the *Exam Close-up*. Answer any questions they have about it. Point out that while short pauses are natural in everyday conversation, long gaps can lead to a breakdown in communication. Remind them that long gaps can be avoided by asking their partner to repeat or to say something they haven't understood in a different way if they are stuck, or by asking their partner another question if he/she is stuck.
- Read the *Useful Expressions* to the students and explain that we use expressions like these when we are describing or discussing something and we need a few moments to think about what we want to say.
- Ask students to practise using these expressions when they are comparing the photos and answering questions in C.
- Ask students to read the instructions and remind them that this type of speaking task is not a discussion and that students are asked to take turns at talking about two photographs and then answer a question about their partner's photographs. Remind them to think about how the photos are the same in some way and what differences there are between them.
- Ask students to do the task in pairs. Tell them to decide who will be Student A and who will be Student B. Remind them to use the *Useful Expressions* if they need to give themselves time to think. Give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to answer the questions in front of the class. Then ask the rest of the class if they have anything else to add.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Teaching Tip

Remind students that if they can't remember the exact word for something, they should try to describe in other words as best as they can.

Ideas Focus

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take turns to ask and answer the questions.

- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask other students if they agree or if they have something else to add.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Grammar

A

- Read the heading to the students and explain that these word and phrases (*under no circumstances, never, not only ... but also*) are called negative adverbs or negative adverbial phrases. Read the explanation and instruction in A to the class and make sure they know what to do.
- Ask students to read sentences 1-2 and to pay attention to the order of the words in bold. Ask them which sentence begins with a negative adverb (*b – Never*).
- Ask students to read the question and decide on the answer in pairs to encourage discussion. Check the answer as a class and explain that this word order is called inversion.

Answer

They swap places as they would in a question form.

B

- Read the explanation and instruction in B to the class and make sure they know what to do. Ask them to read sentence 1a and elicit what the subject and the verb is in the sentence (*The stylists, choose*). Write the verb *choose* on the board and ask students which word we would use to form a question with this verb (*do*) and which order we would put the words in (*do + subject + bare infinitive*).
- Ask students to read sentence 1b and to complete this using inversion. Check the answer as a class.
- Ask students to read sentences 2a and 2b. Point out that the phrase *under any circumstances* in 2a has changed to *Under no circumstances* in 2b and that this will affect the form of the verb they should use. Make sure they understand that the negative form of the verb will change to affirmative because the word *no* in 2b replaces *not* and *any* from 2a. Check their answers as a class. Elicit the subject and the verb in 2a (*you, aren't allowed*), and then ask students how they will complete sentence 2b.
- Ask students to complete the sentence individually, but check as a class.

Answers

- 1 do the stylists choose
2 are you allowed

C

- Write these sentences on the board: *It's time for you to go to the hairdresser's.* and *It's time you went to the hairdresser's.* Explain that the first sentence means that this is the time that this action is expected to happen as the person has an appointment, and that the second sentence is a criticism suggesting that the person should have done this action before now probably because his/her hair needs to be cut.
- Ask students to do the task in pairs to encourage discussion.
- Check the answers as a class.

Answers

- a Present b Past Simple

D

- Ask students to read through the rules from start to finish once and to look back at the example sentences in C to see which words come before time.
- Ask students to do the task individually, but check as a class.

Answers

Answers in order of appearance: about / high, past

Now read the Grammar Reference on page 175 (12.2 to 12.3) with your students.

E

- Remind students that they should read all the choices and the whole sentence carefully before choosing their answers. Point out that all the sentences begin with either a negative adverb or adverbial phrase, or with the phrase *It's (about/high) time.*
- Remind them to look back at the Grammar box here and the Grammar Reference on page 175 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

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

Extra Class Activity

Ask students to make sentences of their own using a negative adverb or negative adverbial phrase, or *It's (high/about) time.* Ask them to write at least four sentences each and then to swap them with their partner's sentences to correct each other's work. Then ask some students to read their sentences to the class.

Use your English

A

- Read the phrasal verbs 1-8 and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we often use phrasal verbs particularly in conversation or informal writing and that they have to consider the meaning of the verb + preposition (*particle*) together and not just focus on the verb part.
- Ask students to read the definitions a-h on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

B

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the phrasal verbs from A in the correct form.
- Explain to students that they should read through all the sentences quickly before writing any answers. Ask them to focus on the meanings of the phrasal verbs in A to choose the one that fits the meaning best in each situation. Remind them to use capital letters where necessary.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|---------------|
| 1 try on | 5 dress up |
| 2 take off | 6 take in |
| 3 Put on | 7 do up |
| 4 wear out | 8 take ... up |

C

- Ask students to read the instructions and check that they understand what they have to do. Stress that they will complete the sentences with the correct form of the words in bold.
- Say each of the words in bold and ask students to repeat them. Correct their pronunciation where necessary. Then ask students to say what part of speech each word is and to say what other words they can make from this. For example, tell them to think about the common types of endings that they can add to verbs or nouns to change them into adjectives or adverbs. Explain the meaning of any words students don't know.
- Ask students to read each sentence from start to finish to understand the meaning before writing any answers. Tell them to pay attention to the words before or after the gap and try to think of what part of speech is needed. Explain that if an answer is likely to be a noun they should think about whether the singular or plural form is needed.
- Ask students to do the task individually, but check as a class.

12 You Are What You Wear

Answers

- | | |
|---------------|---------------|
| 1 accessories | 5 jewellery |
| 2 fashionable | 6 collection |
| 3 affordable | 7 alternative |
| 4 glamorous | 8 exclusively |

D

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the two speech bubbles, and answer any questions they might have. Point out that they can look back at the meanings of the words in bold in tasks A and C if necessary.
- Ask students to work in pairs and explain that they should both comment on the students' opinions. Remind them that they should give reasons to explain their answers.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask a volunteer to say which student he/she agrees with most and to say why. Then ask for another volunteer to say why he/she agreed more with the other student and to say why. Finally, ask the rest of the class if they have anything to add.
- Write any structural mistakes that students made on the board, without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to write a similar statement of their own to say what they think about fashion using different words from the vocabulary tasks. Alternatively, you might like to bring in pictures of people wearing different fashions and hand them out to students asking them to write a statement saying what the person in the photo might feel about fashion. Give them enough time to write their statements and then ask them to read them out to the class or display them in the classroom with the picture, if used.

Teaching Tip

If the classroom is used by several classes and it is not possible to hang students' work on the walls, you could make a scrap book using their statements and photos.

Writing: a review (2)

- Ask students to read the Learning Focus about Supporting your arguments. Explain anything that students don't understand.
- Elicit what students have already learnt about presenting arguments. Remind them that these expressions are common in formal writing.
- Remind students of the importance of using linking words to connect their ideas and to sequence them in order to make their writing easier to follow. Explain that

they might use each of the expressions to introduce examples to prove a point they have just made.

- Ask students to write four or five pairs of sentences describing the photo in the top right hand corner of page 156. Encourage them to write a sentence with an opinion and then a follow-up sentence with a supporting example. Encourage them to use the expressions in Supporting your arguments to connect their sentences.

A

- Ask students to read sentences 1-5 on their own. Explain that these are statements that express different opinions.
- Explain that sentences a-e are examples to back up the opinions in 1-5, and to match each sentence 1-5 with the supporting example from a-e.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

- 1c 2e 3b 4d 5a

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do.
- Ask students to read questions 1-4 and then to underline the key words in the task which help them answer the questions in order to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 a review
 2 in a negative way because the task says a fashion show that you weren't impressed with
 3 the clothes, the models and other important features of the show
 4 from a personal point of view, because writing a review means giving a personal opinion about something

Teaching Tip

You could extend this task by asking students to work in pairs or small groups to brainstorm ideas for this review. Make sure they discuss in detail why they might not have been impressed by the clothes, the models and any other features at a fashion show.

C

- Ask students to read the instructions and make sure they understand what they have to do. Tell them to read the whole example review for gist before they write any answers. Explain that they should read all the example sentences a-e to decide which is the most appropriate example to support the opinions presented in each part of the review. Tell them to underline the key words in each example sentence that link to the previous sentence in the review.
- Ask students to do the task individually, but check as a class.

Answers

1c 2e 3a 4b 5d

D

- Ask students to read through points 1-6 and answer any questions they might have about them.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

Students should tick the following:

1, 2, 4, 5, 6

E

- Ask students to look back at the example review on page 156 and to number the paragraphs 1-4. Ask them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.
- Remind students that they should match paragraphs 1-4 with a-d depending on the information in the review. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a3 b1 c2 d4

F

- Read the *Useful Expressions* to students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions in F and make sure they understand what they have to do. Tell them to look again at the *Useful Expressions* and to focus on the nouns describing fashion and to write P beside each noun that is a person. Ask them to read each sentence 1-5 in F to understand the meaning to see whether it refers to a person or a thing.
- Ask students to do the task individually, but check as a class.

Answers

- follower of fashion, fashion victim
- designer, model
- fashion show, catwalk
- design, fabric
- footwear, swimwear

G

- Ask students to read the information in the *Exam Close-up*. Remind them to use questions like those in B to help focus on what they have to write before they begin. Tell them to use the list of things they ticked in D as a checklist when they write their own reviews. Explain that the *Useful Expressions* show fashion-related nouns and adjectives that they can use in their review and remind them that the sentences in F give examples of how to use some of these expressions.

H

- Ask students to read the instructions and to underline two things they are advised to do (*make a paragraph plan, support their arguments with examples*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task and to use the questions in B to think about what they have to write. Ask them these questions.
 - What do you have to write? (*a review of a festival*)
 - Will you write in a positive or negative way? Why? (*in a positive way because it says that made a positive impression on you*)
 - What kind of things should you focus on? (*the festival, the bands and the fashion people wore*)
 - Will you write in an objective way or from a personal point of view? (*from a personal point of view, because the question asks about what impressed you so this asks for a personal opinion*)
- If time allows, ask students to make a plan for their review in class, but set the writing task for homework. Remind students to give examples to support their arguments and to use some of the *Useful Expressions*. Encourage them to use some negative adverbs or adverbial phrases and inversion in their reviews.
- Explain to students that they can refer to the Writing Reference and checklist for reviews on page 183 while writing their review.

Suggested answer

Plan

Paragraph 1: Provide some background details and say which festival will be reviewed.

Paragraph 2: Describe the festival and the bands that were there.

Paragraph 3: Describe some other positive aspects of the festival, including the fashions people were wearing.

Paragraph 4: Make a general comment on the consequences of the festival for the future.

12 You Are What You Wear

Suggested answer

Yes! It's Summer Festival time!

As a music lover, I look forward to the big events in the music festival calendar. Take the Devon Festival for example, which I haven't missed for the last ten years. This year I was a little uncertain as the weather had been bad and it was opened by a new band, J. P. and the Raps. Never had I expected to see such an amazing band!

The Raps were presenting their new CD. The music was particularly appropriate for the summer. For instance, J. P. had used the violin and harp to beautiful effect. In addition, the loudness of their music made it very attractive to young people at a festival.

