

Vocabulary & Grammar

1 Fill in the correct word.

- 1 Her flat is centrally located/situated.
- 2 Could you mow the lawn, please?
- 3 Hi Rick. Haven't seen you for ages.
- 4 I'd rather not travel by boat.
- 5 Thieves broke into her flat and stole all her jewellery.
- 6 It's boiling hot in Madrid today with a temperature of 38°C.
- 7 Where do you want to spend your holiday this year?
- 8 I'll call you when I reach Prague.
- 9 The city is in the heart of the country.
- 10 Is there central heating in your house?

(10 marks)

1/2

Circle the correct item.

- 1 A kettle is a household
A tool B furniture C **appliance** D gadget
- 2 We haven't a hotel room yet.
A rented B **booked** C hired D reached
- 3 The island has got some nice beaches.
A **secluded** B winding C rocky D narrow
- 4 Mexico City is a(n) city with a population of over 20 million people.
A deserted B unspoilt C mixed D **crowded**
- 5 Los Angeles is for its exciting nightlife.
A maintained C marvelled
B **renowned** D experienced
- 6 All guests are requested to out before 12 noon.
A **check** B call C break D turn
- 7 While on holiday Jim only eats the cuisine.
A public B national C topical D **local**
- 8 We Ann tomorrow as usual.
A will be able to meet C **will be meeting**
B meet D will meet
- 9 We haven't seen him he moved to Ankara.
A **since** B for C when D until
- 10 I'll talk to him when he
A **comes** C will be coming
B will come D has come

(20 marks)

1/2

Use two to five words to complete the second sentence using the word in bold.

- 1 Laura hasn't found a house yet.
looking Laura is still looking for a house.

3A(T)

- 2 If he doesn't come on time, we'll leave without him.
he We'll leave without him unless he comes on time.
- 3 Tony is sure to be very upset when he finds out.
doubt There's no doubt Tony will be very upset when he finds out.
- 4 He's still working on the project.
finished He hasn't finished the project yet.
- 5 It's a month since he moved to Prague.
been He has been living in Prague for a month.

(10 marks)

Listening

- 4 You will hear a customer service representative talking to a group of customers about a new electrical appliances department in a shopping complex. For questions 1 - 6 fill in the missing information.

4th floor Electrical Appliances Centre

Enquiries
Near the elevators you can find the customer service desk. You can recognize it from the red there.

Products
Different makes and coloured electrical goods like fridges and are found in section 'A'. Section 'B' consists of items like toasters and electric carving knives, which are referred to as by this particular centre. If you're looking for a present, you will find useful electrical goods in .

Payment
Pay in cash and receive a .

Delivery
Delivery is if you live within five kilometers of the shopping centre.

(12 marks)

Speaking

- 5 Complete the exchanges.

- 1 A: Could you tell me where Mrs Smith's office please?
B: Yes, of course. Second door on the right.
- 2 A: Brown Co. How can I help you?
B: Hello. I've got a problem with the pipes.
- 3 A: I'd like to make a complaint.
B: What seems to be the problem, Mr Harris?
- 4 A: How much is it/does it cost?
B: That's £35 altogether.

(8 marks)

Objectives

Vocabulary: houses and homes; rooms, furniture and appliances; daily routines
Reading: reading for gist; reading for detailed understanding; gapped text; true or false
Listening: listening for gist; blank filling; true or false
Speaking: talking about homes/houses; talking about daily routines; talking about how your life has changed; talking about a craft; talking to an estate agent; starting a conversation; giving directions
Intonation: rising and falling intonation in exclamations
Grammar: present tenses; adverbs of frequency; non-continuous verbs; time adverbs
Phrasal verbs: break; build
Use of English: error correction; key word transformations
Project: writing an advertisement; making a poster of various types of houses
Writing: an informal letter of invitation including directions; a short article

Lesson 1 (pp. 6-7)

- 1 Ask Ss to look at the title and the pictures on pp. 6-7 and say how the title is related to the pictures. Elicit alternative titles around the class.

SUGGESTED ANSWER KEY

- The title is part of the saying 'Be it ever so humble, there's no place like home.' It means that no matter what kind of a house you have, whether it be a mansion or a tiny flat, people are usually happiest when they are at home and there is nowhere else where people feel as comfortable and content.
- The pictures show some different types of homes.
- An alternative title could be: 'Home is where the heart is.', or, 'A man's home is his castle'.

- 2 a) Elicit words related to the word 'houses' (cottage; flat; villa; first floor; attic; bedroom; etc) and write them on the board. Ss copy them into their notebooks.
- b) Ask Ss to read the prompts in Ex. 2 aloud. Elicit/ Explain the meaning of any unknown words, then read out the example. Choose individual Ss to describe the pictures.

SUGGESTED ANSWER KEY

- A It has an attic room. It also has a front garden and a chimney. The house is in the countryside by a river.
- B Picture B shows three terraced houses which are probably located by a beach. Each house has a garage on the ground floor. A flight of stairs leads up to the front door of each of the two-storeyed houses. There are balconies on the first floor of each building.

C Picture C shows a detached house which is located in a residential area of a town. The house has a large verandah and a front garden. There is a path leading up to the front door. A woman is raking some leaves and a man and a young girl are chatting with their neighbours over the garden fence.

- c) Read out the questions. Elicit useful vocabulary and write it on the board. (problems: leaking tap, broken window, no central heating etc) Ss, in pairs answer the questions giving reasons. Ask some Ss to report back to the class.

SUGGESTED ANSWER KEY

I live in a small block of flats. I like it because it is centrally located, but there is quite a lot of noise and not much room in it. My flat is fairly old, so sometimes the ceiling in the bathroom leaks. Last year we got an air conditioner so it's much cooler in the summer. I get along with all my neighbours. They are all relatives so I have aunts, uncles and cousins all around me.

- 3 • Play the cassette. Ss listen and repeat, either chorally or individually.
- Elicit who the speaker of each sentence could be, then demonstrate how each sentence could be used.
 e.g. **Could I have a word with you, please?** Ask Ss: *Who might say this, and in what kind of situation?*
 Act out a short role play with a S:
 S: Could I have a word with you, please?
 T: Yes, of course. What about?
- Ss close their books. Ask individual Ss to say one of the sentences. Alternatively, Ss can form two teams and take turns to say sentences. The team that remembers the most sentences wins.
 e.g. Team A S1: Could I have a word with you, please?
 T: One point for Team A. etc

- 4 Read the situations (1-3) aloud. Play the cassette. Ss do the exercise. Check Ss' answers.

ANSWER KEY

A 3 B 2 C 1

- 5 Read sentences (1-5) aloud. Allow Ss five minutes to read the dialogues silently and mark the sentences T (true) or F (false). Check Ss' answers. Ask Ss to correct the false answers.

ANSWER KEY

- 1 T
- 2 F (She has a problem with her roof.)
- 3 F (She has a puddle in her living room.)
- 4 T
- 5 F (He wants a summer cottage with one bedroom.)

- 6 a) Ss try to explain the meaning of the words in bold by giving examples, synonyms or opposites. Ss then make up sentences using the words in bold.

ANSWER KEY

disturbing: bothering
obedience classes: lessons to teach dogs to listen to their owners
racket: noise
leaked: let water in through a hole or crack
puddle: small area of water
urgently: as soon as possible
in no time: very quickly
weather forecast: statement saying what the weather will be like the next day or for the next few days
enquire: ask about
have in mind: think about/consider
details: specific information on facts

SUGGESTED ANSWER KEY

Turn off that loud music, it is **disturbing** me.
 If the dog doesn't start behaving better we'll have to take him to **obedience classes**.
 What is all that **racket** coming from the children's room?
 Oh no, the milk has **leaked** all over the fridge.
 For some reason, kids love jumping in **puddles**.
 He's bleeding! He needs to see a doctor **urgently**.
 The ambulance got to the hospital **in no time**.
 What is the **weather forecast** for tomorrow?
 May I **enquire** as to why you need the information?
 What kind of sofa did you **have in mind**?
 We will talk about the **details** of the journey this afternoon.

- b) Elicit synonyms around the class. If necessary, Ss can look up the words in their dictionaries.

ANSWER KEY

Synonyms
keeps me up – keeps me awake
properly – well
realise – understand
suggest – propose
serious – important, grave
repaired – fixed, mended
immediately – at once
quiet – peaceful
looking for – searching
see – look at
lovely – beautiful

- c) • Play the cassette for Ex. 4 again. Ss listen and follow the lines.
 • Ss work in pairs and read out the dialogues.
 • As an extension ask Ss to make up dialogues for the following situations:
 – complain to a neighbour about playing loud music
 – ask a plumber to fix leaking pipes
 – ask an estate agent about a house they are interested in buying

Suggested Homework

- 1 **Vocabulary**: Ex. 2a (p. 6)
- 2 **Reading aloud**: dialogues B, C (p. 7) (Point out the Ss practise reading aloud using the S's cassette audio CD.)
- 3 **Speaking**: Ss in pairs can act out dialogues similar to dialogue A in Ex. 5 (p. 6) (**possible complaint**: playing loud music, noisy children etc). Point out that Ss will need to amend their dialogues to match the new complaints.

Homework

Lesson 3 (pp. 10 - 11)

* Check Ss' HW [10'].

- 17 Read sentences (1-8) aloud. Ask individual Ss to identify the tense used in each sentence. Read aloud phrases (a-h). Refer Ss to the Grammar Reference Section for more information. Allow Ss two minutes to match the tenses in sentences (1-8) to their usage (a-h). Check Ss' answers by asking individual Ss to read their answers aloud. Ss then make up sentences of their own using present tenses.

ANSWER KEY

- | | |
|------------------------|------------------------|
| 1 g present perfect | 6 d present continuous |
| 2 c present continuous | 7 f present perfect |
| 3 b present simple | continuous |
| 4 a present simple | 8 e present simple |
| 5 h present continuous | |

- 18 a) Allow Ss two minutes to do the exercise. Check Ss' answers on the board.

ANSWER KEY

- | | |
|-------------------------|----------------------|
| 1 are having | 5 isn't coming, has |
| 2 is coming | been working |
| 3 has been cleaning | 6 Have you heard; is |
| 4 doesn't usually close | building |

- b) Allow Ss two minutes to prepare their answers. Individual Ss answer the questions.

SUGGESTED ANSWER KEY

*I go to school every day except at the weekend.
I don't go to the cinema every day.
I am sitting at my desk and doing my homework.
I am not watching TV or listening to music.
Tomorrow I am visiting a friend. We are going shopping tomorrow.*

- 19 • Read aloud the prompts from the list. Refer Ss to the Grammar Reference Section for more information. Ss, in pairs, ask and answer questions, using adverbs of frequency from the table.
e.g. S1: What do you usually do at the weekend?
S2: I usually go out with friends at the weekend.
- Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- *I usually watch TV at the weekend.*
- *I sometimes do sports, but I never have swimming lessons at the weekend.*
- *I rarely go shopping at the weekend, but I sometimes do the housework.*
- *I often do the washing up at weekends, but I never surf the net.*
- *I sometimes visit relatives at the weekend.*

- 20 a) Read the table aloud. Refer Ss to the Grammar Reference section for more information.

- b) Allow Ss two minutes to complete the sentences. Check Ss' answers by asking individual Ss to read their answers aloud.

ANSWER KEY

- | | |
|-------------------------|-----------------------|
| 1 am looking | 4 are you tasting, |
| 2 is considering, don't | needs |
| think | 5 seems, is appearing |
| 3 feel | |

- 21 • Explain the task and any unknown words. Ss, in pairs, talk about how their lives have changed.
e.g. S1: How has your appearance changed in the last 5-6 years?
S2: In the past 5-6 years, I've gained weight.
- Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

In the past 5-6 years I have gained weight and I am 6cm taller. My hair has grown longer and it has become more curly. My lifestyle has changed because now I'm older and I have to study harder and do more things around the house. I have taken up playing football and I have started going to the gym. My interests have changed because now I have bought a PC and I spend a lot of time on it.

- 22 Explain the task and read out the prompts. Choose two Ss to act out the dialogue in the example. Ss, complete the task in pairs. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: Have you ever stayed in a caravan?
B: Yes, I have.
A: Really? When was that?
B: Last summer, when I went to Wales on holiday.
A: Have you ever tried Chinese food?
B: Yes, I have.
A: Really? When was that?
B: Last night. Have you ever slept in a tent?
A: No, I haven't. Have you ever flown on Concorde?
B: Yes I have.
A: Really? When was that?
B: Last year, when I went to America.

- 23 Read aloud the prompts and the time adverbs. Elicit the use of time adverbs with present tenses. Refer Ss to the Grammar Reference Section for more details. Ss, in turn, talk about themselves.