As if the music wasn't wonderful enough, the fashions people were wearing were amazing. Most people were clearly very experienced festival-goers. This was particularly noticeable with girls wearing summer dresses made of floaty, thin fabrics with pastel coloured footwear, such as boots, to walk safely in the mud. Another high point were the accessories. The trendy mix of so many colours and different jewellery, summer scarves and handbags was just right for this festival.

The festival was amazing and certainly lived up to its reputation. Next year's festival is certain to be popular following this year's!

Useful Expressions

- Ask students to look at the list of nouns that show ways of describing fashion. Elicit which nouns are people (*designer, fashion victim, follower of fashion, model*), which are things you wear (*accessories, clothes, evening wear, footwear, high heels, swimwear*), and which are other fashion-related things (*catwalk, collection, design, fabric, fashion show*).
- Ask students to look at the adjectives and point out that the negative form of these is made by adding the prefixes *in-*, *im-* or *un-*. Ask them to look at the last four adjectives and to change the words *colourful* and *fashionable* to form their opposites (*colourless, unfashionable*). Point out that *dull* can mean the opposite of *colourful*, or it can also mean *uninteresting*, and elicit the meaning of *trendy* (*fashionable*).
- Point out that they can use some of these nouns and adjectives in their own review.

Video

12 The Art of Making Silk

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about how silk is made. Elicit what students know about silk. Ask if they know what it is made from and what it is used for.
- Ask students to read statements 1-6 and explain any words they don't understand.
- Ask students to do the task in pairs to encourage discussion. Discuss the answers as a class.

Answers

- | | |
|---------------------|-------------------|
| 1 T | 4 F (white) |
| 2 F (about 32 days) | 5 T |
| 3 T | 6 F (2,000-3,000) |

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-8 and explain anything they don't understand.
- Ask them to think about which words may be correct before watching.
- Play the video all the way through without stopping and ask students to circle the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different.
- Check the answers as a class.

Answers

- | | |
|----------------------|-----------------------|
| 1 remain (00.23) | 5 shape (02.36) |
| 2 mechanical (00.38) | 6 used (02.58) |
| 3 upholstery (00.45) | 7 custom made (03.35) |
| 4 patterns (01.20) | 8 perfected (04.11) |

After you watch

C

- Explain to students that this is a summary of the information they heard on the video. Ask them to look at the photos on the right and to read the captions. Ask them to describe what is in the photos.
- Read the words in the yellow box to the students and ask them to repeat them after you. Correct their pronunciation where necessary. Ask students to write N, V, or Adv above each word depending on whether it is a noun, verb or adverb.
- Remind students that they should read the whole summary before writing any answers first to work out which part of speech is missing in each gap.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|-----------|-------------|
| 1 looms | 5 direction |
| 2 weaving | 6 However |
| 3 thread | 7 fabric |
| 4 process | 8 run |

Ideas Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the questions and answer any queries they might have about them.
- Ask students to work in pairs and explain that they should both give their opinions on the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until every pair has had a turn.
- Write the kinds of hand-made products they mention on the board as they give answers. Ask students if they have seen any of these products being made by hand, and whether they would like to do this type of work. Encourage students to discuss the points raised as a class.

Answers

Students' own answers

Review 6

Units 11 & 12

Objectives

- To revise vocabulary and grammar from Units 11 and 12

Revision

- Explain to students that the tasks in Review 6 are based on the material they saw in Units 11 and 12.
- Remind students that they can ask you for help with the exercises or look back at the units if they're not sure about an answer, as the review is not a test.
- Decide how you will carry out the review. You could ask students to do one task at a time and then correct it immediately, or ask students to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units.
- Revise the vocabulary and grammar as a class before students do the review.

Vocabulary Revision

- Write the words *take, get, do, put and wear* on the board. Ask students which phrasal verbs and expressions beginning with these words they remember from Units 11 and 12. Tell them to think of a sentence for each one and to write them down in their notebooks. Make sure they revise *take off, get away with, get into trouble, put on, and wear out*.
- Say these words and ask students to complete the collocations related to crime: *commit (a crime), plead (guilty), community (service), break (the law), serve (a sentence), police (record)*. Then ask them to complete the collocations related to fashion: *designer (label), shop (window)*.
- Write the prepositions *against, under, with and for* on the board. Ask students what nouns or adjectives they remember from Unit 11, page 143 that can go before or after these words to make prepositional phrases. Make sure they revise *against the law, under arrest, be familiar with, be responsible for*.
- Ask students to explain the difference between the following pairs of words: *rob/steal, refund/discount, bargain/purchase, suit/fit, label/receipt, trial/verdict, thief/theft, and alibi/motive*. Tell them to either give a definition, or a sentence that shows the meaning of each word.

Grammar Revision

- Write these sentences on the board.
 - Kate's mum, who is a designer, often travels to Paris.
 - Kate's friend who is a designer often travels to Paris.
- Ask students to explain the difference between them. Revise the rules for defining and non-defining relative clauses. Then ask students to say the other relative pronouns (*that, which, whose, where and when*) and to write sentences using each one.
- Make sure they remember when *that* can be used and when the relative pronoun can be omitted.
- Write the words *sold and selling* on the board and ask students which is a present participle and which is a past participle. Revise the uses of participles and the rules for forming participle clauses, by asking students to make sentences beginning with present or past participles, and then to make sentences using a participle to replace a relative clause.
- Write *I'm having a new outfit made for the show.* on the board and elicit that the causative form has been used. Ask a student to come up and underline the different parts of the causative structure. Ask students why we use the causative form and when we can use the verb *get* instead of *have*. Ask students to give some other examples of the causative form.
- Write the words *never, under no circumstances, not only (... but also)* on the board. Elicit that these are negative adverbs or adverbial clauses. Then ask students to write sentences beginning with each of these words. Revise the rules for inversion and make sure students remember the correct word order.
- Revise the use of *It's (high/about) time* and make sure students remember the correct tenses which follow these structures.

Vocabulary

A

- Read the words in both columns as separate items to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Explain that they have to match the words that make collocations they saw in Units 11 and 12.

Answers

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

B

- Ask students to read all the sentences and options for gist before circling the correct answers. After they have finished, tell them to read the sentences again to check their answers.
- Encourage students to look at the list of Prepositions on page 188 and the list of Phrasal verbs on page 189 if they need help here.

Answers

1 off	6 to
2 with	7 under
3 out	8 up
4 for	9 against
5 into	10 on

C

- Ask students to say the pairs of words in the yellow boxes as a class and then individually. Correct their pronunciation if necessary.
- Ask students to read both sentences in each group before writing any answers. Tell them to look for clues before and after the gaps as well as to think about the differences in meaning between the words.

Answers

1 a discount	b refund
2 a alibi	b motive
3 a label	b receipt
4 a steal	b rob
5 a thief	b theft
6 a verdict	b trial
7 a purchases	b bargains
8 a suits	b fits

Grammar**A**

- Explain to students that they should read all the sentences right through before filling in any answers to understand the context and to decide whether the missing pronoun relates to a person, thing, place time or something that belongs to someone.
- Encourage students to read through their completed sentences to check their answers.
- Ask students to pay attention to whether each relative clause is defining or non-defining and to see if the pronoun is the object or subject of the clause to help them decide whether that can be used in each sentence.
- Tell students to look back at Unit 11, page 139 Grammar box and Grammar Reference 11.1 to 11.3 on page 174 for a reminder if they need to.

Answers

1 who	5 when
2 which	6 who
3 where	7 who
4 whose	8 who

Students should tick the following: 2, 7, 8

B

- Ask students to read the verbs in the yellow box and then to read all the sentences carefully for gist and to decide which verb fits the meaning. Explain that they should decide whether the missing participle has an active or passive meaning.
- Encourage students to read through the sentences once they have finished to check their answers.
- Tell them to look back at Unit 11, page 142 Grammar box and Grammar Reference 11.4 on pages 174 & 175 again for a reminder if they need to.

Answers

1 sentenced	5 investigating
2 living	6 waiting
3 offering	7 sold
4 taken	8 walking

C

- Ask students to read the first sentence in each pair carefully and to underline the words that they have to change so that it has the same meaning in the new sentence. Tell them to decide whether they have to write a causative form, a past tense after *it's about/high time* or an inversion.
- Encourage students to read through the sentences once they have finished to check their answers.
- Tell them to look back at Unit 12, pages 151 & 154 Grammar boxes and Grammar References 12.1 to 12.3 on page 175 again for a reminder if they need to.

Answers

1 had the police seen
2 to have her hair styled
3 high time you went home
4 will have his clothes sold
5 was Charlie charged with burglary
6 gets her nails done
7 had his car stolen
8 no circumstances should employees

Recording Script Student's Book B1+

Unit 1 Your World

TRACK 1.1

N: Listening, Unit 1, Page 10, B

F: Susan's coming over for the day on Sunday and I'd like to take her somewhere nice, but I'm not sure what she'd enjoy. Any ideas?

M: Well, she's very artistic, isn't she? I'm sure she'd love the new art gallery that's opened. Or maybe you could take her ice-skating.

F: I was thinking about a walk around the lake. Then we could chat while we walk and maybe even have a picnic. But I suppose you're right, she'd probably prefer the art gallery. We'll go there. I think I'll forget the ice-skating!

F: Mm, yes, maybe. I'm not confident about dancing though, whereas I think I'd be OK with singing. Exercise is definitely a good idea though. Perhaps I could try something simple, like running.

N: Which two ideas does the woman prefer?

N: Number 3

M: I want to paint the sitting room, as it's looking very dull at the moment. What colour do you think I should go for?

F: Well, it depends what you want. A nice shade of pink would make the room seem friendly, yellow would make it bright and cheerful, but a pale green would give it a calm and peaceful feel.

M: Well, I don't often have friends round, and it's already very sunny, so a pale green for peace and quiet sounds perfect!

N: What colour does the woman suggest to make the room bright and cheerful?

N: Number 4

F: So, how's your new job going? Are you enjoying it?

M: Well, it's OK, but I'm feeling a bit lonely to be honest. My desk is in a corner of the first floor. There's only one other person near me, and she's very quiet. Everyone else is downstairs, so I don't see them very often.

F: Oh well, at least you'll get plenty of work done!

N: Which picture shows the man's office building?

N: Number 5

M: So did you manage to get a good price for your new kitchen in the end?

F: Well, at first he was asking for 10,000 euros. Usually I'm far too shy to ask for a lower price, but this time I felt more confident, so I suggested 9,000. In the end we agreed on nine and a half thousand, so I was pleased with that.

N: How much did the woman pay for her kitchen?

TRACK 1.2

N: Listening, Unit 1, Page 10, D

N: You will hear eight short conversations. After each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures (a, b or c). Circle the letter of the correct answer. You will hear each conversation only once.

N: Number 1

M: Has Joan's daughter finished school yet?

F: Finished school? You are behind the times! Not only has she finished school, but she's also completed a year at college and she's now in her second year at university!

M: Goodness, doesn't time fly! Last time I saw her she was definitely still at school!

N: Where is the girl studying now?

N: Number 2

F: I'm thinking of taking up singing. I've been feeling a bit depressed recently and I think it might help. What do you think?

M: That's a good idea. I'm sure that singing could help to make you feel better. Exercise is also good – you could try something creative, like modern dance.

N: Number 6

M: What's the Matter with Sean?

F: He's fed up because only one of his friends can come round tonight. He'd originally invited four, but now only one can make it.

M: That's a shame. What happened to the other three?

F: They're all in the school football team and they're training for the cup final on Saturday.

N: How many friends did Sean invite?

N: Number 7

M: And in the studio today we have Jane Gray, the extraordinary teenage girl who won one million euros but decided to give it all away to charity. Jane, didn't you want to keep any of it for yourself, perhaps a quarter at least?

F: Well, I thought about it, of course. I had decided to keep half for myself and give the other half to charity, but then I remembered how amazingly lucky I am compared with some people, and I thought, 'Why should I keep half when other people need it so much more?'

N: How much of the lottery win did the girl keep for herself?

N: Number 8

M: So how was Dad on his 70th birthday? I'm so sorry I had to work.

F: Oh, he had a great time! I was relieved because I was afraid he might be feeling a bit depressed, you know, about getting old. Then I was worried that he might get very tired with all those people who wanted to talk to him all afternoon, but in fact he really enjoyed seeing everyone and he had a lot of fun.

M: We made the right decision in the end then.

N: How did their father feel on his birthday?

Unit 2 World Mysteries

TRACK 2.1

N: Listening, Unit 2, Page 22, B

N: 1

I can't prove what happened. But this is my theory.

N: 2

The disappearance of the two men is still a mystery.

N: 3

The scientist was right you know. Evidence has been found which proves his theory.

N: 4

The experts say that it's impossible to draw any conclusions in this case.

TRACK 2.2

N: Listening, Unit 2, Page 22, D

N: You will hear a radio interview about a mystery on Mount Everest. For questions one to six choose the best answer (a, b or c).

INT: Welcome to Discover History. I'm talking to Matt Stevens, who's an expert in the history of mountaineering. Matt, which great explorer will you be telling us about today?

MATT: Hi Julie. Today I'm going to be talking about not only an amazing person, but a fascinating mystery too. It concerns the conquest of Mount Everest, and who really did get there first.

INT: But we know it was Sir Edmund Hillary and Tenzing Norgay, don't we? They reached the top in the early fifties, I thought.

MATT: 1953, yes. Well, we think they were the first, but we don't know for sure. There's a mystery around the result of a climb made 29 years earlier, in June 1924. British climbers George Mallory and Andrew Irvine disappeared near the top of Everest and we don't know whether they made it to the top or not. If they did, then they hold the honour of being the first climbers to conquer the mountain, but sadly they never made it back down to tell their tale.

INT: That's very sad. So what do we know about their climb?

MATT: Well, the last time the pair were seen by other climbers was on June the 8th 1924. They were over 8,000 metres up the mountain, only a few hundred metres from the top. After that clouds covered the mountain and the pair were never seen again. Nothing was known about what happened to Mallory and Irvine until, on the first of May, 1999, a mountaineering group found Mallory's body 600 metres below the summit. Irvine's body has never been found.

INT: So do we have any evidence to tell us what happened to the men?

MATT: Well, one thing that suggests that they might have reached the top is that no photos were found on Mallory's body. We know that he carried a photo of his wife with him and that he planned to leave it at the summit, if he reached it. Perhaps he did in fact make it to the top and left the photo there, but if so, it's never been found. However there is also a theory that they didn't make it. They were last seen near a 27-metre-high wall of rock. Even climbers today, with modern equipment, find this section extremely difficult. Could Mallory and Irvine have managed it nearly 100 years ago? Although Mallory was known at the time as an exceptionally brilliant climber, many experts doubt he could have managed this section.

INT: Do we have any other evidence?

MATT: Well yes, but it doesn't solve the mystery. Mallory's mountaineering goggles, which are like sunglasses, were in his pocket. As he wasn't wearing them when he died, this means that it was either dark or cloudy at the time. If it was dark, it could help us to piece together how far he'd got when he fell, and whether he was going up or down, but perhaps it was just cloudy. We don't know, so it's difficult to draw any conclusions from that.

INT: So Matt, what do you think happened to the pair?

MATT: Well, I'd love to think that they made it, but sadly, because of their very basic clothing and equipment, I think it's unlikely that they succeeded. Mallory's body had a rope attached to it, which suggests that he was climbing at the time, so it's likely that he fell to his death or was hit by a large amount of falling snow.

Unfortunately his camera has never been found. If we could find that, we might have our answer, who knows? Also, of course, if Irvine's body is found, that might give us a lot more clues. Well, it's a fascinating story. Let's hope that one day we'll find out what really happened. Thanks Matt, for ...

Unit 3 Fit as a Fiddle

TRACK 3.1

N: Listening, Unit 3, Page 36, A

N: 1

fifth

N: 2

fiftieth

N: 3

sixth

N: 4

sixtieth

N: 5

eighth

N: 6

eightieth

N: 7

twelfth

N: 8

twentieth

TRACK 3.2

N: Listening, Unit 3, Page 36, B

N: 1

one fifth

N: 2

13 per cent

N: 3

50 million

N: 4

three thousand five hundred

N: 5

1878

TRACK 3.3

N: Listening, Unit 3, Page 36, D

N: You will hear someone talking about sleep problems. For questions one to seven, complete the sentences with a word or short phrase.

We all know the feeling when we haven't had enough sleep: tired and aching eyes, heavy head, dizziness, problems concentrating, and so on. Not sleeping enough means we can't study or learn properly, do our jobs well or even stay safe. It's estimated that drivers who are tired are a factor in nearly 20% of serious road accidents. Tiredness is a big issue, so let's take a look at some of the causes of sleep problems.

People who suffer from insomnia – that's problems either falling asleep or staying asleep – are often suffering from anxiety or stress in their daily lives. They may also be depressed. Others can't sleep because of medication they're taking, or other health problems which make sleeping difficult. But could it also be that we're just not listening to our bodies or paying attention to our natural sleep patterns?

In past times, people went to bed when the sun went down and got up when the sun rose. Scientists have discovered that sections of our brains prepare us for sleep when we sense darkness and wake us up when we sense light. In our developed world however, with our work or school timetables, electric lights and alarm clocks, we can ignore natural light and darkness. We can go to bed at the same time all year round and control when we wake up. We can even work all night and sleep all day. But by behaving like this we are ignoring our natural biological rhythms, so it's not surprising that this causes problems for some people.

And perhaps we just don't know how much sleep we should be getting. Different people have different needs. Young children, for example, need around 10 hours of sleep each night. The average adult needs around seven hours. Teenagers need around nine hours' sleep per night, but only one in five teenagers actually gets this. Teenagers also naturally feel tired later at night than the average adult, and wake up later in the morning. This explains why they have such trouble getting up early for school! They're not just being lazy; it's the way their bodies naturally react at that age. And older people feel tired earlier in the evening and wake up earlier. So we shouldn't apply the same rules to everyone.

In America, sleeping problems affect 50 to 75 million people, that's roughly a fifth of the country's population. Unfortunately, although sleep is so important in our daily lives, and although so many people have problems with sleep, surprisingly little medical research is being done in this area. Most medical students get 4 hours' or less training in sleep problems and most sleep research centres are owned by private companies, not run by government health departments. Perhaps we need to realise that the time we spend asleep is crucial to the quality of the time we spend awake.

Unit 4 Technological Marvels**TRACK 4.1**

N: Listening, Unit 4, Page 48, B

Considering that we've only had it two years, I'm not impressed at all. Recently it's started making strange noises and leaking water. It's just not getting things clean either. I wonder if the water inside is not getting hot enough, or perhaps the detergent's getting stuck somewhere. It's very annoying having to wash so many of the plates and glasses again, and check every piece of cutlery that we take out. I sometimes wonder if it would just be quicker to do the washing-up by hand! And it doesn't dry things properly either – everything's always still wet! I'll have to get it looked at.

TRACK 4.2**N: Listening, Unit 4, Page 48, C**

N: You will hear people talking in six different situations. For questions one to six, choose the best answer (a, b or c).

N: 1: You hear two people talking about a mobile phone.

F: I wish I could buy a new phone. This one's really getting on my nerves.

M: Why, what's wrong with it? I don't know!

F: The stupid thing starts beeping after about forty minutes and then cuts off completely!

M: Well, perhaps you should have shorter conversations! It sounds like quite a good idea to warn you and then cut you off if you talk for too long!

F: Well, thanks very much! It's not as if I pay more if I chat for ages – I've got loads of minutes on my price plan so who cares!

N: 2: You hear two teenagers talking in an electrical appliance shop.

B: So, do you want to play music at home or when you're out and about?

G: Well both really. My MP3 player is broken and Dad says he won't buy me a new one until Christmas.

B: So get a laptop. You can download your music and listen to it at home. That's obvious.

G: Yeah but think, Nathan, that's really expensive and I want to be able to listen to music when I'm travelling to and from school.

B: Oh yeah, good point. Well get a smart phone then...

G: That's not a bad idea. My current phone's rubbish anyway. So where are the phones?

N: 3: You hear a man talking.

I installed this security system in my home about 6 months ago, and I must say, it's amazing. It controls the lights, curtains, alarm and several other things. The most wonderful thing about it, though, is that everything can be controlled over the phone or the Internet, so it's great for people like me who travel a lot. I can be in Australia but I can change what

time the curtains open and close using my phone or laptop! However, it's very complicated to use and I always have to have the instructions with me. I sometimes wonder if I've set it to do the opposite of what I wanted and my neighbours are all having a good laugh!

N: 4: You hear part of a news report.

It's been announced today that some airlines are considering introducing standing tickets on their planes. Airline interior suppliers have already released designs of the special standing places, which would be considerably cheaper for passengers and take up much less space in the plane than a normal seat. The airlines say that many customers have already shown interest in the standing places, but there's some doubt as to whether these planes would be allowed to fly in Europe because of European safety regulations.

N: 5: You hear a woman talking.

We'd both like to have a few new things in the house, but we can only afford one of the things on our list at the moment. I desperately want a new cooker. Ours is very old, and a new cooker would make it so much easier to create the nice meals my husband says he wants! He would rather get a new laptop however, not only so that he can play the latest online games but also to organise all our photos. One thing we do agree on, though, is a home cinema. If we had one of those we could enjoy evenings at home watching films together, so I think we'll go for that.

N: 6: You hear a girl talking about her brother.

My brother's playing video games again. Am I surprised? No. He spends every evening and almost all weekend on them. I don't understand it. He's really intelligent and he could do something great with his life and be very successful, but he's wasting so much time, I think he's going to fail all his exams. It's such a waste of his skills and abilities and he just doesn't care at all. All he wants to do is play those stupid games. I'm sure he's going to regret it in the future, but even our parents seem to have given up trying to talk to him. Am I the only one that cares what he does with his life?

Unit 5 High-Flyers

TRACK 5.1

N: Listening, Unit 5, Page 62, B

N: 1

Her work is very special. She's one of the most influential composers of our time.

N: 2

She always had the belief that she could get the job she wanted.

N: 3

It's a fantastic achievement, and I'm incredibly proud of her.

N: 4

It was very hard work, but he showed true determination right to the end.

N: 5

She got her inspiration from a book she'd read last year.

TRACK 5.2

N: Listening, Unit 5, Page 62, D

N: You will hear five short extracts in which people are talking about ambitions. For questions one to five, choose from the list (A to H) what each speaker says about ambitions. Use the letters only once. There are three extra letters which you do not need to use.