SUGGESTED ANSWER KEY

*I walk the dog every day.
I am doing my homework at the moment.
I am going shopping tomorrow.
I am going to the cinema next Friday.
I watch a video every weekend.*

- 24 • Explain the task. Ss, in pairs, use the prompts to ask and answer questions.
• Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: How long have you been using a PC?
B: I've been working on it for two weeks.
A: How long have you been learning English?
B: I have been learning English since I was five years old.
A: How long have you lived/been living in this area?
B: I have lived/been living here for almost two years.

- 25 Explain the task and read out the prompts. Choose two Ss to act out the dialogue in the example. Ss, in pairs, act out dialogues using the prompts. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

2 A: You look dirty. What have you been doing?
B: I've been repairing my bicycle.
A: What have you done?
B: Well, I've replaced the chain and cleaned the gears, but I haven't checked the tyres yet.
3 A: You look exhausted. What have you been doing?
B: I've been painting the garage.
A: What have you done?
B: Well, I've mixed the paint and whitewashed the walls, but I haven't cleaned the brushes yet.

- 26 • Allow Ss two minutes to do the exercise. Check Ss' answers on the board. Ss justify the use of tenses. Elicit what tense is being used and why in each sentence.

ANSWER KEY

2 A 3 C 4 B 5 B

(1 - present perfect continuous, 2 - present perfect, 3 - present continuous, 4 - present perfect, 5 - present)

Suggested Homework

- 1 Vocabulary: Ex. 23 (p. 11)
2 Speaking: Exs. 23 & 24 (p. 11)

Lesson 4 (pp. 12 - 13)

* Check Ss' HW (10').

- 27
- Explain that in this kind of exercise Ss are given a text in which some lines contain a mistake in the form of an extra word that needs to be removed. Read the tip box and explain anything Ss don't understand. Read out the title and elicit what the text is about. Ask Ss to read the text silently and quickly to check if their guesses were correct.
 - Read out the first sentence. Focus Ss' attention on the word 'being'. Ask Ss to explain why 'being' is extra and therefore wrong (*because the sentence requires the present simple tense of the verb to be*). Point out that Ss need to read the article line by line, not sentence by sentence.
 - Read out the second line of the text. Elicit that it does not contain a mistake.
 - Ask Ss to read the third line and look for a mistake. Continue with the rest of the text. Ss should always justify their corrections.
 - When Ss have completed the exercise, ask individual Ss to read through the corrected text.

ANSWER KEY

- ✓
- such ('such as' is a fixed phrase but is inappropriate in the sentence)
- be ('would' must be followed by a present bare infinitive)
- ✓
- been (the sentence requires the present perfect tense of 'live')
- ✓
- of (the preposition 'inside' does not require 'of')
- it (the sentence does not need another subject)
- the (the proper noun 'South Africa' does not require the definite article)
- have ('without' must be followed by a noun or gerund)
- a (the article 'a' must be followed by a noun or adjective + noun)
- were (prepositions are followed by nouns or gerunds)
- most (one-syllable adjectives form their superlative adding 'est' not 'most')
- ✓
- on ('to get on' is a phrasal verb, but it is inappropriate in this sentence)

ANSWER KEY

- has never eaten French food (never + present perfect)
- has been smelling of gas (present perfect continuous)
- is still looking for (present continuous)
- not spoken to Brian for ('for' + present perfect tense)
- has not finished fixing ('yet' + present perfect continuous)
- have never seen such (present perfect tense with never)

- 29 a) Explain that this exercise deals with the phrasal verbs *break* and *build*. Ask Ss to think of any phrasal verbs formed with *break* or *build*. Write them on the board. Elicit their meanings by asking Ss to give examples. Ss work in pairs and complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

ANSWER KEY

- | | |
|--------------|------------|
| 2 broke off | 4 built up |
| 3 broke down | 5 build on |

- b) Explain the task and ask some Ss to present their drawings to the class for their classmates to guess the phrasal verbs. This exercise may be turned into a game if desired and points awarded to Ss or teams of Ss for correct guesses.

- 28 Read the tip box and explain anything Ss don't understand. Explain the task. Ss do the exercise. Check Ss' answers while they identify the grammar/lexical structure being tested.

- 30 a) Go through the tip and explain the task. Ss read the items (1-7). Ask Ss to underline the key words in the statements. Explain that the gaps must be completed with the exact words from the tapescript. Play the cassette twice: Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

ANSWER KEY

- | | |
|---------------------|-----------------|
| 1 centrally located | 5 500 and 600 |
| 2 a flat | 6 one-bedroomed |
| 3 studio flats | 7 balcony |
| 4 the ground floor | |

TAPESCRIPT

Ralph: Good afternoon, Marden Estate Agents, Ralph speaking. How may I help you?

Steve: Yes, good afternoon. My name is Steve Woods and I'm moving to the area at the end of the month and am interested in renting a house.

Ralph: I see. Have you any particular area of the city in mind, Mr Woods?

Steve: Well, I'll be working in the city centre so I suppose I need something that's centrally located.

Ralph: Alright. And what about the kind of place you're looking for? We have a variety of houses available at the moment.

Steve: Oh, no, I'm not interested in a house. I know I said a house but what I meant was a flat.

Ralph: Well, in that case, we have a few studio flats and basement flats. Actually, there are quite a few to choose from.

Steve: Hmm ... I don't really mind ... I don't want anything too high up, but I don't want to be on the ground floor either.

Ralph: That shouldn't be a problem. And how much rent did you want to pay?

Steve: Anywhere between 500 and 600 pounds a month.

Ralph: And the size?

Steve: Well, I'll be living alone so a one-bedroomed flat would be fine.

Ralph: Okay. Just one last question. Is there any special feature or anything in particular that the flat would have to have? Say, for example, a fireplace or private parking?

Steve: Well, I would need a balcony for all my plants and of course I will need central heating.

Ralph: Alright. Now, when is a good time for you to make an appointment?

- b) Explain the task and read out the prompts. Ss, in pairs, act out dialogues using the prompts. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- 1 A: My family and I will be moving into the area soon and we're looking for a detached house in the suburbs.
B: I see. How many bedrooms would you like to have?
A: Four.
B: Right. How much would you like to pay?
A: No more than £900 a month and it must have central heating and a garage.
B: I think I have just what you are looking for.

31. d) Explain the task. Elicit what types of dwelling the two pictures show (A: detached house. B: blocks of flats/office buildings). Read out the example. Ss prepare their answers. Individual Ss do the task.

SUGGESTED ANSWER KEY

Both pictures show dwellings/buildings.
Picture A shows a detached house whereas Picture B shows blocks of flats and office buildings.
Picture A is a large family home with a swimming pool. In addition, it has got a garden, a balcony and a patio. It is probably located in the countryside.
Picture B, on the other hand, shows a city centre with lots of large buildings, etc.

- b) Explain the task. Ss, in pairs, answer the questions. Check Ss' answers, then ask some pairs to report back to the class.
(S's own answers)

- 32 a) Explain the task. Play the cassette twice if necessary. Ss listen and complete the task. Play the cassette again if necessary. Check Ss' answers by playing the cassette with pauses.

ANSWER KEY

- 1 B 2 A 3 C 4 D

- b) Choose pairs of Ss to read out the short exchanges. Elicit answers about who is speaking and what their relationship might be.

ANSWER KEY

- 1 Informal. The speakers are probably friends.
2 Informal. The speakers are probably friends.
3 Formal. The speakers could be a student and a secretary.
4 Formal. The speakers are business associates.

- c) Explain the task. Explain any unknown words. Ss, in pairs, act out dialogues using the prompts. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: Hi, John. I was wondering if you'd like to come to the cinema tonight?
B: Oh, I'd really like to but I have to study.
A: Oh, that's too bad. What about Friday night?
B: Yes, I can come on Friday.
A: Great. I'll meet you outside the cinema at seven.
B: Okay. See you then.
A: Excuse me. Could you tell me how to get to the museum?
B: Yes, of course. Turn left into Maple Lane. The museum is on your right.
A: Thank you very much.
B: You're welcome. etc

- 33 a) Explain the task. Read out the sentences and model the intonation. Ss work in pairs and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again. Choose pairs of Ss to read out the dialogues.
b) Ss in pairs do the task. Check Ss' answers. Then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: Hello. How are you today?
B: Hello. I'm fine, thank you.
- A: Hi there! How's it going?
B: Great thanks.
- A: Good morning, Mr Ball.
B: Good morning.

Suggested Homework

- 1 Vocabulary: Ex. 29a (p. 12), Ex. 30b (p. 13)
2 Reading aloud: Ex. 27 (p. 12)
3 Speaking: Ex. 32c (p. 13)

Lesson 5 (pp. 14 - 15)

- Check Ss' HW (10').
- 34 a) Explain the task. Allow Ss two minutes to do the exercise. Choose pairs of Ss to report to the class.

SUGGESTED ANSWER KEY

A 'smart house' would probably have all kinds of devices to make one's life easier. A lot of the appliances in the house could be automatic. Perhaps it has an automatic security system. A 'smart house' might be able to clean and cook. etc

- b) Explain the task. Play the cassette twice if necessary. Ss listen to see if their guesses were correct. Ask Ss to read sentences aloud. Play the cassette again. Ss listen and complete the task. Check Ss' answers. Ask Ss to correct the false statements.

ANSWER KEY

1 T
 2 F (It is located in Hunenberg)
 3 T
 4 T
 5 F (The house is safe)

- 35 a) Go through the tip and explain the steps Ss need to follow in order to complete the task successfully. Explain the task. Allow Ss five minutes to read the text and the sentences. Read out the example and explain why C is the correct answer. (It contains the reference words 'his wife' and continues the story.) Ss complete the task. Check Ss' answers.

ANSWER KEY

1 E 3 A 5 H
 2 G 4 F 6 D

- b) Allow Ss two or three minutes to read the article again. Ss explain the words in bold by giving examples, synonyms or opposites. Alternatively, Ss can look up the words in their dictionaries. Check Ss' answers. Ss then make up sentences.
 e.g. **high-tech house:** a house that uses advanced machines and equipment. The high-tech house is run by computers.
- c) Explain the task. Read out the words in the list. Ss in pairs match them to the highlighted words in the text. Check Ss' answers.

ANSWER KEY

Synonyms

take part - participate	forwarded - sent
latest - newest	simply - just
selected - chosen	via - through
normal - regular	entire - whole
connected - linked	

- d) Elicit answers from Ss.
 (Ss' own answers)

- 36 Allow Ss two minutes to complete the phrases. Check Ss' answers round the class. Ss memorise these phrases, then make sentences with any five of the phrases.

ANSWER KEY

- | | |
|-------------|-------------|
| 1 idyllic | 5 automatic |
| 2 typical | 6 normal |
| 3 latest | 7 special |
| 4 household | 8 online |

SUGGESTED ANSWER KEY

- 1 My grandma lives in an idyllic village by the sea.
- 2 The kitchen has all the household appliances you would expect including a washing machine and a microwave oven.
- 3 An automatic lawn mower would save a lot of time.
- 4 I try to keep up to date with the latest technology.
- 5 I enjoy online shopping. It's so quick and easy.

- 37 Allow Ss two minutes to fill in the correct preposition. Check Ss' answers round the class, then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

- | | | | |
|------|--------|------------|-------|
| 1 in | 4 over | 7 to | 10 of |
| 2 in | 5 with | 8 to | |
| 3 of | 6 in | 9 in, with | |

SUGGESTED ANSWER KEY

- 1 If everybody helps, we'll have the job done in no time.
- 2 What do you have in mind?
- 3 We have to pay the rent today but luckily Hannah said she would take care of it.
- 4 It will take some time but you'll get over it.
- 5 He said he was going to have a word with his boss to see if he could get Friday off work.
- 6 Sally likes taking part in sports.
- 7 My new computer was delivered yesterday, but I haven't put it to the test yet.
- 8 My modem is connected to my computer.
- 9 The police work in co-operation with the public.
- 10 I can't seem to get rid of this cold.

Follow-up

- Allow Ss some time to read the text again and write down the main characteristics of the house. Ask individual Ss to talk about the house.

SUGGESTED ANSWER KEY

- The house in the article is fully automated. It has a sofa that can give you a massage, a projector for reading the news and watching television, and an automatic lawn mower. The house can monitor the residents' health and tell them when to go to a doctor. All the appliances in the house work by remote control and the house can even order groceries and say when they have been delivered. The house has a very modern security system, too.
- I would like to live in this kind of house as my life would be much easier. On the other hand, I might get quite lazy if the house did everything for me.

Project

In groups of three or four, Ss discuss what they would like have in a 'smart house'. Using the ideas discussed, Ss design plan for a 'smart house'. Assign as HW. Ss present their plans the class in the next lesson.

Game

Play the game as instructed in the S's Book.