N: Speaker 1

Well I think in general that whether or not you're ambitious depends on the background you come from. I mean if you come from a family of famous explorers you're likely to have the ambition of discovering a secret tribe in the jungle or climbing a high mountain, aren't you? But if you come from a very poor family, your only goal in life might be to put food on your children's plates each day. I think having a particular ambition that makes you different from other people is probably only something a small number of people can afford to have.

N: Speaker 2

I believe that you can achieve anything you want if you're really determined and you truly believe in yourself. There are so many people who've

achieved amazing things that nobody else thought were possible, just because they persisted and didn't let anything or anyone stop them. You don't have to be rich and famous, you just have to believe that something is important, and have the determination to keep going until you've achieved it. You need to be very strong though, and not listen to what other people say.

N: Speaker 3

I don't think being ambitious is a very good idea. I mean, most people will probably tell you they've got some sort of ambition, but how many of those will succeed? Probably very few. I wouldn't want to be ambitious in the first place, because I'd be afraid of being a failure and a disappointment to myself and others. And imagine how much money, time and effort you could waste on trying to achieve something. You'd probably end up poorer than when you started, you'd lose your friends on the way, and you'd wish you hadn't tried to change anything!

N: Speaker 4

It depends what kind of ambition you're talking about, because I think there are two very different types. There's the type of ambitions little children have, like going to the moon or being a film star, which are not very realistic, and there are more realistic ambitions like wanting to become a doctor or a lawyer. For almost all of us, the first kind is a waste of time, whereas the second kind is really good, because it gives you a reason to study at school and university, and the inspiration to work hard and do well. That's much better than just going to school every day because you have to.

N: Speaker 5

I've never been an ambitious person, probably because my parents weren't either. They were happy just living an ordinary life, doing their best and keeping other people happy, and that's how I feel too. Nothing's ever particularly inspired me to want to be different or a high achiever. There's nothing special that I particularly want in life. I don't want to be famous and I know I'll never be very rich! Instead of always wanting something I haven't got, I'd rather just relax and enjoy the life I have got!

TRACK 5.3

N: Speaking, Unit 5, Page 63, B

P: OK, let's discuss what Jane can do to become a professional football player.

M: It's hard to say, but I think she should watch football matches on TV.

P: Why?

M: Well, I don't know. It's fun, I suppose.

P: Mmmm, I'm not sure. It might be fun, but it would be more useful if she joined a team and practised a few times a week. She would learn the rules of the game and become a better player too. What do you think?

M: OK. I suppose she would get fit too. But what about reading newspapers? I think that's a good idea. She could learn things about famous football players.

P: I'm not too keen on that idea because I don't think learning about famous players is very useful.

M: Hmm, yes, perhaps you're right. She'll need to buy new football boots though. She can't be a good player without good boots.

P: Yes, OK. So shall we suggest practising in a team and buying boots, then?

M: Yes, those would be best.

Unit 6 Living History**TRACK 6.1**

N: Listening, Unit 6, Page 74, A

N: 1

Three hundred and fifty-eight

N: 2

Six thousand and twenty

N: 3

Three point five

N: 4

Eighty-six thousand five hundred

N: 5

Two-fifty AD

N: 6

Three quarters

N: 7

Two forty-five pm

N: 8

the eighteen-forties

TRACK 6.2

N: Listening, Unit 6, Page 74, C

N: You will hear a radio presenter interviewing someone at a tourist attraction. For questions one to five, listen and choose the best answer (a, b, c or d).

INT: Welcome to Living History. Today I'm at Finchester Museum, a fantastic tourist attraction displaying the remains of a house built around 1,800 years ago. Here with me is James McDonald, manager of the museum.

J: Hi Sheila. First of all let me tell you a little about the museum. It displays the remains of a large house that was built around the year 200 AD, in the middle of the Roman period of British history (that was the period from roughly 43 AD to 410 AD). The villa and museum are open all year round, and our visitors can learn about the house, the people that lived here and life in Roman Britain. However, for the whole of the month of August we are also hosting a temporary exhibition about the Roman city of Pompeii.

INT: Tell us more about the Pompeii exhibition.

J: Well, Pompeii was a Roman city in Italy that was completely destroyed when, in 79 AD, the volcano of Mount Vesuvius erupted. The thing about Pompeii is that the volcano erupted quite suddenly.

However, there had been some signs beforehand. These signs included smoke coming from the top of the volcano and a lot of minor earthquakes. Being used to this seismic activity, most people didn't really become alarmed and only some left the city.

When Vesuvius erupted everything must have gone completely black because the sun was

blocked by the volcanic smoke. The people left in the city didn't know whether to stay and shelter in their homes or to try to run for their lives. The hot liquid and gas flowed down from the mountain at up to 290 kilometres per hour and burnt and buried everything. The entire city was hidden for hundreds of years, until it was discovered over 1,500 years later, in 1599. Because everything happened so quickly, the remains of the city show life exactly as it was on that day in 79 AD.

INT: So what can we see in the exhibition?

J: The exhibition contains some of the actual objects that were found at Pompeii, such as cooking pots.

- N:**
- Number 1: Who is James McDonald?**
 - Number 2: When was the Roman house at Finchester built?**
 - Number 3: How long will the exhibition at Pompeii be on for?**
 - Number 4: Where was Pompeii located?**
 - Number 5: Approximately, how long was the city hidden for?**

Unit 7 Wild World

TRACK 7.1

N: Listening, Unit 7, Page 88, B

- 1 twenty thousand
- 2 eight hundred and fifty
- 3 five thousand
- 4 two million
- 5 sixteen thousand

TRACK 7.2

N: Listening, Unit 7, Page 88, D

N: You will hear part of a television documentary about mammoths. For questions one to nine, complete the sentences with a word or short phrase.

It's an incredible sight. What we're looking at is a member of a species which became extinct over 10,000 years ago! It's a mammoth – a close cousin of today's elephants. But tests have shown that this little baby was in fact alive around 40,000

years ago. This species of mammoth first appeared 400,000 years ago, probably in northeastern Siberia.

They were perfectly designed to cope with extreme cold, their bodies covered in thick warm hair, and they lived alongside other huge hairy mammals like rhinoceroses, big cats and giant bears. When mammoths died, their bodies remained frozen in the icy ground. For this reason, many of their bones and other body parts have been found in the area where they lived, but never in such a complete form as this baby, named Lyuba.

Her body was discovered in May 2007 by a farmer in Siberia. It had lost most of its hair and its toenails, but other than that the body was completely undamaged. Even the eyelashes were still intact. It had been preserved in frozen mud which had recently melted away. So what does her body tell us about her life and her death?

The generally good condition of her body and a thick layer of fat on the back of her neck suggest that at the time of her death she had been very healthy. It also tells us about the state of her mother's health – she must also have been healthy to have fed her baby so well. Lyuba's baby tusks – an elephant's huge front teeth – also show that she had died suddenly, not from a gradual illness. By comparing her tusks with those of modern elephants, scientists can tell that she was only a month old. Her mouth and throat were filled with mud, which tells us that, tragically, she had probably slipped into a muddy river and drowned.

There is much discussion about how and why the mammoths died out, having existed for nearly three and a half million years. Up to 70% of these creatures disappeared in the short space of 4,000 years. Scientists have a few theories: a huge lump of rock hitting the earth from outer space, terrible fires and droughts, a killer disease, or a sudden rise in the earth's temperature are all possibilities. However, there is one other likely cause: humans reached this area shortly before the animals began to disappear. We know that humans hunted mammoths, because mammoth bodies have been found with injuries that prove they'd been attacked by humans. People hunted mammoths for food, but they also used their bones to make weapons, tools and even houses.

Maybe one day in the future we'll know for sure what happened to these amazing creatures. Maybe we'll never know. But the discovery of the body of little Lyuba has certainly helped scientists understand more about the way they lived.

Unit 8 Media Matters

TRACK 8.1

N: Listening, Unit 8, Page 100, B

F: Goodness, this is a strange photo of the actor Chris Dunning.

M: What's strange about it?

F: Well, I thought he had brown hair and wore glasses. Here he's got glasses, but his hair's blonde. It looks very strange.

M: No, his hair's always been blonde! But what's strange is that he's also got a beard in that photo!

N: Which photo are they looking at?

TRACK 8.2

N: Listening, Unit 8, Page 100, D

N: You will hear eight short conversations. After you hear each conversation you will be asked a question about what you have heard. The answers are shown as pictures. Circle a, b or c.

N: Number 1

M Did you see that wildlife programme on TV last night?

F I saw part of one about dolphins. Is that the one you mean?

M No, this one was about elephants. It's amazing the way they communicate and care for each other.

F That sounds interesting. I'll check to see whether it's going to be repeated. There's also a programme on about gorillas tonight. I'd like to see that too.

N: Which programme did the man watch last night?

N: Number 2

F I heard on the radio news this morning that they're closing the cinema in Portland Street next month. What a shame!

M Well that just proves that you can't believe everything you hear. I read in the paper last Friday that they've decided not to close the cinema for at least another year.

F Well we'd better keep an eye on the TV news then to get the real story. We can probably trust that.

N: Which source of news does the woman say they should believe?

N: Number 3

F Julia's decided she wants to work in TV journalism, but she's not sure what role she wants to have exactly.

M What, you mean she might be a news reporter interviewing people?

F Possibly, yes. She also mentioned working behind the camera though, as she's studying that too. She thought she might like to be a camera operator.

M You know I think she'd prefer presenting the news to working a camera. She'd make a great newsreader, I reckon.

N: What does the man think Julia should become?

N: Number 4

M There aren't many adverts for flats in the paper these days.

F There are probably more adverts in the property websites. That's where most people prefer to look nowadays. It saves having to buy the paper.

M I spend so much time on the computer already though. Perhaps we should go and look in the estate agents' windows in the high street.

F That takes so much time though. I'll have a look online tonight, and you can rest your eyes a bit!

N: Where is the woman going to look for adverts?

N: Number 5

M Look, isn't that the woman who presents the weather on Channel 2?

F Which woman are you looking at? The one with the long dark hair?

M No, the one with short blonde hair.

F No, that's not the weather girl. She's blonde, but her hair's much longer than that.

N: Which woman presents the weather?

N: Number 6

F What's happened to the sports news? It's usually on at 7 pm after the financial programme.

M Ah, they changed it last week. It's now on at 6 o'clock, just before the financial programme, and there's an arts show at 7 now.

F Oh that's really annoying. I used to listen to the sports news when I got home, but as I don't get home until 6.45 I'm going to miss it every day now.

N: What time is the sports news broadcast now?

N: Number 7

M What are you reading in that magazine?

F Well, I'm not really reading; I'm looking at the pictures. They're amazing. It's about the pop star Shannon and her honeymoon. First she had a week on a luxury yacht, then she spent a week on the beach on a tropical island and finally she stayed in a beautiful castle in the south of France! Lucky her!

N: What did the pop star do second?

N: Number 8

M I'm going to watch a film at home tonight. Do you want to join me?

F You're always watching films. Where do you get them all from?

M Well, I buy some of them at the local shops, but most of them I buy over the internet.

F I haven't worked out how to buy films online yet. I'm still renting them from the DVD shop!

N: Where doesn't the man get his films from?

Unit 9 Making a Living

TRACK 9.1

N: Listening, Unit 9, Page 114, B

- 1 Although I don't get paid much, I love my job.
- 2 We learnt some things on the course I suppose, but overall I thought it was a waste of time.
- 3 I disliked most of my colleagues in my last job, but I did at least enjoy the work.
- 4 I didn't want to do the training course beforehand, but I must admit I quite enjoyed it.

5 It was fabulous, but I doubt I'll ever find a job like that again.

6 It was extremely hard and exhausting work, but I can't deny that I learnt a lot.

TRACK 9.2

N: Listening, Unit 9, Page 114, C

N: You will hear five short extracts in which people are talking about their jobs. For questions one to five, choose from the list (A to H) what each speaker says about their job. Use the letters only once. There are three extra letters which you do not need to use.

N: Speaker 1

I'm extremely lucky that I'm so happy in my work. It's not something I've always wanted to do; I only decided to become a nurse after I left school. It's a cliché, but the reason I enjoy it is that I'm helping other people. I wouldn't be happy in a job that just made money or where I couldn't see good things as a result of the time I put in. I'd soon get bored doing something like that. I can't deny that my job can be stressful at times, but it's so rewarding that I can cope with the stress.

N: Speaker 2

My job's pretty boring really. I work in a bank. It's not exactly exciting! I wish I could do something more interesting or with a bit of excitement, but banking certainly isn't that! However, I'd rather be stuck in the bank all day – and safe – than doing something dangerous like a firefighter or police officer. Those men and women risk their lives every day for their work. I really admire them, but I must admit I'm glad I don't have to do that.

N: Speaker 3

My job is very stressful and I work extremely long hours. I'm always exhausted and I don't get enough time to see my family or just relax. If I had the choice I'd leave and do something completely different, but I doubt that I'd be able to get the sort of job that I want. I haven't got the right qualifications for the jobs I'd enjoy. I studied what I thought was right for me at the time, but now I wish I could do my school and university years again so that I could follow a different path.

N: Speaker 4

I work for an environmental charity. Because it's a charity, the pay is terrible, but I'm very lucky because I don't actually need to work. My wife is a very well-paid lawyer and if I wanted to, I could stay at home and do nothing all day. Well, not nothing – I could do the cooking, cleaning, shopping, etc. There's plenty of work to do around the house! But I'd get very bored doing that, and especially being on my own all day. So I chose to go to work instead, but I was able to choose a job that interests me even if I don't make much money.

N: Speaker 5

Personally I'd rather not work at all. There are so many other things I'd rather be doing and I find work such a waste of time! I'm not someone who needs to go to work in order to give a meaning to my life! But unfortunately, like most people, I don't have any choice because I need to earn money to live! I live on my own, so I have to pay the rent every month, as well as paying for food, clothes, electricity and so on. And of course I want a bit left over for going out and having fun! So work is something I just have to put up with...

Unit 10 See the World**TRACK 10.1**

N: Listening, Unit 10, Page 126, B

N: Speaker 1

Oh no, I'm late. The train leaves in half an hour and I haven't finished packing yet.

N: Speaker 2

I'm not sure Polly will be okay with just that thin jacket on? She might catch a cold.

N: Speaker 3

I don't like it! It's going too fast! Tell him to stop.

N: Speaker 4

Oh dear, look at that rain. I wish I was on a beach and not in this office.

N: Speaker 5

Look! Our tickets have arrived! How fantastic, I can't wait. Two weeks in California.

TRACK 10.2

N: Listening, Unit 10, Page 126, D

N: You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, (A, B or C).

N: 1: You hear a woman talking.

I desperately want to get our holiday booked, but we can't do anything until my husband knows which days he can take off work, and nobody seems to have decided that yet. I'm sure that if we wait much longer, the hotels we like will be fully booked and the prices of the flights will have gone up. Maybe there won't be any seats left at all! I wish my husband's boss would hurry up and sort out the holiday dates; otherwise we might not be able to go!

N: 2: You hear a young woman talking.

I really can't wait for this summer to end. This job looking after tourists is killing me. It's so exhausting and stressful. I thought it would be an amazing experience, living on a beautiful island with fantastic weather and going to the beach every day, but there are so many problems to sort out that I never get to enjoy it. I've realised that I don't actually like dealing with people after all, and I'd just like to sit in an office, work from 9–5 every day and then go home and relax!

N: 3: You hear a young man talking about an adventure he went on.

It was the most amazing thing I've ever done! Trekking through the jungles of Rwanda in search of gorillas and then, after days, actually finding them was just so exciting and rewarding. To be honest I wasn't really expecting to see any gorillas at all. They'd warned us that the gorillas are very shy and well hidden, and that sometimes even the experienced guides can't find them for days. So I was prepared to be disappointed, but fortunately that wasn't the case. Trekking in the jungle was quite a challenge, and pretty uncomfortable at times, but it was so worth it to finally get close to these incredible animals.

N: 4: You hear a man talking about a holiday resort.

This used to be such a beautiful place, with lovely views and endless forests and open spaces. It was so peaceful and calming. But over the last ten years

so much building has gone on that it's completely changed the character of the area. Now all you see are hotels and tennis courts, and the development is still going on. I can't imagine why they allow it. Well, to make money I suppose. It's such a shame that the local people only want to make profits, instead of valuing the natural world around them.

N: 5: You hear a teenager talking.

I only had one week's holiday this summer, and that was pretty awful. It wasn't the location – that was no problem. The hotel was comfortable and the scenery was beautiful. And we were extremely lucky with the weather, thank goodness. But it was so annoying having to be with Mum and Dad all the time. I always had to do what they wanted and there was no one else of my age around for me to talk to. It was only a week, but it felt more like a month and I couldn't wait to get home and back to my friends!

N: 6: You hear a girl talking about her summer holiday.

Well, it's going to be quite a long journey, but I'm looking forward to it. It will be more fun and interesting to take a bit longer over a journey and enjoy the experience. There will be a lot of facilities on board, and I've heard that the food in particular is great. My brother and I have got our own cabin, and we're looking forward to playing in the pool on the deck. I just hope we'll have good weather so the conditions will be calm!

N: 7: You hear a young woman talking about a trip she made.

Last year I travelled across Europe by train for a month. I made the trip alone because I don't have a problem with that, but I decided that I would set myself the challenge of never eating my evening meal on my own, because that's the one thing about travelling alone that I don't like! So each day I needed to meet other travellers who I could talk to and eat with. Of course, I was very careful to always be safe. But when you travel alone you meet so many other travellers that it was very easy actually, and I had a great time!

N: 8: You hear a boy talking about a school trip abroad.

We've been waiting here for an hour and nobody's told us anything. Somebody said they thought

there was a delay with the catering – maybe the food and drinks for the flight haven't arrived yet.

Well, I'd rather take the flight without refreshments than wait here for another hour! I hope there isn't something wrong with the plane. I always get nervous when they say that! I expect the plane hasn't arrived here yet. There's terrible fog in London and it's very likely that it hasn't even taken off from there yet. The forecast was very bad for today, I'm sure that'll be the problem.

Unit 11 Crime Time

TRACK 11.1

N: Listening, Unit 11, Page 140, B

N: 1

The charity does such wonderful work for victims of crime. It really changes their lives for the better.

N: 2

We spent a lot of time and money on this project, but the truth is that in the end it just doesn't do what it was designed to do, so it's not helping anyone.

N: 3

She'll almost certainly go to prison. In fact I can't imagine the judge giving any other sentence.

N: 4

During the armed robbery at his shop, he was shot in the leg. He hasn't been able to walk since.

N: 5

You'll feel so much better if you go to the police. I really think you should.

TRACK 11.2

N: Listening, Unit 11, Page 140, C

N: You will hear an interview with a youth leader, who's talking about the work done at his youth centre. For questions 1 to 7, choose the best answer (A, B or C).

INT Welcome to another edition of *Lifestyle*, and today we're talking about crime and young people. In the studio is Ian McDonald, who's a local youth leader. Ian, welcome. First of all, tell us exactly what you do.

IAN Hi Jane. Well, I'm employed to run the youth centre at Sharp Hill. Our aim is to help young people who are either still at school or who have left school and are out of work. We offer all sorts of things, from games and social activities, to help finding jobs. We want to do everything we can to give young people something positive to do with their time and to keep them off the streets, where they might turn to crime.

INT And do you think the centre is managing to prevent kids from turning to crime?

IAN To a large extent, yes. Of course we can't force kids to come to us, but we do our best to offer what they need so they'll want to come. We try to give each person something to achieve, whether it's improving their football skills or writing a CV. When people feel that they're achieving something, they're much less likely to turn to crime.

INT We hear a lot about youth crime, though, particularly problems like vandalism and theft. Why do you think these incidents are so common?

IAN A lot of young people have a bad attitude towards themselves, towards other people and towards property, which often starts from difficulties with schoolwork. This can make them feel like failures from a young age and often neither the school nor the parents have the time or the money to help them. This is where the youth centre can sometimes help. Regarding graffiti for example, some is pure vandalism, but some is very artistic. We encourage our members to use their artistic talents positively. We have graffiti competitions at the centre and we discuss what art is and what vandalism is. It's better to change kids' attitudes than just to tell them to stop doing something altogether.

INT Do you find that the police are helpful, or do they cause problems for the people who attend the youth centre?

IAN It's difficult with the police because they often visit the centre to speak to people they suspect of committing a crime, or to ask for information. A lot of our members know people who break the law, even if they don't

do it themselves. But the police also make a big effort to be fair, and to develop a good relationship with the kids, and in many cases the police work is actually helping the kids by removing dangerous people from the area. Often they realise this and are willing to help, so most of the time we get on OK.

INT Does the centre have connections with other community groups?

IAN Yes, many. One of our projects is helping local people look after the local environment. The kids get involved in tidying up, painting, planting trees and so on, working together with local people. Sometimes young disabled kids visit the centre as well. Our members found this difficult to deal with at first, but they've got used to it and now it's really good for all the young people, disabled or not.

INT Well, Ian, it's a very interesting topic, and we'll talk more after this break... [FADE OUT]

Unit 12 You Are What You Wear

TRACK 12.1

N: Listening, Unit 12, Page 152, A

In my job I have to know everything about who's designing what, who's wearing what, who's working with whom and so on. Only about 50% of my time is spent in my office – the rest is at shows and glamorous functions, meeting and talking to the people that Matter. In fact my job is really more about people than it is about fashion! But it helps that I'm an expert in the fashion industry too – I studied fashion & design at college and worked as a model for 10 years and then as a designer before moving into journalism.

TRACK 12.2

N: Listening, Unit 12, Page 152, E

N: You will hear an interview with a designer called Michael J Alexander, who's talking about his new fashion collection. For questions one to six, choose the best answer (a, b or c).

F: Today we have with us one of the rising stars of men's fashion, designer, Michael J Alexander.

Welcome Michael, we're thrilled to have you with us.

M: Pleased to be here, Annie.

F: So, Michael, tell us, how did you get into fashion? It isn't one of the most traditional industries for a man to get into. It's quite female dominated?