Suggested words: appliance: dishwasher, washing machine, kettles, etc; room: living room, attic, bedroom, kitchen, etc; furniture: sofa, coffee table, TV cabinet, chest of drawers, etc

Suggested Homework

- 1 Vocabulary: words in bold and highlighted words Ex. 35 (pp. 14-15), Exs. 36 & 37 (p. 15)
- 2 Reading aloud: Ex. 35 (p. 14)
- 3 Speaking: Follow-up (p. 15)

Lesson 6 (pp. 16 - 17)

Check Ss' HW (10').

Read out the theory. Explain any points Ss have difficulty with. Read out the rubric. Help Ss to underline the key words then elicit answers to the questions.

ANSWER KEY

Key words to be underlined: housewarming party, a letter to a friend, inviting, information about the party, directions

- 1 *your friend*
- 2 *to invite him/her to your housewarming party*
- 3 *date, time and details of the party; directions to your house*

Explain that a topic sentence both starts and summarises a paragraph. Explain the task, then Ss do the exercise. Check Ss' answers round the class.

ANSWER KEY

- 1 D 2 C 3 A

Explain the task. Allow Ss three minutes to re-read the letter and complete the task. Check Ss' answers.

ANSWER KEY

- 1 *Karen*
- 2 *informal (short forms: I'm writing; we're going etc; chatly language: you know, burgers ... etc)*
- 3 *opening*
- 4 *uses*

a) Explain the task. Allow Ss some time to read the remarks and in pairs complete the task. Check Ss' answers.

ANSWER KEY

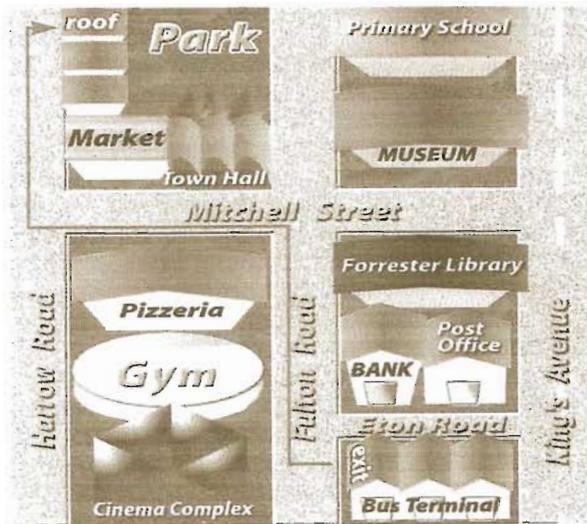
- | | |
|----------------------------|----------------------------|
| 1 <i>closing, formal</i> | 3 <i>opening, formal</i> |
| 2 <i>opening, informal</i> | 4 <i>closing, informal</i> |

b) Explain the task. Ss complete the task. Check Ss' answers.

ANSWER KEY

- 2 *opening remarks* 4 *closing remarks*

- 42 a) Explain the task. Allow Ss some time to complete the task. Go round the class checking Ss' answers.



- b) Explain the task. Explain any unknown words. Ss work in pairs, and complete the task. Monitor Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- Turn left out of the post office and walk along Eton Road. At the end of the road turn left into King's Avenue. Take the next left into Mitchell Street and the Museum is on the right, opposite the library.
- Turn right out of the post office and walk along Eton Road. At the end of the road turn right and walk along Fulton road. Go straight ahead, across Mitchell Street, and past the Town Hall. The park is on your left opposite the primary school.
- Turn right out of the post office and walk along Eton Road. At the end of the road turn right and walk along Fulton road until you pass the gym. Turn left into Mitchell Street and walk past the pizzeria. Then turn right into Harrow Road. The market is on your right.
- Turn right out of the post office and walk along Eton Road. Turn left into Fulton Road. The cinema complex is on your right next to the gym.

- 43 Read out the rubric. Help Ss to underline the key words then go through the questions and elicit answers.

ANSWER KEY

Key words to be underlined: a letter to a friend inviting, to the wedding reception, details about the event, directions

- 1 your friend
- 2 informal
- 3 four
- 4
 - I'm writing to invite you to my sister's wedding.
 - It would be fantastic if you could come.

- 44 Explain the task. Ss in pairs, complete the task. C individual Ss to give their answers and their reasons.

ANSWER KEY

sentences not to be ticked:

- a not related to the rubric d irrelevant

- 45 a) Explain the task. Elicit answers to complete the p

SUGGESTED ANSWER KEY

Introduction: To invite a friend to your sister's wedding at the Crown Hotel on 12th June

Main body: (para 2) wedding reception about people; there will be a buffet and a DJ. (para 3) by car; (give directions)

Conclusion: It would be fantastic if you could come. Please let me know if you would like me to book you a room.

- b) Explain the task. Ss do the task orally, then assign written HW.

SUGGESTED ANSWER KEY

Dear Emma,

How are you? I'm writing to let you know that my sister Jane is getting married on the 12th June and we'd love you to come. The wedding reception will be at the Crown Hotel.

All our friends are coming. There will be about 50 people all together. We are going to have a buffet and a DJ. I'm sure it's going to be great fun.

The Crown Hotel is easy to find by car. Go down Hampton Road and then turn left into Maple Street. The hotel is at the end of the street.

It would be fantastic if you could come. Let me know if you would like me to book you a room.

Lots of love,
Amy

- 46 Read out the sentences one at a time and help interpret them.

SUGGESTED ANSWER KEY

- If you are a kind and generous person, you will be happy to invite people into your home.
- Things always seem better when you are at home.
- Your home is the best and most comfortable place to live.

Suggested Homework

- 1 Vocabulary: words from Ex. 42b (p. 17)
- 2 Reading aloud: letter Ex. 39 (p. 16)
- 3 Speaking: Ex. 42b (p. 17)
- 4 Writing: Ex. 45b (p. 17)

Lesson 7 (pp. 18 - 19)

* Check Ss' HW (10').

- 47 a) Ask Ss to look at the pictures. Choose individual Ss to answer the questions.

SUGGESTED ANSWER KEY

- The houses are cottages and look like they are in England. They are in the countryside.
- The house in the top picture looks like it is made of wood and bricks. It has a thatched roof. The houses in the lower picture are made of stone. Some of them have tiled roofs and some of them have thatched roofs.
- In my country most houses are made of cement or stone.

- b) Ask Ss to read the prompts aloud, then choose individual Ss to describe the pictures.

SUGGESTED ANSWER KEY

The house in the first picture looks like it could be a farmhouse or a cottage somewhere in the countryside. It has a lovely garden with green grass in the front. It has a brick chimney on its thatched roof. The houses in the second picture look like they are in a village. Some of them have thatched roofs. Most of them have brick chimneys.

- 48 Read the sentences (1-6) aloud. Allow Ss five minutes to read the article silently and mark the sentences T (true) or F (false). Check Ss' answers. Ask Ss to correct the false answers. Ss try to explain the meaning of the words in bold by giving examples, synonyms or opposites.
e.g. goes back to: dates back to

ANSWER KEY

- 1 F (They were a common sight in rural areas.)
- 2 T
- 3 F (The materials used varied from region to region ...)
- 4 T
- 5 F (... it started to decline when Britain entered the industrial era. ... the growing railway network made other materials more available.)
- 6 T

SUGGESTED ANSWER KEY

history of thatching: Dates back to the Bronze Age; common sight for more than a millennium; most popular in late 18th century; craft declined in industrial era still practised today

Materials used: straw, reeds or grasses (cheap and lightweight); materials varied e.g. wheat straw in southern England, reeds in East Anglia, Norfolk; straw lasted for 20 years, reeds for 60 or 70 years

Why it declined: modern building techniques and railways made other materials more easily available.

Project

- Explain the task. Elicit various types of houses in Ss' own country and write them on the board. Ask Ss questions to elicit where these types of dwelling are found and what they are made of.
- Ss work in groups to prepare the poster.

- 49
- Write the subheadings on the board.
 - Allow Ss time to read the article again and make notes. Elicit answers from Ss and complete the table on the board. Ss copy the completed table in their notebooks.
 - Individual Ss talk about thatching.

- 50 a) • Ask Ss to look at the picture. Ss, in pairs, complete and act out the dialogue. Check Ss' performance, then ask some pairs to report back to the class.
 • Individual Ss describe the picture.

SUGGESTED ANSWER KEY
 B: ... a woman gardening. I can also see lots of flowers and plants.
 B: ... think she may have planted some flowers.
 B: ... mow the lawn every Saturday. I don't do a lot of gardening, though.
 The picture shows a woman gardening. She is sitting down next to a flower bed. There are lots of colourful flowers and plants.

- b) Elicit household chores (do the washing up; tidy the house, make the beds, etc). Ss, in pairs, express their preferences giving reasons.
 c) Ask Ss to look at the picture. Ss, in pairs, discuss the picture using the dialogue in Ex. 50a as a model. Check Ss' performance, then individual Ss describe the picture.

SUGGESTED ANSWER KEY
 A: Where do you think the picture was taken?
 B: In the garden.
 A: What can you see in the picture?
 B: I can see a man working on his laptop.
 A: What was he doing before?
 B: Well, I think he may have had lunch.
 The picture shows a man in the garden. He's wearing a shirt and trousers and is sitting in an armchair. He's working on his laptop.

- 51 a) Explain the task and any new words. Play the cassette. Ss listen and complete the task. Check Ss' answers round the class.

ANSWER KEY
 dripping tap 3 breaking window 1
 squeaking door 4 falling roof tiles 2

- b) Explain the task and any new words. Ss complete the task. Check Ss' answers round the class.

ANSWER KEY
 dripping tap - plumber breaking window - glazier
 squeaking door - carpenter falling roof tiles - roof tiler

- 52 a) Ss in pairs, complete the task. Check Ss' answers by choosing pairs of Ss to act out the dialogue.

ANSWER KEY
 1 b 2 d 3 a 4 c 5 e

- b) Explain the task. Ss work in pairs and act out dialogues for the problems in Ex. 51. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY
 A: Black and Sons. How can I help you?
 B: Hello, my name is Mrs Hargreaves.
 A: Hello, Mrs Hargreaves. What can I do for you?

B: I've got a problem with the tap in my bathroom.
 A: What exactly is the problem?
 B: Well, it's dripping.
 A: What's your address, please?
 B: 128 Filbert Street.
 A: I'll send someone round immediately.
 B: Thank you, that would be great. etc

- 53 Explain the task. Allow Ss one minute to complete table. Check Ss' answers. Elicit appropriate sentences around the class.

ANSWER KEY

Purpose	Place
• sit/watch TV	living room
• sleep/study	bedroom
• eat/have lunch/dinner	dining room
• relax/eat	balcony
• cook	kitchen

SUGGESTED ANSWER KEY

- We normally sit and watch TV in the living room.
- We normally sleep or study in the bedroom.
- We normally eat in the dining room.
- We normally relax on the balcony.
- We normally cook in the kitchen.

- 54 Explain the task and read out the prompts. Elicit answers from individual Ss for each place.

SUGGESTED ANSWER KEY
 You can live and work in a lighthouse.
 You can work in a hospital.
 You can live and work in a skyscraper.
 You can work in an art gallery.
 You can work in a factory.
 You can live and work in a windmill.
 You can live in a caravan.

- 55 Ask Ss to identify the objects in the pictures. Make Ss understand the task. Choose two Ss to read out example. Ss work in pairs and discuss what Ann should buy. Monitor Ss' performance, then ask some pairs to report back to the class what they have agreed.

SUGGESTED ANSWER KEY
 A: I think Ann should buy a vacuum cleaner to keep her flat clean.
 B: I disagree. I think it is more important for her to buy an armchair to sit in and a chest of drawers to put her belongings in.
 A: Yes, you're right but she can afford all of the items and something else, too.
 B: Yes, she should also buy ... etc

Suggested Homework

- 1 Vocabulary: words in bold in Ex. 48 (p. 18)
- 2 Reading aloud: article Ex. 48 (p. 18)
- 3 Speaking: Ex. 49 (p. 18), Ex. 53 (p. 19)
- 4 Project: (p. 18)

Objectives

Vocabulary: holidays; travelling; travel equipment; means of transport; weather; holiday resorts; sightseeing; holiday troubles

Reading: multiple matching; specific information; multiple choice

Listening: listening for specific information; listening for gist; multiple choice; multiple matching

Speaking: talking about holidays; talking about the weather; prioritising; talking about future plans; making a hotel reservation; problem solving

Intonation: short answers

Grammar: future tenses, conditionals 0 & 1, the definite article

Phrasal verbs: check; call

Use of English: key word transformations; word formations

Projects: a promotional poster for your country; a short article about a festival

Writing: an article describing a place; an article a town/city

Lesson 1 (pp. 20 - 21)

- 1 a) • Read out the title of the unit and explain that this is an English proverb. Elicit what a proverb is (*a popular saying used to express a well-known fact*). Then, ask Ss to interpret the proverb. (*A person who is always on the move doesn't form many attachments.*)
- Explain the task and read out the different types of holidays. Explain any unknown vocabulary, then elicit answers around the class. Help Ss with vocabulary where necessary.
- (Ss' own answers)
- b) Ask Ss to look at the pictures. Elicit appropriate vocabulary and write it on the board. Then Ss work in pairs and describe the pictures using the words/phrases on the board. Check Ss' answers by asking individual Ss to report back to the class giving their reaction.

SUGGESTED ANSWER KEY

Picture B shows a man standing in a river and holding a fishing rod. He is fishing. He is wearing waterproof trousers to keep himself dry. It looks like it is very sunny and he is wearing a hat on his head to protect himself from the sun. He looks relaxed. I don't like fishing. I find it boring.

Picture C shows a couple sitting at a table eating a meal. There is a blue and white checked tablecloth on the table and it looks like they are eating sandwiches and a salad. They are sitting outdoors on a balcony. They both look very happy. I like eating outdoors. I find it very relaxing.

Picture D shows a man and his son camping. The boy is inside the tent and he is handing his father a sleeping bag. They are wearing jeans and shirts. They both look happy. I like camping. I find it enjoyable.

SUGGESTED ANSWER KEY

Picture E shows two people in a canoe travelling down a river. They are paddling with oars and the place looks quite tropical with a white, sandy beach in the background. They are wearing life jackets and shorts. They look like they are enjoying themselves. I like canoeing. I find it adventurous.

- c) Explain the task. Choose two Ss to read out the example. Then Ss work in pairs and complete the task. Check Ss' answers round the class, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *What are your plans for your summer holidays?*
 B: *I'm visiting my grandparents. I've already booked my train ticket. What about you?*
 A: *Well, I'm travelling abroad with my family.*

- d) Ss use their answers to Ex. 1b to help them complete the task. Model a dialogue with a S. Then, Ss work in pairs. Monitor Ss' performance around the class, then check Ss' answers by asking some pairs to report back to the class.

SUGGESTED ANSWER KEY

Picture C

- A: *So, here we are at last, on holiday.*
 B: *Yes, isn't it wonderful?*
 A: *It certainly is. Why don't we go for a walk after lunch and explore the town?*
 B: *That's a great idea!*

Picture D

- A: *Here, Danny, put the sleeping bags in the tent, will you?*
 B: *Sure Dad. I think this is the best place to camp, don't you?*
 A: *Yes, and it's quiet, too.*

Picture E

- A: *I'm getting a bit tired. Why don't we stop at that nice beach and have a swim?*
 B: *Yes, we could do some sunbathing, too.*
 A: *Make sure you don't drop the paddle.*
 B: *Don't worry.*

- 2 • Play the cassette. Ss listen and repeat, either chorally or individually. Present these sentences by eliciting from Ss who the speaker of each sentence is and demonstrating how each sentence could be used.
 e.g. *I'd like some information.* Ask Ss: *Who would say this?: a person who needs to find out something.*
- Ss close their books. Ask individual Ss to say one of the sentences. Alternatively, Ss can form two teams and take turns to say sentences. The team which remembers the most sentences is the winner.
 e.g. Team A S1: *I'd like some information.*
 T: *Good, one point for Team A. etc.*

Lesson 2 (pp. 22 - 23)

- * Check Ss' HW (10').
- 5 a) Explain what a quiz is and how it works. Explain the task. Read out each question and Ss circle their answers. At the end of the quiz do a quick survey of the class to see how many Ss scored mostly As, Bs, or Cs.
(Ss' own answers)
- b) • Write a table on the board and elicit vocabulary from the quiz to fill in the table.

SUGGESTED ANSWER KEY			
Types of Holiday	Accommodation	Means of Transport	Activities
package holiday, backpacking holiday, camping holiday, caravanning, cruise, sightseeing, beach holiday	guesthouse, hotel, campsite, B&B, resort, campsite, hostel	canoe, coach, boat, plane, car, motorbike, ferry	hiking, sunbathing, shopping, eating local cuisine, swimming, sports, painting, bird watching, drawing

- Elicit further vocabulary from around the class for each heading. Ss copy the completed table into their notebooks. Elicit appropriate vocabulary for expressing likes/dislikes and preferences. Ss talk about their preferences. Ask some Ss to report back to the class.
Useful Language: I love/enjoy/hate/can't stand/would rather/don't mind ...

SUGGESTED ANSWER KEY
I can't stand camping. I would much rather go and stay in an expensive hotel.

- c) • Explain the task. Go through the visual prompts and elicit/explain what each of the items are and can be used for. Ss work in pairs and make up dialogues. Monitor Ss' performance giving help where necessary. Ask some pairs to report back to the class.

ANSWER KEY
(from left to right and top to bottom)
suitcase, summer dress, sunhat, beach towel, baseball cap, flip flops, tie, shorts, compass, sunglasses, camera, insect repellent, t-shirt, snorkel and mask, hiking boots, rucksack, sun screen, passport, skis, trainers

SUGGESTED ANSWER KEY
A cruise
A: *If you are going on a cruise you need to pack a camera as you will be visiting many places of interest and it would be great to have photos.*
B: *I agree or else you won't have any photos to show your friends. You also need a sunhat to protect yourself from the sun while you are on deck. etc*
A skiing holiday
A: *If you are going skiing you need to pack skis.*
B: *I agree or else you won't be able to go skiing. You also need sunglasses to protect your eyes from the bright snow and sunlight.*

- 6 Explain the task. Elicit/Explain any unknown words. Ss work in pairs and fill in the spidergrams. Check Ss' answers. Individual Ss use the words to describe their holiday last year.

ANSWER KEY
1 beach 3 street 5 food
2 shop 4 hotel 6 mountain

SUGGESTED ANSWER KEY
It was a lovely holiday. I spent two weeks sunbathing on the sandy beach, which was nice and secluded. The hotel was near a small town, which had very trendy shops where I bought lots of souvenirs for my family. In the evenings you could walk along the cobbled streets and admire all the antique shops. The local food was delicious and I ate out every night. One day I went on an excursion to the nearby snow-capped mountain. We even went skiing, although it was summer.

- 7 a) Explain the task. Read the prompts aloud and explain the meaning of any unknown words and what the weather symbols mean. Remind Ss that weather reporting usually takes the simple future. Ss do the exercise orally in class.

SUGGESTED ANSWER KEY

• Tomorrow, Bogota will be cool and rainy, with a temperature of 15°C.
 • Tomorrow, Chicago will be cold and foggy, with a temperature of 5°C.
 • Tomorrow, La Paz will be chilly and cloudy, with a temperature of 10°C.
 • Tomorrow, Lima will be warm and sunny, with a temperature of 25°C.
 • Tomorrow, Mexico City will be cool and rainy, with a temperature of 15°C.
 • Tomorrow, Miami will be warm and foggy, with a temperature of 25°C.
 • Tomorrow, Montreal will be freezing cold and snowy, with a temperature of -5°C.
 • Tomorrow, New Orleans will be cool and cloudy, with a temperature of 15°C.
 • Tomorrow, New York will be freezing cold and snowy, with a temperature of -1°C.
 • Tomorrow, Phoenix will be cool and rainy, with a temperature of 15°C.
 • Tomorrow, Rio de Janeiro will be hot and sunny, with a temperature of 30°C.
 • Tomorrow, San Francisco will be chilly and foggy, with a temperature of 10°C.
 • Tomorrow, Vancouver will be cold and rainy, with a temperature of 5°C.

- b) • Ask Ss to talk about the weather in their own country using the vocabulary from a) using the simple future. e.g. Tomorrow Madrid will be boiling hot and sunny, with a temperature of 38°C.
 • As an extension ask Ss to talk about the various seasons and weather in their own country, using the simple present.
- 8 • Explain the task to Ss. Give Ss five minutes to read through the questions and multiple choice answers. Explain any unknown words.
 • Play the cassette. Ss listen and choose A, B or C. Check Ss answers by asking individual Ss to read their answers aloud.

ANSWER KEY: 1 B, 2 B, 3 C, 4 A, 5 C, 6 C, 7 A

TAPESCRIPT

- A: Well, believe it or not, summer's nearly here and many of you will be looking for two weeks in the sun. With me in the studio today is holiday expert Morgie Smith from TV's 'Postcards From Abroad' to talk about some popular destinations. Where will a lot of people be heading this year, Morgie?
 B: Many Brits head off to Spain, Portugal or Greece mostly because the weather is good with summer temperatures in the mid thirties and low humidity. That means lots of sunshine and very little rain, if any at all. The south of France is a nice place to go at this time of year, too but there's more chance of summer showers there.
 A: I suppose good weather is almost guaranteed in southern Europe, but what about further east?
 B: Places like Prague and Budapest are great places to visit but it will be a lot milder there with some rain and cool evenings so visitors should take a lightweight jacket as well as their shorts.
 A: Right. What about further afield? How's Thailand at this time of year?
 B: The temperatures there are again in the mid thirties, but it's the rainy season there now so unless you like monsoons and tropical storms I'd wait until October to go.
 A: I see. Does the same apply for Australia?
 B: It's actually winter there at the moment so it will be quite cool especially at night. During the day the temperatures may reach the low twenties in places like Sydney so still a lot better weather than in Britain at the moment.
 A: You can say that again! But what about people who can't afford a foreign holiday? Where should they go within the UK to get the best weather?
 B: That's a tricky question. The south coast is their best bet, somewhere like Torquay, Brighton or anywhere in Cornwall where you can expect milder weather with temperatures likely to be in the high twenties but they should take an umbrella to be on the safe side.
 A: So Scotland is out of the question, then?
 B: Not at all. You can expect a lot of scattered showers, but some sunshine.
 A: Now, let's talk about something else beside the weather ... (fade)

- 9 a) • Explain the task. Elicit/Explain the meaning of any unknown words, then play the cassette. Ss listen and complete the task. Check Ss' answers by asking individual Ss to read their answers aloud.

- Ask students to work in pairs and think of some more unpleasant holiday experiences. (*bad food, expensive, dirty room, dirty beach, robbed, storms*)

ANSWER KEY

Ann: flight delay, travel sickness, stolen passport

Tony: noisy, no pool

Emily: puncture, no spare tyre, low battery

TAPESCRIPT

Ann: I had a terrible time on my holiday this year. Everything went wrong. I got to the airport on time, only to find that the flight had been delayed. I had to wait for four hours, would you believe it! I had taken a travel sickness pill before I left home, but of course, because of the delay, it didn't work! I was so worried about my luggage being lost that I packed too much in my hand luggage. They said it was too heavy and I couldn't take it onto the plane with me. Then, when I got there, my passport was stolen and I spent my whole holiday trying to sort it out! What a nightmare!

Tony: I definitely won't be staying there again! I knew as soon as I arrived that I had made a mistake. The hotel was only half finished. My room wasn't too bad, quite spacious in fact. But what with all the hammering and banging the builders made, it was too noisy to sleep. On top of that, the pool wasn't even finished. There was just a big hole in front of the hotel. When I left they gave me quite a big discount, but that really didn't make up for it!

Emily: You know, it started out well enough. We drove along the coast and stopped at a wonderful spot for lunch, and that's when everything started to go wrong. When we got back to the car, we found we had a puncture. Then, when we looked in the boot, we found there was no spare tyre. I tried to call a breakdown service, but the battery in my mobile phone was too low. At least it didn't rain I suppose. Finally, someone stopped and gave us a lift to the nearest town. Next time, I'll be better prepared, believe me!

- b) Explain the task. Ss talk about their own experiences, in pairs, using the ideas from listening Ex. 9a. Check Ss answers by asking individual pairs to report back to the class.

(Ss' own answers)

Game

Play the game as instructed in the S's Book.

- 10 • Explain the task. Do item 1 with Ss then they complete the exercise using their dictionaries if necessary. Check Ss' answers.

ANSWER KEY: 1 fog, 2 rain, 3 cloud, 4 storm, 5 lightning, 6 shines, 7 calm

SUGGESTED ANSWER KEY

all in a fog: confused

come rain or shine: no matter what

cast a cloud over: ruin, depress

weather the storm: get through a difficult situation

lightning never strikes twice: something bad will not happen in the same place twice

make hay while the sun shines: take advantage of a good opportunity

the calm before the storm: the quiet period before a storm

- As an extension, ask Ss if they know any other weather idioms or if there are any similar idioms in their own language.

Suggested Homework

- 1 Vocabulary: Exs. 5 & 6 (p. 22), Exs. 7 & 10 (p. 23)
 2 Speaking: Ex. 6 (p. 22), Ex. 9b (p. 23)

Lesson 3 (pp. 24 - 25)

* Check Ss' HW [10'].

- 11 • Read sentences 1-7 aloud. Ask individual Ss to identify the tense used in each sentence. Allow Ss two minutes to match the tenses in sentences 1-7 to the meanings (a-g). Check Ss' answers by asking individual Ss to read their answers aloud. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY

- | | |
|------------------------|-----------------------|
| 1 e present simple | 5 c future continuous |
| 2 b going to | 6 f future simple |
| 3 a going to | 7 g future simple |
| 4 d present continuous | |

- As an extension. Ss then make up sentences of their own, explaining the meaning of the tense they use.