M: Well, actually Annie, you'd be surprised, there are many high-profile male designers working out there in the fashion industry. I'd say the industry is pretty well-balanced between the sexes.

F: But designing clothes for women is the biggest part of the business, right?

M: Sure, yeah, women's clothes are where the big bucks are. Designing menswear is lower profile.

F: So what drew you to this job?

M: I've always been creative and I was good at art at school and when I became a teenager, I just got really interested in the technical side of clothes design – it's all about how fabrics and patterns work on the body, how they fall and the shapes they create. It's fascinating.

F: On the female form?

M: Well, yes, I can't deny I found that fascinating as a teenager too, so the two went together, I guess.

F: How many catwalk shows have you done now?

M: This is my third. I started in two thousand and twelve. This one's been great! I'm trying to make my clothes more affordable these days so the collection is younger with lots of great colours and contrasting fabrics and shapes – checked, striped, and baggy – it's casual yet stylish. I love it!

F: Well, we all love it Michael – I've seen the catalogue and think your clothes would suit a lot of people – wonderful!

M: Why thank you Annie – I'm so pleased you think so...

WORKBOOK B1+ KEY

Unit 1

Reading

A

Student's own answer

B

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

Vocabulary

A

- | | |
|---------------|--------------|
| 1 generous | 5 calm |
| 2 trustworthy | 6 depressed |
| 3 plump | 7 fit |
| 4 handsome | 8 aggressive |

B

- | | |
|---------------|---------------|
| 1 stability | 5 considerate |
| 2 embarrassed | 6 attractive |
| 3 peaceful | 7 athletic |
| 4 healthy | 8 sadness |

C

- | | |
|--------------|----------------|
| 1 peers | 4 embarrassing |
| 2 classmates | 5 classmate |
| 3 skinny | 6 skill |

Grammar

A

- 1 visit
- 2 know
- 3 is feeding
- 4 don't like
- 5 goes
- 6 Do you understand
- 7 doesn't want
- 8 Are they playing

B

- | | |
|----------------|----------------|
| 1 doesn't want | 5 tastes |
| 2 belongs to | 6 doesn't seem |
| 3 is staying | 7 is flying |
| 4 am seeing | 8 is running |

Listening

A

Student's own answer

B

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

Grammar

A

- 1 Line 1: People (without *The*)
- 2 Line 2: **The** most popular
- 3 Line 2: France (without *the*)
- 4 Line 3: **the** United States
- 5 Line 4: Europe (without *the*)
- 6 Line 4: in **the** world

- 7 Line 5: **the** Pacific Ocean region
- 8 Line 6: **The** United Nations
- 9 Lines 6-7: three times a year
- 10 Line 7: an important source

B

- | | |
|------------|------------|
| 1 the, the | 5 a, the |
| 2 a, the | 6 the, a |
| 3 an, the | 7 The, the |
| 4 The, the | 8 a, the |

Use your English

A

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

B

- | | |
|---------------|--------------|
| 1 personality | 5 speak |
| 2 thoughtful | 6 teachers |
| 3 aggressive | 7 punishment |
| 4 strength | 8 talented |

C

- 1 Are Cathy and Joan joining
- 2 always forgets
- 3 I prefer comedies to
- 4 is not / isn't going to
- 5 We are listening
- 6 is thinking about/of
- 7 an annoying habit
- 8 like the blue

Writing

A

- 1 ... been up **to** lately
- 2 What's it like **living** ...
- 3 ... interested in music
- 4 ... for a **living**?
- 5 ... gets on your nerves

B

1F 2T 3T 4F

C

- 1 an only
- 2 What's
- 3 do your parents do
- 4 into
- 5 favourite
- 6 all

D

Student's own answer

Unit 2

Reading

A

Student's own answer

B

1C 2D 3G 4A 5F 6B

Vocabulary

A

- | | |
|---------------|--------------|
| 1 reports | 5 evidence |
| 2 investigate | 6 clue |
| 3 solve | 7 conclude |
| 4 hoax | 8 phenomenon |

B

- | | |
|------------|-----------------|
| 1 incident | 5 aliens |
| 2 cemetery | 6 abandon |
| 3 legend | 7 archaeologist |
| 4 theory | 8 myth |

C

- | | |
|-----------------|-------------|
| 1 detective | 5 abandoned |
| 2 disappearance | 6 reason |
| 3 magician | 7 practical |
| 4 cave | 8 odd |

Grammar

A

- 1 screamed
- 2 locked
- 3 broke
- 4 was reading
- 5 was exploring
- 6 heard

B

- 1 thought
- 2 lost
- 3 was watching
- 4 were looking for
- 5 dialled
- 6 were trying

Listening

A

Student's own answer

C

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

Grammar

A

- 1 used to
- 2 didn't use to
- 3 would
- 4 is used to
- 5 aren't used to
- 6 Didn't you use to

B

- 1 used
- 2 Was
- 3 would
- 4 would
- 5 was
- 6 did

Use your English**A**

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

B

1	archaeologists	5	discovery
2	investigating	6	simply
3	evidence	7	Researchers
4	scientists	8	actually

C

1	am used to driving
2	would watch
3	have/'ve got used to walking
4	let out a scream
5	would go climbing
6	didn't use to be
7	people/residents/inhabitants left the town
8	used to believe in

Writing**A**

1 The detectives were looking for a tall man with a moustache.
 2 Mike was shocked when the old wooden door started to open.
 3 I could see a strange blue light shining in the room.
 4 A ghostly white figure emerged from behind the curtain!

B

1	shocked
2	cannot
3	unusual

C

1	small glass
2	finally
3	on his own
4	Suddenly
5	quickly put

D

Student's own answer

Review 1**Vocabulary****A**1a 2b 3b 4c 5c 6d 7b 8a 9d
10b 11c 12b 13b 14c 15d 16a**Grammar****B**

1 We're **having** a party on Friday.
 2 This coffee **smells** delicious.
 3 Did you enjoy **the** food they gave you?
 4 I'm going to be a firefighter when I grow up.

- 5 Steve never **got** used to having a cat in the house.
- 6 What **were you doing** when the earthquake happened?
- 7 I used to **prefer** basketball to football.
- 8 John was reading **while** the kids were playing.

C

- 1 I love the colour blue.
- 2 These scissors don't work.
- 3 London is the capital of England.
- 4 Dan is slowly getting used to the new teacher.
- 5 We were running in the park when a dog bit my leg.
- 6 Dave never **watched** TV.
- 7 I got an MP3 player for my birthday.
- 8 My parents would drive me to school in the mornings.

D1a 2b 3a 4c 5b 6a 7a 8c 9d
10a 11b 12b 13c 14b 15d 16c**Unit 3****Reading****A**

Student's own answer

B1C 2A 3C 4D 5D 6A 7B 8D 9D
10A**Vocabulary****A**

- | | | | |
|---|---------|---|------------|
| 1 | lose | 5 | recovering |
| 2 | twisted | 6 | prescribe |
| 3 | have | 7 | forbids |
| 4 | treat | 8 | examine |

B

- | | |
|---|--------------------------|
| 1 | surgeon, ward |
| 2 | vitamins, additives |
| 3 | operation, injection |
| 4 | optician, dietician |
| 5 | bandage, crutch |
| 6 | Meditation, gymnastics |
| 7 | prescription, medication |
| 8 | remedy, vaccination |

C

- | | | | |
|---|-------------|---|---------------|
| 1 | treadmill | 5 | tablet |
| 2 | temperature | 6 | preservatives |
| 3 | weights | 7 | trainer |
| 4 | protein | 8 | wound |

Grammar**A**

- | | |
|---|--------------------------------|
| 1 | have been reading, have read |
| 2 | has walked, has been walking |
| 3 | has been watching, has watched |
| 4 | has been going, has gone |
| 5 | has been filming, has filmed |
| 6 | have eaten, have been eating |
| 7 | have tried, have been trying |
| 8 | has been swimming, has swum |

B

- | | | | |
|---|--------|---|---------|
| 1 | for | 4 | already |
| 2 | since | 5 | yet |
| 3 | lately | 6 | still |

Listening**A**

Student's own answer

C

- | | |
|---|-----------------------|
| 1 | social networks |
| 2 | keeping fit |
| 3 | fresh |
| 4 | aerobics |
| 5 | yoga and spinning |
| 6 | vitamins and minerals |

Grammar**A**

- | | | | |
|---|-----------------|---|----------|
| 1 | any information | 5 | How much |
| 2 | much money | 6 | hair is |
| 3 | a little | 7 | a little |
| 4 | new furniture | 8 | has been |

B

- | | | | |
|---|---------|---|--------|
| 1 | Many | 5 | little |
| 2 | lots of | 6 | little |
| 3 | lot | 7 | few |
| 4 | a | 8 | slice |

Use your English**A**

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

B

- | | | | |
|---|-----------|---|------|
| 1 | been | 5 | at |
| 2 | many/some | 6 | to |
| 3 | an | 7 | has |
| 4 | on | 8 | have |

C

- | | |
|---|-------------------------------|
| 1 | have had two |
| 2 | a little |
| 3 | has been three months since |
| 4 | a few athletes |
| 5 | have been living |
| 6 | is not much orange juice |
| 7 | has been playing tennis since |
| 8 | have known my trainer for |

Writing**A**

1A 2B 3A

- B**
- fellow students
 - They are too busy with other things.
 - how to have more energy

- C**
- Here are some great tips
 - Make sure you get enough rest.
 - A balanced diet will do wonders for your energy levels.
 - You could ride your bike to school.

- D**
Student's own answer

Unit 4

Reading

- A**
Student's own answer

- B**
1d 2b 3d 4b 5a 6b

Vocabulary

- A**
- technology
 - inventions
 - development
 - process
 - improvements
 - revolution

- B**
- mouse
 - tablet
 - keyboard
 - printer
 - brochure
 - earphones
 - screen
 - speakers

Grammar

- A**
- Shall
 - have
 - is
 - will
 - will
 - will
 - going
 - be

- B**
1b 2a 3c 4b 5c 6a

Listening

- A**
Student's own answer

- C**
1b 2c 3a 4b 5b 6c

Grammar

A

- the
- By
- soon
- until
- before
- time
- as
- when

B

- When
- will
- will work
- will focus on
- before
- after
- will have developed
- Until
- will be working
- is certainly going to be

Use your English

A

- c
- d
- a
- b
- a
- a
- d
- b

B

- then
- their
- will
- are
- came
- in
- how
- to

C

- powerful
- imagination
- inspiration
- manufacturer
- requirements
- commercialise
- revolution
- improvements

Writing

A

- C
- C
- R
- C

B

- know
- teenager
- give your opinion and make suggestions

C

- as/since/because
- However/Nevertheless
- due
- because
- However/Nevertheless

D

Student's own answer

Review 2

Vocabulary

A

- b
- b
- d
- b
- b
- b
- d
- c
- b
- a
- c
- c
- c
- c
- d
- b

Grammar

B

- I slept well last night.
- Greg has been playing games all morning.
- Would you like some milk?
- Shall I walk with you to the bus stop?
- You can go out when you have done the dishes.
- We'll have known each other for two years next week.
- Don't call her now. She will be sleeping.
- I've made some cakes for your party.