SUGGESTED ANSWER KEY

The boat departs at 6am tomorrow morning.
 When I am older, I am going to travel all over the world.
 There are lots of clouds in the sky. It looks like it is going to rain.
 I am leaving for France at the end of the week.
 I will be flying to Paris tomorrow.
 In the future, we will be able to travel to the moon on holiday.
 There's the phone; I'll answer it.

- 12 Read out the example and explain the task. Ss read the dialogues 1-5. Ss do exercise. Check Ss' answers.

ANSWER KEY

- | | |
|---------------|--------------------|
| 2 is going to | 4 will/is going to |
| 3 am going to | 5 will |

- 13 a) Explain the task. Elicit/Explain meaning of request, promise, hope, fear, offer. Ss work in pairs and do the exercise. Check Ss' answers.

ANSWER KEY

- | | | |
|-----------|-----------|---------|
| 1 fear | 3 promise | 5 offer |
| 2 request | 4 hope | |

- b) Ss make up sentences. Elicit answers around the class.

SUGGESTED ANSWER KEY

Will you post this letter for me please? (request)
 Don't worry. I'll wake you up on time. (promise)
 I believe I will finish the project on time. (hope)
 I never take the train. I always think it will crash. (fear)
 Shall I cook you dinner this evening? (offer)

- 14 Read aloud the prompts and ask Ss to make up sentences.

SUGGESTED ANSWER KEY

I'm having my hair cut this evening. (plan for today)
 I'm going to be a teacher when I leave school.
 (ambition)
 I hope I'll go on holiday pretty soon. (hope)

- 15 a) Read out the theory. Draw Ss' attention to the examples. Refer Ss to the Grammar Reference Section for more detail.
- b) Read the prompts aloud. Ss work in pairs to match the words in the columns to make up sentences. Check Ss' answers by asking individual Ss to read their sentences aloud. Any combinations are acceptable provided they make sense.

SUGGESTED ANSWER KEY

We will go swimming when the weather improves.
 We will have dinner after we visit the museum.
 I won't book the tickets unless I get paid.
 I will pack the luggage as soon as I have lunch.
 I will show you the photos after they are ready.
 We will go swimming before we visit the museum.

- 16 Do item 1 with Ss. Allow Ss two minutes to do the exercise. Check Ss' answers by writing them on the board while Ss read the completed sentences aloud. Ask Ss to justify their answers.

ANSWER KEY

- | |
|--|
| 1 will be lying (future continuous action) |
| 2 is booking (fixed arrangement) |
| 3 is going to rain (prediction based on proof) |
| 4 will pass (prediction about the future) |
| 5 departs (timetable) |
| 6 arrives (after time expression) |

- 17 a) Explain the task. Elicit rules and use from Ss. (Type 0 is used for laws of nature. Type 1 is used for a real situation in the future.) Ss do the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for further detail.

ANSWER KEY

- | | |
|-----------------|---------------------|
| 1 will give (1) | 3 will you tell (1) |
| 2 won't go (1) | 4 get (0) |

- b) Write these sentences on the board: *I will go shopping when I have enough money. I will go shopping if I have enough money.* Elicit the difference in meaning (*if* means that I might have enough money; *when* means that I will definitely have enough money.) Explain that both *if* and *when* can be used in some sentences. Then ask Ss to identify in which sentences they can use *when* instead of *if*.

ANSWER KEY

When can be used in: 1, 3 & 4.

- 18 Explain the task and read the words/phrases in the table aloud. Ss do the exercise. Check Ss' answers.

ANSWER KEY

*If you leave now, you will be on time for school.
If/When I see Pete, I will ask him to dinner tonight.
If/When you need help, ask Tina.
If he works late, he will finish the report.
If you lose your wallet, report it to the police.
If/When Ben has enough money, he will go to Disneyland Paris.*

- 19 Explain the task. Read out the examples. Ss, one after the other, do the task. Other situations can be used as well.
e.g. If Mary loses her job ...
If Mark goes to London ... etc.
- 20 Explain task. Ss in pairs, do the exercise. Check Ss' answers by asking individual Ss to read out the completed sentences.

ANSWER KEY

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 A | 5 A | 7 A |
| 2 C | 4 B | 6 C | |

- 21 • Explain the task. Quickly revise the use of the definite article. Say words. Ss, in teams, add *the* where necessary.
Suggested list: Seine, France; Amazon, Olympus, Pacific, Tony, High Street, Everest, Himalayas, etc.
e.g. T: Seine
• Team A S1: *the* Seine
T: France
Team B S1: *no the*

- Refer Ss to the Grammar Reference Section for further detail.
- Read aloud the example. Allow Ss some time to complete the task. Then check Ss answers by asking various Ss to read from the text and justify their answers. Elicit/Explain the meaning of any unknown words, then elicit a suitable title.

ANSWER KEY

- the (superlative form)
- (not necessary)
- the (refers to a historical period)
- (not necessary)
- the (refers to the name of a sea)
- the (refers to a compass point)
- (not necessary)
- (not necessary)
- (not necessary)
- the (refers to the name of a desert)
- the (refers to the name of a river)
- the (refers to the names of mountain ranges)
- (not necessary, name of mountain)
- (not necessary)
- (not necessary)
- The (refers a specific part of the wall)
- (not necessary)
- (not necessary)
- the (refers to something specifically i.e. the country)
- the (refers to a specific period in history)

SUGGESTED ANSWER KEY

A suitable title for the article would be: A spectacular monument

- As an extension Ss ask and answer comprehension questions.
e.g. A: How far does the Great Hall of China stretch?
B: For more than 6,400 km. When does it date back?
A: Some parts date back to the 4th century BC.

Suggested Homework

- Reading aloud: Ex. 21 (p. 25)
- Speaking: Ex. 13b (p. 24), Exs. 18 & 19 (p. 25)

Lesson 4 (pp. 26 - 27)

* Check Ss' HW (10').

22 Explain the task. Point out that the second sentence should have the same meaning as the first one. Ss do the exercise. Check Ss' answers while they identify the grammatical/lexical structure tested.

ANSWER KEY

- 1 is meeting Bill after work (planned arrangement)
- 2 no doubt that Henry will (prediction + simple future)
- 3 will be stormy (prediction)
- 4 is going to be a (intention)
- 5 all in a fog (idiom)
- 6 offered to wash the dishes (offer)
- 7 unless he saves up (unless + present simple)
- 8 rain or shine! (idiom)

ANSWER KEY

1 seasonal	6 enjoyable
2 accommodation	7 weekly
3 employees	8 successfully
4 extensive	9 application
5 spacious	10 references

• Remind Ss of the table they started in the previous unit. Draw the table on the board and complete the columns by eliciting answers from Ss. Ss copy the table into their notebooks.

VERB	NOUN (person)	NOUN (abstract)	ADJECTIVE	ADVERB
energise		energy	energetic	energetically
		season	seasonal	seasonally
accommodate		accommodation	accommodating	accommodatingly
employ	employer/ employee	employment	(un)employed/ employable	
extend		extension	extensive	extensively
space		space	spacious	spaciously
enjoy		enjoyment	enjoyable	enjoyably
		week	weekly	
succeed		success	successful	successfully
apply	applicant	application	applicable	applicably
refer	referee	reference		

23 Do item 1 with Ss, then Ss do the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

ANSWER KEY

1 up on	3 off	5 out	7 in
2 back	4 in	6 for	8 off

SUGGESTED ANSWER KEY

check up on: investigate
 call back: phone again
 call sth off: cancel sth
 call in: visit sb (usually spontaneously)
 check off: mentally or literally mark the things one has accomplished (usually on a list)
 check out: leave a place where one was staying
 call for: demand
 check in: let sb in authority know that you have arrived

24

- Present the tip. Ask Ss to look at the title of the article, skim the text quickly and say what the article is about.
- Explain that the words in bold are the stem from which the missing words are derived.
- Read the text aloud up to the example. Elicit that **energetic** is an adjective. Continue with item 1. Elicit what the missing word is by asking questions: Is it a verb? (No, the sentence already has verbs); Is it an adverb? (No, it isn't. It doesn't come after a verb.); Is it an adjective? (Yes, it is. It comes before a noun, and describes/gives more information about the noun.) What is the missing word, then? (seasonal). Write the answer on the board. Repeat the same process for the rest of the items in the exercise.
- Ss complete the exercise in pairs. Choose individual Ss to read the text aloud to check Ss' answers.

- 25 Go through the Tip and explain how this exercise is done. Ss read the instructions, then they read sentences a to e and underline the words they have to listen to. Help Ss where necessary. Play the cassette once. Ss listen and do the exercise. Play the cassette again. Ss listen and check. Check Ss' answers.

ANSWER KEY

Speaker 1 e Speaker 3 d
Speaker 2 a Speaker 4 b

TAPESCRIPT

Speaker 1: For me, the underground is the best way to travel. Apart from avoiding the traffic jams, it's quick for getting in and out of the city. The only bad thing about it is that the trains can be a little crowded in the mornings and after work, but it's still better than driving.

Speaker 2: It's a great way to save money and get fit at the same time. I cycle everywhere. It's not much fun when it rains though, and finding somewhere safe to lock my bike can be a problem too, otherwise it's very convenient.

Speaker 3: I usually take the bus to work. It's not so bad though. The local service is regular, but it can be a long and slow journey sometimes, especially if the bus driver has to pick up passengers at every stop. At least I don't need to worry about parking when I get there.

Speaker 4: I prefer to take the train into town – it's environmentally-friendly and it's reliable. In fact, there's one every 8 minutes. The station is convenient too – only 5 minutes from my house. However, I don't take it every day because it costs too much.

- 26 a) Ask Ss to look at the pictures. Elicit what form of transport the scenes depict. Read out the example. Allow Ss two minutes to prepare their answers. Ask individual Ss to talk about a form of transport to the class.

SUGGESTED ANSWER KEY

Picture 2 shows a horse and cart in the countryside.

Picture 3 shows an elephant taxi in India.

Picture 4 shows a junk on a river in China.

Picture 5 shows a gondola in Venice.

Picture 6 shows a monorail in a city.

Picture 7 shows a rickshaw in Asia.

- b) • Explain the task. Read the example aloud. Ss do the task in pairs. Some pairs report back to the class. Monitor Ss' performance.

SUGGESTED ANSWER KEY

A: I would really like to travel by gondola.

B: Really? Why?

A: To me, travelling by gondola would be very relaxing. You could enjoy the view of Venice as you sail along. What about you?

B: Well, ... etc.

- As an extension Ss can write a paragraph about a means of transport in their own country for HW.

- 27 a) Elicit what kind of information you would need to give if you wanted to make a hotel reservation (*date, room, price, etc.*). Explain the task. Play the cassette. Ss answer the question.

ANSWER KEY

Hotel (reservations) clerk and a customer who wants to book a room.

- b) • Ss, in pairs, read the dialogue and do the exercise. Check Ss' answers, by asking Ss to read out the dialogue.

ANSWER KEY

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

- As an extension Ss can make up similar dialogues of their own.

- 28 a) Explain the task. Play the cassette. Ss listen and then work in pairs and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again.
- b) Model a dialogue with a S, then Ss work in pairs and act out their dialogues. Monitor Ss' performance, then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

1 A: Is Harry coming to the barbeque?
B: I hope so.

2 A: Has the carnival started yet?
B: I don't think so.

3 A: Is Peter coming to your graduation party?
B: I hope not.

4 A: Is Anne still in Lisbon?
B: I suppose so.

Suggested Homework

- 1 Reading aloud: Exs. 27b & 28a (p. 27)
- 2 Speaking: Ex. 26 (p. 27)
- 3 Writing: Write a paragraph about the advantages and disadvantages of a means of transport in your country.

Lesson 4 (pp. 28 - 29)

* Check Ss' HW (10').

29 a) Ss look at the article, then answer the questions.

SUGGESTED ANSWER KEY

Travel Brochure about Mexico

suggested questions

What can you do in Mexico?

Are there any nice beaches there?

When is the best time to visit Mexico?

b) Read the prompts aloud and elicit/explain any unknown words. Ss do the exercise. Ask some Ss to report back to the class.

SUGGESTED ANSWER KEY

- *If I went to Mexico on holiday, I would like to experience the culture because it would be very different to my own.*
- *If I went to Mexico, I would like to meet the locals because they would have a different way of life to mine and that would be very interesting.*

30 • Explain the task, then read the prompts (a-d) aloud.
• Play the cassette. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

1 c 2 a 3 d 4 b

31 a) Explain the task. Present the 'tip'. Do first item with Ss, then allow them five minutes to do the exercise in pairs. Check Ss' answers, asking Ss to justify their answers.