C

- Would you like help with your homework?
- He's been running in the park.
- I've just taken some cough medicine.
- What time are you going to deliver the pizza?
- She's been doing gymnastics for three years.
- I'll phone you after I make the dinner.
- They won't have finished yet.
- Let me give you some advice.#

D

- c
- a
- b
- b
- c
- a
- b
- b
- d
- d
- a
- c
- d
- a
- a
- a

Unit 5

Reading

- A**
Student's own answer

B

- A
- B
- D
- C
- B
- A
- C
- D
- B
- A

Vocabulary

A

- b
- a
- c
- b
- a
- b
- a
- b

B

- determined
- accomplished
- daring
- devoted
- stubborn
- influential
- flawless
- tireless

Grammar**A**

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

B

- | | |
|----------|---------|
| 1 able | 5 could |
| 2 can | 6 might |
| 3 Could | 7 can't |
| 4 should | 8 must |

Listening**A**

Student's own answer

C

1D 2G 3A 4C 5B

Grammar**A**

- | |
|--------------------------|
| 1 shouldn't have shouted |
| 2 must have worked |
| 3 must have spent |
| 4 must have left |
| 5 needn't have made |
| 6 could have treated |
| 7 can't have been |
| 8 couldn't have been |

B

- | | |
|----------|-------------|
| 1 should | 5 needn't |
| 2 could | 6 must |
| 3 would | 7 shouldn't |
| 4 can't | 8 can |

Use your English**A**

- | | |
|----------|--------|
| 1 to | 5 as |
| 2 hearts | 6 on |
| 3 their | 7 the |
| 4 to | 8 must |

B

- | |
|-------------------|
| 1 accomplishments |
| 2 devoted |
| 3 greatly |
| 4 achievements |
| 5 possessions |
| 6 jewellery |
| 7 valuable |
| 8 renowned |

C

- | |
|-------------------------|
| 1 could have sent |
| 2 should have done |
| 3 might have taken |
| 4 can't have locked |
| 5 should have stayed |
| 6 needn't have bought |
| 7 shouldn't have spoken |
| 8 couldn't have been |

Writing**A**

Student should tick 2, 3, 4 and 6.

B

- | |
|-----------------|
| 1 essay |
| 2 two questions |
| 3 formal |
| 4 won't |

C

Student should underline:

- 1 Para 1: Our culture tends to put the individual and personal achievement first.
- 2 Para 3: To help the poor, we can donate clothes, toys and household items we no longer need.
- 3 Para 4: ... working with others to overcome difficulties should be everybody's goal.

D

Student's own answer

Unit 6**Reading****A**

Student's own answer

B

1b 2b 3c 4a 5d

Vocabulary**A**

- | | |
|---------------|--------------|
| 1 battle | 5 historians |
| 2 fight | 6 experts |
| 3 historical | 7 authentic |
| 4 backgrounds | 8 period |

B

- | | |
|--------------|-------------|
| 1 stage | 5 control |
| 2 object | 6 document |
| 3 equipment | 7 modern |
| 4 identities | 8 disappear |

Grammar**A**

- | |
|-----------------------|
| 1 had he been looking |
| 2 had begun |
| 3 hadn't bought |
| 4 had been watching |
| 5 had been digging |
| 6 hadn't been walking |
| 7 Had you seen |
| 8 hadn't understood |

B

- | |
|-----------------------|
| 1 had been walking |
| 2 had brought |
| 3 Had he been |
| 4 had bought |
| 5 had been pretending |
| 6 hadn't bothered |

7 had given**8 had vanished****Listening****A**

Student's own answer

C

1c 2c 3b 4d 5a

Grammar**A**

- | | |
|--------------|---------------|
| 1 would he | 5 didn't they |
| 2 hadn't you | 6 isn't she |
| 3 aren't I | 7 won't they |
| 4 shall we | 8 don't you |

B

- | |
|--------------------|
| 1 nobody/no one |
| 2 herself |
| 3 theirs |
| 4 ourselves |
| 5 somebody/someone |
| 6 mine |
| 7 yourself |
| 8 anything |

Use your English**A**

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

B

- | | |
|--------------|--------------|
| 1 Nobody | 5 must |
| 2 At | 6 for |
| 3 which/that | 7 everything |
| 4 had | 8 than |

C

- | | |
|--------------|--------------|
| 1 historians | 5 analytical |
| 2 objective | 6 identity |
| 3 inaccurate | 7 subjective |
| 4 writer | 8 proof |

Writing**A**

- | | |
|-------------|-------------|
| 1 exhausted | 4 disgusted |
| 2 entirely | 5 really |
| 3 pretty | 6 hungry |

B

- | |
|---|
| 1 informal |
| 2 a trip to Egypt |
| 3 the sights mainly, possibly also food, weather, etc |

C

- | | |
|--------------|--------------|
| 1 absolutely | 5 massive |
| 2 crazy | 6 terrified |
| 3 warm | 7 incredible |
| 4 very | 8 a bit |

D

Student's own answer

Review 3**A****Vocabulary**

1b 2b 3d 4d 5c 6b 7c 8d 9c
10a 11a 12b 13c 14c 15d 16a

Grammar**B**

- 1 You really ought to exercise more.
- 2 Should I have told you earlier?
- 3 We had been standing in line for ten minutes.
- 4 Don't blame yourself about it.
- 5 We have/had forgotten/forgot to do our homework.
- 6 I would have asked her if I had the courage.
- 7 Could you be a bit quieter please?
- 8 That must have been an exciting day!

C

1b 2d 3c 4b 5b 6a 7a 8c 9d
10a 11d 12a 13b 14b 15b 16d

Unit 7**Reading****A**

Student's own answer

B

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

Vocabulary**A**

1	earthquake	5	drought
2	wildfire	6	avalanche
3	tornado	7	famine
4	landslide	8	tsunami

B

1	Richter scale
2	flash floods
3	hail stones
4	tidal wave
5	volcanic eruption
6	fault lines
7	hurricane
8	rangers

C

1	warning	5	organisations
2	magnitude	6	aftershocks
3	casualties	7	crust
4	havoc	8	disaster

Grammar**A**

- | | | | |
|---|------------|----|----------|
| 1 | to survive | 6 | to visit |
| 2 | going | 7 | looking |
| 3 | to amaze | 8 | falling |
| 4 | to help | 9 | to get |
| 5 | playing | 10 | crying |

B

- | | | | |
|---|-------------|---|---------|
| 1 | leave | 5 | driving |
| 2 | to visiting | 6 | to go |
| 3 | in doing | 7 | enter |
| 4 | to abandon | 8 | to take |

Listening**A**

Student's own answer

C

- | | |
|----|----------------------------|
| 1 | nightmare |
| 2 | stormy winds |
| 3 | sandbags |
| 4 | scared and nervous |
| 5 | police |
| 6 | hotels |
| 7 | memories |
| 8 | kind |
| 9 | the council and the police |
| 10 | decorate |

Grammar**A**

- 1 the largest
- 2 not as high as
- 3 the worse
- 4 more quickly
- 5 better than
- 6 as cold as
- 7 the most commonly
- 8 faster than

B

- | | |
|---|----------------|
| 1 | too hot |
| 2 | so |
| 3 | often enough |
| 4 | Such |
| 5 | quickly enough |
| 6 | so |
| 7 | such |
| 8 | too small |

Use your English**A**

- | | | | |
|---|-------------|---|------|
| 1 | as | 5 | than |
| 2 | enough/much | 6 | much |
| 3 | to | 7 | such |
| 4 | in | 8 | most |

B

- | | | | |
|---|----------|---|--------------|
| 1 | wealthy | 5 | buildings |
| 2 | volcanic | 6 | burnt/burned |
| 3 | eruption | 7 | fascinating |
| 4 | warning | 8 | visitor |

C

- 1 was made to leave
- 2 are not cool enough
- 3 such an interesting trip
- 4 are not as hot as
- 5 so much oil
- 6 most impressive fossils
- 7 managed to take
- 8 by exploring

Writing**A**

- | | | | |
|---|-------|---|------|
| 1 | few | 4 | At |
| 2 | the | 5 | Just |
| 3 | After | 6 | same |

B

- 1 was
- 2 positive
- 3 will

C

- 1 In the beginning
- 2 A minute later
- 3 At that moment
- 4 At last

D

Student's own answer

Unit 8**Reading****A**

Student's own answer

B

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

Vocabulary**A**

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

B

- | | |
|---|----------------|
| 1 | journalism |
| 2 | presenter |
| 3 | reports |
| 4 | editor |
| 5 | advertisements |
| 6 | review |
| 7 | photographers |
| 8 | drama |

C

- | | | | |
|---|------------|---|-------------|
| 1 | publisher | 5 | content |
| 2 | author | 6 | readership |
| 3 | adaptation | 7 | title |
| 4 | editor | 8 | newsagent's |

Grammar**A**

- 1 sent, didn't receive
 2 watches, are made
 3 was invented, changed
 4 has been cancelled, haven't paid
 5 is being/will be published, will get
 6 has/had been/was told, didn't
 listen
 7 is interrupted, don't want
 8 was being shown, went out

B

- 1 being given bad reviews by critics
 2 can your TV be fixed
 3 The manuscript was supposed to
 be finished
 4 books should be recycled
 5 Your CV must be sent tomorrow
 6 being asked
 7 The web site couldn't be viewed
 8 the CDs would be delivered

Listening**A**

Student's own answer

B

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

Grammar**A**

- 1 is known that
 2 are thought to be
 3 is expected that
 4 is considered to be
 5 was supposed that
 6 was believed that
 7 is said to be
 8 is estimated to cost

B

- | | |
|-------|--------|
| 1 are | 5 are |
| 2 is | 6 been |
| 3 to | 7 were |
| 4 was | 8 be |

Use your English**A**

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

B

- | | |
|--------------|---------------|
| 1 government | 5 politicians |
| 2 powerful | 6 criminal |
| 3 journalist | 7 safety |
| 4 editor | 8 readership |

C

- 1 are being brought out
 2 is believed by
 3 the programme be broadcast
 4 needs to be helped
 5 are destroyed
 6 newspaper will be delivered
 7 is thought to be responsible

8 is said that

Writing**A**

- | | |
|------------|--------------------|
| 1 believed | 4 It's |
| 2 There | 5 is the new issue |
| 3 having | 6 about |

B

- 1 a new television series called The Media World
 2 write reviews on the first episode of the series
 3 the first episode, and your opinion on it

C

- 1 Line 4: ... often reported that ...
 2 Line 5: ... delighted to be able to ...
 3 Line 9: ... enjoy hearing personal ...
 4 Line 12: ... it is understandable that ...
 5 Line 13: ... will tune in.

D

Student's own answer

Review 4**Vocabulary****A**

- 1c 2c 3a 4d 5d 6d 7d 8b 9d
 10a 11d 12b 13b 14a 15b 16b

Grammar**B**

- 1 It's hard to avoid making mistakes.
 2 She refused to say anything about the test.
 3 What is the best book you have ever read?
 4 This cake is not as tasty as the last one you made.
 5 The computer lab was equipped with the latest technology.
 6 It is thought that the universe is 14 billion years old.
 7 Why did he deny being paid the money?
 8 Martha is said to have the loudest voice in the class.