ANSWER KEY

1 C	6 A	
2 D	7 B	8 D
3 C	(in any order)	
4 A	9 B	
5 B	10 D	

Lesson 6 (pp. 30 - 31)

* Check Ss' HW (10').

- 35 Go through the theory box and read out the rubric. Help Ss to recognise and underline the key words. Then, elicit answers to the questions.

ANSWER KEY

Key words to be underlined: international travel magazine, article, describing a place you have visited, things to see and do, why you would recommend it.

- 1 An article describing a place
- 2 Readers of an international travel magazine
- 3 Main sights, entertainment, museums and art galleries

- 36 a) Explain the task. Allow Ss five minutes to read the article and complete the task. Check Ss' answers.

ANSWER KEY

Para 2: describe place
 Para 3: say what you can do there
 Para 4: comments/feelings and recommendations

- b) Explain the task. Allow Ss two minutes to complete the task in pairs. Check Ss' answers. Elicit alternative topic sentences.

ANSWER KEY

*Sentences to underline: Pamukkale, is one of the most extraordinary natural wonders you will ever see.
 For those interested in history, a visit to the ancient Roman town of Hierapolis is a must.*

SUGGESTED ANSWER KEY

*You will be amazed by the natural beauty of Pamukkale.
 If you are interested in history, visit the ancient Roman town of Hierapolis.*

- c) Ss may look up synonyms for the words in bold in their dictionaries. Check Ss' answers around the class.

ANSWER KEY

Synonyms
remarkable - special **ancient** - very old
extraordinary - unusual **original** - first
enormous - huge **charming** - delightful
lukewarm - tepid **restored** - repaired
natural - not man-made **unforgettable** - memorable

- 37 Explain the task. Read aloud the example. Allow Ss two minutes to do the exercise. Check Ss' answers.

ANSWER KEY

- 2 You should visit the ancient city which has an incredibly wide street.
- 3 You can visit the National Art Gallery where you can see a wonderful collection of paintings.
- 4 The Tate Gallery, which is situated on the banks of the River Thames in London, houses the largest collection of British art in the world.
- 5 When you have visited all the ancient sites, you can relax in one of the open air cafés
- 6 You can take a bus tour of the city centre or you can wander through the cobbled streets.

- 38 Explain the task. Elicit/Explain any unknown words. Allow Ss three minutes to do the exercise. Check Ss' answers, then Ss make up sentences of their own.

ANSWER KEY

Tourist Attractions: naval museum, art gallery, ancient sites, ancient monuments, stone castles, stone bridge, marble statues, botanical gardens, famous landmarks, picturesque buildings

Places to shop: shopping centre, street market, souvenir shop, fashionable boutique, antique shop, trendy shops

Entertainment: street café, open-air theatre, colourful funfair, expensive restaurant, amusement arcade, dance clubs

- 39 a) Explain the task. Elicit/Explain any unknown words. Ss work in pairs and fill in the spidergrams. Choose one pair to report back to the class.

SUGGESTED ANSWER KEY

- Name of the place:** Prague
- 1 **Location/reason for choosing:** Prague is situated on the banks of the Vltava River in the Czech Republic. It is the capital city
 - 2 **Tourist attractions:** Picturesque Prague Castle on top of Castle Hill, Mala Strana, The Charles Bridge
 - 3 **Place to shop/Entertainment:** museums, art galleries and theatres, fashionable restaurants, music and dance clubs
 - 4 **Comments/feelings/recommendation:** long and interesting history, huge variety of things to do, any visit would be unforgettable

- b) Explain the task. Elicit/Explain any unknown words. Ss work in pairs. Choose one pair to report back to the class.

SUGGESTED ANSWER KEY

- Para 1** Situated on the banks of the Vltava River, Prague is the capital city of the Czech Republic.
- Para 2** Prague has a number of tourist attractions that are worth visiting.
- Para 3** For those interested in experiencing the culture of Prague first hand, there are many museums, art galleries and theatres to visit.
- Para 4** Try to make sure you pay Prague a visit.

- 40 a) • Choose a S to read the rubric aloud. Ss work in pairs and underline the key words. Help Ss if necessary.

ANSWER KEY

Key words to be underlined: local newspaper, competition, article, place worth visiting in your country, describing the place, things to see and do

- Present the plan. Explain the task. Ask the questions in the plan and elicit answers to complete the plan around the class.

SUGGESTED ANSWER KEY

Introduction

Para 1 Prague – It is situated on the banks of the Vltava River in the Czech republic. Prague is the perfect destination for those interested in the past.

Main Body

Paras 2-3 Prague Castle, Mala Strana, Charles Bridge, Visit museums, galleries and theatres, eat at fashionable restaurants, go to music and dance clubs

Conclusion

Para 4 Prague has a long and interesting history and a huge variety of things to see and do. A visit to Prague will be unforgettable.

- b) • Explain the task.
• Do the exercise orally in class, then assign it as HW.

SUGGESTED ANSWER KEY

Situated on the banks of the Vltava River, Prague is the capital city of the Czech Republic. With its rich history and picturesque buildings, Prague is the perfect destination for those interested in the past.

Prague has a number of tourist attractions which are worth visiting. Among these is Prague Castle, which is a magnificent stone castle standing on top of Castle Hill. Parts of the building date back to the 9th century. At the foot of the hill is Mala Strana, a charming area whose streets are lined with castles and other beautiful, old buildings. Charles Bridge, the oldest stone bridge in Central Europe, is also a sight not to be missed.

For those interested in experiencing the culture of Prague first hand, there are many museums, art galleries and theatres to visit. Prague is also well known for its fashionable restaurants, which offer a variety of international, as well as Czech, cuisines. The nightlife is also exciting, with a range of music and dance clubs to choose from.

Try to make sure you pay Prague a visit. With its long and interesting history as well as the huge variety of things to see and do, a visit to Prague will certainly be an unforgettable one.

- 41 Ask individual Ss to read the sentences aloud and try to explain their meanings. Help Ss if necessary.

SUGGESTED ANSWER KEY

When you go to a new place you might become too attached to it to leave. So in order to avoid this happening you should try and be neutral.

When you travel, you go to new places and meet new people and exchange ideas with them. This can make you see things from a different point of view.

Suggested Homework

- 1 Reading aloud: Ex. 36a (p. 30)
- 2 Vocabulary: Ex. 38 (p. 31)
- 3 Writing: Article Ex. 40b (p. 31)

Lesson 7 (pp. 32 - 33)

- * Check Ss' HW (10').
- 42 Read out the list of words and explain any unknown words. Alternatively Ss can look the phrases up in their dictionaries. Ss express their opinions.

SUGGESTED ANSWER KEY

- A *Brave teams of people take part in the events.
It is difficult to cross the river.
The river is covered with ice floes.
They have to be careful of the powerful currents.
One of the main events is the dog sled race.
Visitors can go on sleigh rides.*
- B *It really is a spectacular show.
You can see bands marching to the music.
Don't miss the grand finale.
You can listen to traditional Scottish music.
There are many famous guest performers.
At the end of the show there are spectacular fireworks.*

- 43 • Explain the task. Allow Ss three to four minutes to silently read the texts. Do item 1 with Ss, then allow Ss three minutes to complete the task. Check Ss' answers.

ANSWER KEY

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

- Ss explain the words in bold by giving examples or looking the word up in their dictionaries.
e.g. **on offer**: available
 - As an extension, ask Ss where they could read these texts (*travel brochure, information leaflet*) and then ask what the writer's purpose was (*to recommend these places to visitors*).
- 44 Explain the task. Ss work in pairs and complete the task. Monitor Ss' performance. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *I think the most interesting festival to attend would be the Winter Carnival in Quebec.*
- B: *What would you find interesting about it?*
- A: *Well, I have never seen a castle built out of ice and snow. That must be very spectacular.*
- B: *I think I would prefer to go to the Edinburgh Tattoo. There you can listen to lots of different bands playing traditional music. We don't have bagpipers in my country and I would like to see that.*

Writing

Explain the task. Write the headings on the board. Elicit answers to complete the table. Ss copy the completed table into their notebooks. Ss then use the table to talk about the festival. Assign it as HW.

(Ss' own answers)

- 45 a) • Explain the task. Ss complete the task in pairs. Some pairs report back to the class.

SUGGESTED ANSWER KEY

- A: *Where do you think the picture was taken?*
 B: *At the beach.*
 A: *What can you see in the picture?*
 B: *I can see a family, a mother and father and their two children, a son and a daughter. The children are holding fishing nets and they are all walking in the water.*
 A: *What can you do at the beach?*
 B: *Well, you can go swimming, play beach volleyball, sunbathe, build sandcastles and catch fish in the rock pools.*
 A: *Would you like to go to a place like this for a holiday?*
 B: *I would really like this kind of holiday because I love swimming and lying in the sunshine. Would you like this kind of holiday?*
 A: *Yes, it would be great.*

- Individual Ss describe the picture.

ANSWER KEY

The picture shows a family of four at the beach. The kids are holding fishing nets. All of them are wearing light clothes and seem very happy. I think they are on holiday.

- b) Ss prepare dialogues in pairs based on the photo, then some pairs report back to the class.

SUGGESTED ANSWER KEY

- A: *Where do you think the picture was taken?*
 B: *At a ski resort.*
 A: *What can you see in the picture?*
 B: *I can see a couple who are going skiing. They are holding skis and it looks very cold. They are wearing warm clothes and boots.*
 A: *What can you do at a ski resort?*
 B: *Well, you can go skiing, meet other people, breathe in fresh air and enjoy the scenery.*
 A: *Would you like to go to a place like this for a holiday?*
 B: *I don't think I would like it. I think skiing is a bit dangerous and I would be afraid. Would you like this kind of holiday?*
 A: *Yes, it would be great.*

- c) Explain the task. Ss do exercise. Ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *I enjoy spending my holidays by the sea. I go swimming with my friends and we have sandcastle-building competitions.*
 B: *I agree. The seaside is great fun. You can relax and enjoy the sunshine.*

- 46 a) Explain the task. Ss work in pairs and complete the task. Check Ss' answers by asking Ss to read out the dialogue.

ANSWER KEY

1 C	3 E	5 A
2 B	4 D	

- b) Read out the prompts. Allow Ss two minutes to make up dialogues. Monitor Ss' performance. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *Hello. How can I help you?*
 B: *Could you tell me what time the next bus for Liverpool leaves?*
 A: *Well, the Express leaves at 11:30.*
 B: *That sounds perfect. I'd like a ticket, please.*
 A: *Will that be one way or return?*
 B: *Return, please. How much does it cost?*
 A: *That's £19, please.*
 B: *Here you are.*
 A: *The bus departs from the front of the bus station. Have a nice trip.*
 B: *Thank you.*

- 47 Explain the task. Ss do exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

<i>trendy shops</i>	<i>phrase book</i>
<i>sandy beach</i>	<i>adult fare</i>
<i>cobbled streets</i>	<i>spectacular view</i>
<i>snow-capped mountains</i>	<i>travel sickness</i>
<i>express train</i>	<i>direct flight</i>

Many Greek islands have wonderful sandy beaches. I had difficulty walking along the cobbled streets. etc

- 48 Explain the task. Read aloud the expressions. Invite Ss to use these in the exercise. Choose a pair to read out the example, then Ss, in pairs, complete the task. Some pairs report back to the class.

SUGGESTED ANSWER KEY

Picture A They are lost.
Picture B The car has broken down.
Picture C They have either lost their money and passport or they have had them stolen.

Picture B

- A: *The car belonging to the people in picture B has probably broken down. What do you think they should do?*
 B: *Well, perhaps they should call for a mechanic to come and fix it.*
 A: *Yes, I quite agree with you. They could also ...*

Picture C

- A: *In this picture, maybe the tourist's money and passport have been stolen. What do you think they should do?*
 B: *A good idea would be to call the police immediately.*
 A: *Do you really think so? If I were them, I would contact the embassy first to report the stolen passport ...*

Suggested Homework

- 1 Reading aloud: Ex. 46 (p. 33)
- 2 Project: (p. 32)
- 3 Speaking: Ex. 45 (p. 33)

Lesson 6 (pp. 62 - 63)

- * Check Ss' HW (10').

Writing

- Ask Ss to look at the text in Ex. 37a. Explain that this is a report. Ask Ss to comment on its layout. (It starts with To / From and the full name and title of the person who is writing the report and the person the report is addressed to. After that is the subject (i.e. what the report is about). There are headings before each paragraph. Ask: *Why do you think someone would write a report?* (To make suggestions; to evaluate sth; to comment on sth; etc).
 - Read out the theory table and explain any unknown vocabulary.
- 36 Read out the rubric, explain any unknown vocabulary and elicit the key words round the class. Then Ss answer the questions. Check Ss' answers.