C

- 1 The car needs to be washed.
 2 He will never be forgotten.
 3 A lot of fish are being caught.
 4 Computer science is taught at this college.
 5 It has to be fed twice a day.

6 She should be sent to a different school.

7 I was given directions.

8 Nothing was said about the problem.

D

- 1c 2a 3c 4b 5a 6b 7b 8d 9c
 10a 11d 12d 13b 14b 15d 16a

Unit 9**Reading****A**

Student's own answer

B

- 1C 2G 3F 4B 5D 6A

Vocabulary**A**

- | | |
|--------------|-------------|
| 1 assignment | 5 volunteer |
| 2 bonus | 6 interview |
| 3 pension | 7 reference |
| 4 colleague | 8 worker |

B

- 1 vacancy
 2 unemployed
 3 assistant
 4 application
 5 stressful
 6 rewarding
 7 obsessed
 8 boring

C

- | | |
|-------------|--------------|
| 1 Factories | 5 conditions |
| 2 jobs | 6 exhausted |
| 3 wages | 7 fired |
| 4 workforce | 8 benefits |

Grammar**A**

- 1 The trainees said they would start work the following week.
 2 My boss told me to buy another suit.
 3 Sam said he would arrive late that day.
 4 Jane said she wanted a part-time job.
 5 Terence told me to write the report by tomorrow.

B

- 1 Sally said (that) she wanted to leave that horrible job.
 2 Mark said (that) the employment agency had called.
 3 Betty asked Joe whether/if the file had arrived yet.
 4 Mr Pollock said (that) he would be retiring the following June.

- 5 Mike said to Mandy (that) they had met after work the previous day / the day before.

Listening**A**

Student's own answer

C

1F 2B 3G 4A 5D

Grammar**A**

- | | |
|----------------|-----------|
| 1 had seen | 5 to help |
| 2 were looking | 6 to pass |
| 3 needed | 7 was |
| 4 was | 8 could |

B

- 1 They refused to help me/us.
 2 Penny promised to meet me the following day.
 3 The interviewer asked (me) why I had applied for the job.
 4 Dr Flock advised me to stop working night shifts.
 5 Albert denied taking the money from the cash register.

Use your English**A**

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

B

- | | |
|------|--------|
| 1 is | 5 why |
| 2 on | 6 from |
| 3 In | 7 was |
| 4 be | 8 what |

C

- 1 asked if/whether there were any
 2 denied damaging
 3 reminded her to
 4 could start the following day
 5 apologised for arguing
 6 had left early the day
 7 us that we had to
 8 if/whether I was working late

Writing**A**

Student should tick 2, 3 and 6.

B

- 1 the museum director
 2 the working conditions at the museum
 3 by recommending improvements

C

- 1 aim/purpose
 2 Consequently/Therefore
 3 addition

- 4 result
 5 conclude

D

Student's own answer

Unit 10**Reading****A**

Student's own answer

B

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

Vocabulary**A**

- | | |
|----------------|---------------|
| 1 destination | 5 itinerary |
| 2 travellers | 6 sightseeing |
| 3 architecture | 7 sites |
| 4 columns | 8 cuisine |

B

- | | |
|------------|-----------|
| 1 rucksack | 5 caravan |
| 2 cruise | 6 track |
| 3 voyage | 7 visitor |
| 4 currency | 8 resort |

C

- | |
|----------------|
| 1 architecture |
| 2 preparations |
| 3 boarding |
| 4 tourists |
| 5 pollution |

Grammar**A**

- 1 wouldn't have got
 2 haven't got
 3 knew
 4 will get
 5 go
 6 would have stayed
 7 hadn't broken down
 8 could

B

- 1 They would have arrived earlier if they had taken the train. / If they had taken the train, they would have arrived earlier.
 2 She can book the hotel for you if you like. / If you like, she can book the hotel for you.
 3 We will visit the pyramids if we have time. / If we have time, we will visit the pyramids.
 4 If you miss the bus, what will you do? / What will you do if you miss the bus?
 5 If you book early, the tickets are cheaper. / The tickets are cheaper if you book early.

- 6 If I had seen Terry, I would have told him about the trip. / I would have told Terry about the trip if I had seen him.

- 7 You can climb the mountain if you have the equipment / If you have the equipment, you can climb the mountain.

- 8 If my parents let me, I could travel with my friends. / I could travel with my friends if my parents let me.

Listening**A**

Student's own answer

C

1c 2b 3b 4a 5c

Grammar**A**

- 1 Suppose/Supposing ...
 2 If only ...
 3 ... provided that you ...
 4 ..., otherwise you'll ...
 5 ... as long as you ...
 6 ... would arrive ...
 7 ... unless you go ...
 8 ... she hadn't lost ...

B

- | | |
|-----------------|-------------|
| 1 If | 5 If only |
| 2 are | 6 can |
| 3 As long as | 7 otherwise |
| 4 provided that | 8 Unless |

Use your English**A**

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

B

- | | |
|-----------|------------|
| 1 to | 5 if |
| 2 would | 6 off |
| 3 off/out | 7 of/about |
| 4 seen | 8 as |

C

- | | |
|------------|-------------|
| 1 pressure | 5 pollution |
| 2 hiking | 6 rucksack |
| 3 scenery | 7 another |
| 4 tourism | 8 beautiful |

Writing**A**

- 1 five-hour
 2 one-way
 3 self-service
 4 tree-lined
 5 never-ending

B

- 1 no
2 two travel tips
3 the usefulness of the tips

C

- 1 well-planned
2 wasteful
3 all-important
4 disastrous
5 trouble-free

D

Student's own answer

Review 5

Vocabulary

- A**
1b 2c 3c 4a 5c 6d 7b 8d 9b
10d 11a 12c 13b 14c 15a 16b

Grammar

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

C

- 1 If only I had joined the swimming club.
2 Dan wishes he hadn't forgotten his wallet.
3 We wish the new teacher would speak more loudly.
4 If only she hadn't lost her passport.
5 I wish our neighbours wouldn't make so much noise.
6 He wishes he knew how to drive a car.
7 If only it would stop raining.
8 I wish I could dance.

D

- 1b 2b 3c 4d 5b 6a 7a 8a 9d
10d 11d 12c 13b 14d 15c 16b

Unit 11

Reading

- A**
Student's own answer

B

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

Vocabulary

- A**
1 weapon 5 shoplifting
2 sentence 6 convicts
3 alibi 7 verdict
4 evidence 8 defendant

B

- 1 arsonist 5 trial
2 detective 6 prosecution
3 investigator 7 lawyer
4 burglar 8 theft

C

- 1 break 4 find
2 commit 5 serve
3 guilty 6 convicted

Grammar

A

- 1 That's the man whose house was burgled.
2 The girl who/that stole the money was only 16. / The girl who/that was only 16 stole the money.
3 The crime was committed on Monday when I was at home. / I was at home on Monday when the crime was committed.
4 That's the bank where the robbery took place.
5 The car that/which was stolen was white. / The car that/which was white was stolen.
6 The woman whose car was vandalised is a police officer.
7 The computer that/which he bought was stolen. / He bought the computer that/which was stolen.
8 That's the place where police dogs are trained.

B

- 1 ... whose dog ...
2 ... that/which happened ...
3 ..., who is ...
4 ... where the trial ...
5 ... who/that said ...
6, which was ...
7, which had ...
8 ... when the fire ...

Listening

A

Student's own answer

C

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

Grammar

A

- 1 Finding 5 Charged
2 trying 6 Hearing
3 Broken 7 injured
4 chasing 8 Stolen

B

- 1 Sleeping 5 Feeling
2 who 6 where
3 putting 7 whose
4 which 8 wanting

Use your English

- A**
1d 2b 3a 4a 5d 6b 7a 8c

B

- 1 who 5 no/without
2 most 6 that/which
3 to 7 get
4 where 8 law

C

- 1 day when the case
2 Seeing her boss's name
3 Breaking in noisily
4 a crime writer whose books
5 money (which/that was) found
6 which was found eventually
7 tree where the money
8 who works as a lawyer

Writing

A

- 1 cons 3 against
2 hand, hand 4 disadvantages

B

- 1 no 3 no
2 yes 4 yes

C

- 1 job satisfaction; protecting the community; always a need for police officers
2 dangerous; unpleasant due to disrespect
3 a good career choice for those wanting to serve the community

D

Student's own answer

Unit 12

Reading

A

Student's own answer

B

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

Vocabulary

A

- 1 mainstream 5 exchange
2 refund 6 purchase
3 receipt 7 bargain
4 catwalk 8 discount

B	
1 shop windows	5 outfit
2 catalogue	6 offer
3 models	7 labels
4 aisles	8 collection

Grammar**A**

1 styled	5 dyed
2 is having	6 had
3 get	7 are getting
4 was having	8 done

B

- 1 I had/got my jackets dry cleaned every year.
- 2 She will have/get her hair cut tomorrow.
- 3 We are having/getting our shop painted now.
- 4 He had/got his coat mended yesterday.
- 5 She was having/getting her garden cleaned last night.
- 6 The star had had/got her hair coloured blonde.
- 7 He has been having/getting his tattoo removed.
- 8 I'll have/get my nails done next Friday.

Listening**A**

Student's own answer

C

1a 2c 3b 4a 5a

Grammar**A**

1 no	4 time
2 only	5 high/about
3 Never	6 got/bought

B

- 1 Line 1: Never had he seen ... / He had never seen ...
- 2 Line 3: Some models were having ...
- 3 Line 4: ... tea brought to him ...
- 4 Line 5: Under no circumstances ...
- 5 Line 6: ..., but it was also ...
- 6 Line 7: ... my talent was ...
- 7 Line 8: Never had he ...
- 8 Line 9: ... but it also had ...

Use your English**A**

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

B	
1 alternative	5 jewellery
2 affordable	6 glamorous
3 ridiculous	7 designers
4 fashionable	8 shoppers

C

- 1 is having her skirt taken
- 2 about/high time you got
- 3 only does he make
- 4 no circumstances are
- 5 had her new watch
- 6 had never been
- 7 you have your hair cut
- 8 high time they reduced

Writing**A**

- 1 For
- 2 as
- 3 example
- 4 case
- 5 obvious/noticeable

B

Student should tick items 1 and 4.

C

- 1 as
- 2 For
- 3 example

D

Student's own answer

Review 6**Vocabulary****A**

1a 2d 3b 4d 5b 6c 7b 8b 9b
10d 11b 12a 13d 14c 15c 16d

Grammar**B**

- 1 who
- 2 sitting
- 3 get
- 4 had he
- 5 did
- 6 had
- 7 Running
- 8 when

C

- 1 Dad's university, where he studied for four years, is in Manchester.
- 2 The pupil chosen to represent the school is called Tonya.
- 3 I'm having my shoes polished in the morning.

- 4 Not only is this the prettiest, it's also the least expensive.
- 5 Thinking it was going to rain, I took my umbrella with me.
- 6 We had our clothes stolen while we were swimming in the sea.
- 7 My uncle, who my mum doesn't like, is coming to stay with us.
- 8 It's time you went to school.

D

1c 2c 3d 4b 5c 6a 7d 8b 9a
10b 11a 12c 13b 14b 15b 16a



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ISBN 978-1-4080-9566-9



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