SUGGESTED ANSWER KEY

Key words to be underlined: manager, Health Spa, owner, report, assessing current situation, suggest way spa upgraded, customers, facilities, pricing policy

- 1 *The owner of the Bliss Health Spa*
- 2 *The Manager of the spa*
- 3 *Introduction, customers, facilities, pricing policy, conclusion*
- 4 *membership fee, types of customers, special offers*
- 5 *Formal, impersonal style*

- 37 a) Explain the task and read out the headings. Allow Ss three minutes to read the report silently and complete the task. Check Ss' answers.

SUGGESTED ANSWER KEY

- | | |
|-----------------------------|---------------------|
| 1 <i>Introduction</i> | 4 <i>Pricing</i> |
| 2 <i>Types of customers</i> | 5 <i>Conclusion</i> |
| 3 <i>Facilities</i> | |

- b) Explain the task. Ask Ss to look at the words in bold and point out that these words are used to link ideas in a text. Ss do the task. Check Ss' answers.

ANSWER KEY

Similar ideas – moreover; in addition, furthermore
Opposing ideas – however; although
Synonyms similar ideas – what is more; also
Synonyms opposing ideas – on the other hand; yet; but

38 Explain the task and read the table aloud. Ss look back at the report and complete the task in pairs. Check Ss' answers round the class.

ANSWER KEY			
Subheadings	Positive points	Negative points	Recommendations
Types of customers	standard number of clients (mostly middle aged businessmen)	attend only in the evenings/ at weekends	attract wider range clients e.g. women/ young people
Facilities	massage, sauna, gym and pool are satisfactory	too basic, too few facilities available	renovation/expansion, offer beauty treatments & natural therapies, provide outdoor activities
Pricing	reasonable, gives discounts	may lose existing customers if charge higher prices	offer two forms of membership

39 Explain the task and read out the example. Then Ss complete the task. Check answers round the class.

SUGGESTED ANSWER KEY
<p>2 There is a wide variety of activities available.</p> <p>3 In addition, it would be a good idea to have a swimming pool.</p> <p>4 The gym is open from 10 am to 10 pm daily.</p> <p>5 In my view it is rather expensive.</p> <p>6 The gym offers a wide range of facilities.</p>

40 a) Explain the task. Ask Ss to read the table with the prompts. Then Ss complete the task in pairs. Check Ss' answers.

ANSWER KEY		
Subheadings	Positive points	Negative points
Facilities	wide range of activities available/new and modern equipment	not enough exercise machines/ wait for a long time
Prices and Opening Hours	open seven days a week/10 am to 10 pm	prices not competitive/no special offers
Staff and Service	well-trained instructors/sufficient staff	staff not very friendly/slow to help

b) Explain the task and read the example. Focus Ss' attention on the use of appropriate linking words. (In addition: link similar ideas; However, link opposing ideas). Elicit other linking words from Ss (Also, Moreover etc, Although, But, In spite of etc). Ss complete the task in pairs. Check Ss' answers round the class.

SUGGESTED ANSWER KEY
<p>Prices and Opening Hours</p> <p>The gym is open seven days a week from 10 am to 10 pm. This way, a lot of people are able to use the facilities. However, the prices are not competitive and there are no special offers available.</p>

Staff and Service

All the instructors at the gym are well trained. What more, there are sufficient staff to meet the customer needs. On the other hand, the staff are not very friendly. In addition, they are rather slow to help when asked.

41 a) Explain the task. Read out the rubric and ask Ss to underline the keywords in pairs. Check Ss' answers. Then go through the plan, eliciting answers from individuals round the class. Ss should use ideas from Ex. 40 a)

ANSWER KEY

Key words to be underlined: editor, newspaper, journalist, report, good and bad points, Bayside Sports Centre, facilities, prices, opening hours, service and

b) Explain the task, then assign it as HW.

SUGGESTED ANSWER KEY

To: Tom Allan, Editor
 From: Janet Jones, Journalist
 Subject: Bayside Sports Centre

Introduction
 The purpose of this report is to assess the positive and negative points of the Bayside Sports Centre.

Facilities
 There is a wide range of facilities available. In addition, the equipment is all new and modern. However, there are not enough exercise machines and customers have to wait a long time.

Prices and Opening Hours
 The sports centre is open seven days a week, from 10 am to 10 pm, which is very convenient. However, the prices are not very competitive and there are no special offers available.

Staff and Service
 All the instructors at the gym are well trained. What more, there are sufficient staff to meet the customer needs. On the other hand, the staff are not very friendly. In addition, they are rather slow to help when asked.

Conclusion
 My overall impression is that there is much room for improvement. All in all, I would not recommend the Bayside Sports Centre unless they lower their prices and improve their service.

42 Explain the task and read out the sentences. Explain unknown vocabulary, then elicit answers round the class.

ANSWER KEY

- It is better to deal with a problem in time than to seek a remedy after the damage is done.
- Leading a regular life (going to bed and waking up early) is the key to success and health.
- Laughter makes you feel good and can help you get better quicker.
- If your mind is healthy then it follows your body will be healthy too and vice versa.
- A healthy diet helps prevent illness.

Suggested Homework

- 1 Vocabulary: Ex. 39 (p. 63)
- 2 Writing: Ex. 41b (p. 63)

Lesson 7 (pp. 64 - 65)

* Check Ss' HW (10').

- 43 • Explain the task. Ask: What are acronyms? (*A word made up of the first letters of the words in a phrase*). Read out the acronyms. Ss do the task in pairs. Help Ss where necessary.

ANSWER KEY

- 1 General Practitioner
- 2 National Health Service
- 3 Registered Nurse
- 4 Accident and Emergency
- 5 Ear, Nose and Throat

- As an extension ask Ss to find the equivalent acronyms in their own language, if there are any.

- 44 a) Explain the task, then ask Ss to look at the prompts. Play the cassette. Ss complete the task. Check Ss' answers.

ANSWER KEY

a 2 b 1 c 3

- b) • Read out the questions and elicit answers round the class.

ANSWER KEY

The word ambulance is often written backwards so that drivers can read it in their rear view mirrors. Ambulances are usually brightly coloured so that they can easily be seen.

- As an extension Ss can talk about the vehicles emergency services use in their own countries.

- 45 a) Read out the title. Elicit answers around the class.

SUGGESTED ANSWER KEY

The article must be about the people working for the St. John Ambulance Brigade.

- b) Explain the task and read out the sentences. Elicit/ Explain any unknown vocabulary. Allow Ss three minutes to work in pairs to complete the task. Check Ss' answers.

ANSWER KEY

1 C 3 C 5 I
2 C 4 I 6 I

- 46 Explain the task. Ss work in pairs to complete the task. Write the headings on the board. Elicit answers from Ss to complete the table. Ss use the completed table to talk about the organisation.

SUGGESTED ANSWER KEY

Where and when founded: In Britain in 1887
Number of members: About 250,000 worldwide
What services it offers: First aid and ambulance services, volunteer pilots, mountain rescue and water-borne teams, services to the elderly and the homeless, first-aid training courses
How many units it has: Ambulance service, Air Wing, mountain rescue team, water-borne team
How important it is: Very important – it provides a valuable public service.

Project

Explain the task. Explain that Ss have to collect information from a number of sources (*e.g. the Internet, encyclopaedias etc*). Then assign the task as HW.

- 47 Explain the task. Ask Ss to look at the pictures. Elicit adjectives describing feelings, e.g. *worried, irritated, nervous, excited*, etc. Then read out the example and the box with phrases. Ss work in pairs to complete the task. Monitor Ss' performance round the class. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

- 2 A: *I think Tim is very angry.*
 B: *You're right. I wonder why he feels that way.*
 A: *He may have had a problem with his computer.*
 B: *Do you think so? I think ... etc*
- 3 A: *Joanne seems to be very pleased.*
 B: *I couldn't agree more. I wonder why she feels that way.*
 A: *She might have been promoted or been given a pay rise.*
 B: *Do you think so? I believe... etc*
- 4 A: *In my opinion Tony looks quite shocked.*
 B: *That's true. Why do you think that is?*
 A: *He may have heard some unexpected news.*
 B: *No, I really can't agree with you. I think ... etc*

- 48 Explain the task. Elicit what a first aid kit is (*a set of bandages and medicines for giving first aid*). Check Ss' understanding of the situation. Ss use the visual prompts to make short dialogues in pairs. Monitor Ss' performance, then choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *I think we need to pack a tube of cream.*
 B: *You're right. We'll need it in case we get sunburnt.*
 A: *I don't think we need to pack any syringes.*
 B: *That's true. I also think we need to pack a bandage.*
 A: *I absolutely agree. We'll need it in case we get a sprain.*
 B: *I don't think we need to pack a stethoscope.*
 A: *You're right. I think we also need to pack a thermometer.*
 B: *I couldn't agree more. We'll need it to take our temperature.*
 A: *I think we need to pack some plasters.*
 B: *I absolutely agree. We'll need them in case we cut ourselves. I don't think we need to pack any cough syrup, though.*
 A: *You're right. etc*

- 49
- Explain the task and read out the prompts. Ss complete the task in pairs. Check Ss' answers round the class.
 - As an extension Ss can make up similar dialogues. Ss can use the vocabulary presented in Exs. 6, 7 and 8 (p. 54 in the S's Book) for ideas.

ANSWER KEY

1 c 2 e 3 a 4 b 5 d

Suggested Homework

1 Speaking: Exs. 47 & 49 [p. 65]

Vocabulary & Grammar

1 Fill in the correct word.

- 1 Tony won first prize in the school drawing competition.
- 2 You shouldn't have lied to your friend.
- 3 She rarely goes out these days, does she?
- 4 You can rely on him for help.
- 5 John comes home very late. He works long hours.
- 6 How did you come by this silver necklace?
- 7 Ann had left by the time Laura called.
- 8 Jane can't speak. She's got a sore throat.
- 9 She had been waiting for an hour before she was asked in.
- 10 I can't make up my mind which dress to buy.

(10 marks)

2 Circle the correct item.

- 1 Ann has got lovely lips and a small nose.
A round (B) full C high D thick
- 2 She got her parents' to study abroad.
A assistance (C) permission
B allowance D word
- 3 Mary was ill. She's still feeling a bit under the
A temperature (B) weather C rain D climate
- 4 This story has been passed down by of mouth.
A memory B phrase (C) word D speaking
- 5 Mr Smith is a person; he never spares a penny.
(A) mean B vain C arrogant D impulsive
- 6 Alexander Graham Bell the telephone.
A pursued (B) invented C found D discovered
- 7 Tim has got a nose and he's sneezing.
A dizzy B hot C aching (D) runny
- 8 Jeremy suffers headaches.
A of (B) from C with D by
- 9 Billy has got a chin.
(A) pointed B round C full D long
- 10 John has been Director of Marketing.
A convinced B reformed (C) appointed D set

(20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- 1 She didn't start tidying up until after the children had left. **before**
She waited until the children had left before she started tidying up.
- 2 It was wrong of her not to warn us of the dangers. **should**
She should have warned us of the dangers.

- 3 They haven't travelled abroad for years. **ages**
It is ages since they travelled abroad.
- 4 This song always reminds me of my childhood. **brings**
This song brings back memories of childhood.
- 5 Visitors must be accompanied by a guide when they **tour** the museum.
Visitors are not allowed to tour the museum unless they are accompanied by a guide.

(10 marks)

Listening

- 4 You will hear a conversation between Sally and Karen about a friend of theirs. Listen and tick (✓) Yes or No.

- | | YES | NO |
|---|-------------------------------------|-------------------------------------|
| 1 Sally has not seen Mary recently. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 Mary's hair used to be short and curly. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Mary's hair is brown. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 Mary is fat. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 Mary has changed the way she dresses. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

(10 marks)

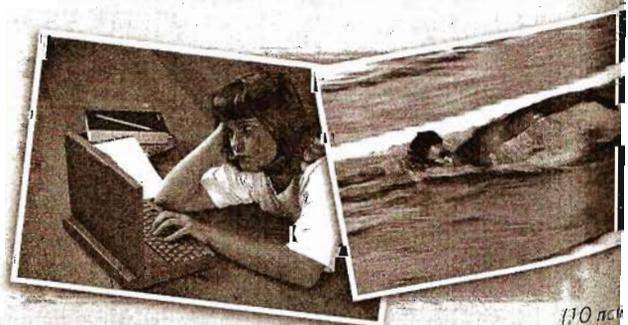
Speaking

5 Complete the exchanges.

- 1 A: What's wrong with Steve?
B: I'd say that he's overtired.
- 2 A: What is she like?
B: She's easy-going and honest.
- 3 A: Hi Paul. What seems to be the problem?
B: Well, I've got a temperature and a sore throat.
- 4 A: It sounds like you all had a great time.
B: We certainly did. It was a pity/shame you missed it.

(10 marks)

6 In pairs, compare and contrast the pictures. How do young people relax nowadays?



(10 marks)

(See Suggested Answers section)

Reading

- 7 Read the general information brochure about braces, and mark the statements *T* (true) or *F* (false).

Embracing Braces

Having a 'lovely' smile is a desired part of our appearance, and it usually means being the proud owner of a gleaming and straight set of 'pearly whites' – or teeth. What happens when our teeth aren't that well-aligned, or are, in other words, just plain crooked? That's when an orthodontist comes in, with orthodontic treatment that includes dental braces. There are many horror stories about teenagers who wear braces being given a hard time at school and being taunted as 'metal mouth'. However, today's braces can be much more subtle in appearance, and the end result is actually about more than a beautiful smile.

Straightening crooked teeth isn't just about beauty and vanity. It's also about good health. Irregularly positioned teeth are hard to clean and this can cause tooth decay as well as promote gum disease. Speech problems and damage to the jaw can also occur as a result of very crooked or crowded teeth. The ideal age for braces to do their desired job of straightening teeth is during childhood and adolescence, from the ages of about ten to sixteen. People as old as sixty years of age can also have successful results with braces, although those over the age of eighteen won't have as good an end result as younger people whose jaws, bones and teeth are still developing.

What about the man or woman behind the fitting of braces? What is he or she all about? An orthodontist has studied orthodontics, an advanced and specialized area of dentistry. Apart from the four years of university training needed to become a dentist, orthodontists need a further two years of study in subjects ranging from genetics to human development. The medical writings of ancient Greece and Rome refer to practising orthodontics, which is an ancient Greek word meaning correcting or straightening teeth. The first braces as we know them today, were designed by a French man, Pierre Fauchard, in 1728. They consisted of a flat metal strip that was connected to teeth by pieces of thread.

Now, braces come in many variations. They don't have to be metal or metallic-coloured. They can be made of a special softer substance and be either clear in colour, colourful or even resemble the colour of teeth. You can get removable braces or the more effective fixed type. The latter include metal bands that are cemented onto the teeth and metal brackets which are then glued to the front teeth. A wire connects the bands and sometimes rubber bands are used. Orthodontists gradually tighten the wires so that teeth slowly move into their correct position. The treatment lasts for about two years. Braces are not only for humans, as dogs can get them too, to correct crooked jaws and other dental disorders. So if you or a friend needs braces, brace yourself to embrace the wonderful health and beauty aid that they are!

- 1 In the past, braces used to be less obvious than they are today. F
- 2 Crooked teeth can lead to gum disease. T
- 3 All teenagers should wear braces. F
- 4 The older you get, the better results you get by wearing braces. F
- 5 It takes six years for someone to become an orthodontist. T
- 6 Ancient Greeks were familiar with the science of orthodontics. T
- 7 There is no reason for animals to wear braces. F

(14 marks)

Writing (a narrative)

- 8 Use the plan to write a short story entitled "The Best Day of My Life" (120 - 180 words) for the school magazine.

(See Suggested Answers section)

Plan

Introduction

(Para 1) *when - where - what happened*

Main Body

(Paras 2-3) *events in the order they happened*

Conclusion

(Para 4) *what happened in the end - how you felt*

(16 marks)

(Total = 100 marks)

Let's sing!

- 9 Listen and fill in. Listen again and sing.
Late to rise

The sun is up
There's no more moon
The birds are singing
A 1) morning tune
You've got things to do
And appointments to keep
But you're still 2) fast asleep

Wake up, wake up
Get out of bed
The morning's here, now
Sleepyhead
Stop your dreaming
And open your eyes
You'll get nothing done
If you're always late to rise

The alarm clock's 3) ringing
It's half past eight
You should get up now
Cause you're going to be late
The boss is 4) waiting
It's time to go
But you don't want to know

Wake up, wake up ...

The morning time
Is a time you dread
You want to 5) stay
In your nice, warm bed
I know it's hard
And it 6) seems unkind
But you've got to rise and shine

Wake up, wake up ...

Objectives

Vocabulary: the environment; environmental problems; conservation; endangered species

Reading: gapped text; reading for specific information; C/I sentences

Listening: listening for gist; listening for specific information; listening for main points; deducing meaning; note taking

Speaking: talking about preferences and skills/abilities; expressing likes/dislikes; talking about recycling; asking for/expressing opinion; making suggestions

Intonation: key word stress

Grammar: comparisons; comparative/superlative forms; too/enough; -ing-form/infinitive

Phrasal verbs: draw, do

Use of English: idioms and fixed phrases; error correction; key word transformations

Project: a poster about endangered flora and fauna; geographical information about Ss' own country; a poster about macaws; drawing a picture

Writing: an article providing solutions to problems;

Lesson 1 (pp. 70 - 71)

- 1 a) Read the title aloud and elicit the meaning. (*We should all protect the environment and preserve nature.*) Ask individual Ss to suggest alternative titles.

SUGGESTED ANSWER KEY

Protect the planet; Mother Earth; Earth Sos . etc

- b) Ask Ss to look at the pictures one at a time and say what they see. Elicit the meaning of 'ecofriendly'. Ss answer the question. Check Ss' answers.

SUGGESTED ANSWER KEY

Picture A shows a tiger.

Picture B shows a man putting a glass bottle into a bottle bank for recycling.

Picture C shows a man planting young trees.

Picture D shows some people on a beach. The beach is covered with rubbish.

Picture E shows some wind turbines which are used to provide wind energy.

Pictures B, C and E show ecofriendly activities.

- c) • Explain the task and read out the prompts and the example. Elicit answers around the class. Ask Ss to justify their choices.

SUGGESTED ANSWER KEY

Picture B relates to resources in short supply because the man is recycling.

Picture C relates to the problem of deforestation because the man is planting trees.

Picture D relates to the problem of pollution because the beach is covered with litter.

Picture E relates to the problem of energy crisis because wind is an alternative source of energy.

- 2 a) Explain the task. Read out the prompts and the example and explain/ elicit the meaning of any unknown words, then Ss make up sentences. There may be more than one answer for each problem.

SUGGESTED ANSWER KEY

It would be a good idea to recycle and save natural resources to help solve the problem of resources in short supply.

It would be a good idea to start breeding programmes to help solve the problem of endangered species.

It would be a good idea to organise clean-up campaigns to help solve the problem of pollution.

It would be a good idea to use alternative energy sources to help solve the energy crisis.

- b) Read out the questions. Ss work in pairs and discuss each one, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: *There are recycling schemes and clean-up campaigns taking place in my town. How about you?*

B: *Yes, we have those, too. Have you been involved in any of them?*

A: *Yes, I have. We have a problem of resources in short supply and my school organised a recycling scheme.*

B: *What did you do?*

A: *I collected aluminium cans.*

B: *What was the result?*

A: *The school earned quite a lot of money. Have you been involved in any schemes ...? etc*

- 3 • Play the cassette. Ss listen and follow the lines. Play the cassette again with pauses for Ss to repeat. Explain the sentences by giving examples.
e.g. Pretend to stop someone on the street. Say: "I represent Save the Planet. Have you heard of us?"
- Ss study the sentences for two minutes then close their books. In teams, Ss try to remember as many sentences as possible. Ss get one point for each correct sentence.
e.g. S1: Have you heard of us?
S2: Would you like to join? etc
- Ss should memorise these phrases/sentences.
- 4 Explain the task. Play the cassette. Ss listen and complete the task. Check Ss' answers.

ANSWER KEY

They are all related to the environment.

A - mentions an environmental protection group

B - mentions not having enough clean air

C - mentions recycling

- 5 Read the sentences 1-3 aloud. Allow Ss five minutes to read the dialogues silently and mark the sentences appropriately. Check Ss' answers.

ANSWER KEY

1 No 2 Don't know

3 Yes

- 6 a) • Allow Ss two minutes to read the dialogues again. Help Ss to explain the words in bold by giving examples or synonyms or using Ss' L1. Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers around the class.

ANSWER KEY

Synonyms

join – enrol

see – understand

take down – write down

chance – opportunity

closer – nearer

exactly – precisely

take – transfer

- b) • Play the cassette for Ex. 4 again. Ss listen and follow the lines, then act out the dialogues in pairs.

Suggested Homework

- 1 Vocabulary: Exs. 1c, 2a & 3 (p. 70), words in bold in dialogues A-C (pp. 70 & 71)
- 2 Reading aloud: dialogues A, B, (pp. 70 & 71) (Remind Ss to practise *reading aloud* using the S's cassette/CD.

Lesson 2 (pp. 72 - 73)

- * Check Ss' HW (10').
- 7 a) Explain the task and read out the prompts. Explain any unknown words. Allow Ss three minutes to complete the task. Check Ss' answers.

ANSWER KEY

1 molecule	5 species
2 bathtubs	6 covered
3 Raindrops	7 litres
4 human body	8 food

- b) Explain the task and read out the example. Ss one after the other ask and answer questions.

SUGGESTED ANSWER KEY

S2: ... does a fully grown tree drink a day?
 S3: Enough water to fill four bathtubs. What shape are raindrops?
 S4: They resemble the shape of a small burger bun. What percentage of the human body is water?
 S5: About 70%. How many of the world's animal and plant species live in the water?
 S6: About half. What percentage of the earth is covered in water?
 S7: Almost 75%. How much water do we need to drink a day?
 S8: At least two litres. How long can we last without water?
 S9: Only a few days. How much water do tomatoes contain?
 S10: 95%. How much water does milk contain?
 S11: 90%. How much water do apples contain?
 S12: 85%. How much water do potatoes contain?
 S13: 80%. How much water does beef contain?
 S14: 61%.

- 8 a) Explain the task. Allow Ss one or two minutes to study the diagram and read the gapped sentences. Ss work in pairs and try to complete the sentences. Play the cassette. Ss listen and check their answers.

ANSWER KEY

1 clouds	5 makes pools
2 rain	6 the sun
3 the clouds	7 vapour
4 water	

one, called condensation, happens when clouds start to form in the sky. The second stage, precipitation, occurs when rain falls from the clouds. Other examples of precipitation apart from rain, are snow, sleet and hail. The third stage, known as accumulation takes place when water gathers or makes pools. Accumulation is evident in lakes, rivers and oceans. The fourth and final stage, evaporation, happens when the sun turns water into vapour. Although we think of the water on our planet as being limitless, it is, indeed, limited. Scientists believe that all of the water that we will ever have is on the Earth right now! That's why we have a responsibility to conserve water, use it wisely and protect its quality.

- b) Read out the example, then Ss work in pairs and ask and answer questions about the water cycle.

SUGGESTED ANSWER KEY

A: What happens during condensation?
 B: Clouds start forming in the sky.
 A: What is the second stage called?
 B: It's called precipitation.
 A: What happens during precipitation?
 B: Rain falls from the clouds.
 A: What is the third stage called?
 B: It's called accumulation.
 A: What happens during accumulation?
 B: Water gathers or makes pools.
 A: What is the last stage called?
 B: It's called evaporation.
 A: What happens during evaporation?
 B: The sun turns the water into vapour.

- 9 Explain/ elicit what a compound noun is. Explain the task and read out the words in the columns. Explain any unknown words and go through the example. Ss complete the task. Check Ss' answers by asking individual pairs to read their answers aloud. Then Ss make up sentences using them.

ANSWER KEY

global warming	ozone layer
acid rain	fossil fuels
industrial waste	aerosol sprays

SUGGESTED ANSWER KEY

Global warming affects the earth's weather.
 Acid rain destroys trees.
 Industrial waste causes pollution.
 The ozone layer has a hole in it.
 The use of fossil fuels creates greenhouse gases.
 The use of aerosol sprays damages the ozone layer.

TAPESCRIPT

The Water Cycle
 No wonder the earth has been called the water planet. Between two-thirds and three-quarters of its surface is water. The Earth's water is visible in rivers, ponds, lakes, oceans and glaciers, and in the form of clouds. Groundwater, water that has seeped into the Earth's crust, can't be seen but is there in great abundance. Water travels to many different places and in many different ways. It moves around the earth in a water cycle which allows the Earth to be continually supplied with fresh water. The heat from the sun is the most important part of renewing our water supply. There are four stages in the water cycle: The first

Lesson 3 (pp. 74 - 75)

* Check Ss' HW (10').

- 14 a) Explain the task and draw the table on the board. Elicit answers from Ss around the class to complete the table. Add to the list of adjectives and elicit the comparative and superlative forms. Ss copy the completed table into their notebooks. Then elicit answers to the questions. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY		
Adjectives	Comparative	Superlative
short	shorter	the shortest
tall	taller	the tallest
easy	easier	the easiest
happy	happier	the happiest
interesting	more interesting	the most interesting
useful	more useful	the most useful
careful	more careful	the most careful

- We form the comparative of one or two-syllable adjectives by adding *-er* and the superlative by adding *-est*.
- We form the comparative of one or two-syllable adjectives ending in *-y* by adding *-ier* and the superlative by adding *-iest*.
- We form the comparative of three or more syllable adjectives with *more* and the superlative with *most*.

- b) Explain the task and read out the adjectives in the table. Elicit the irregular comparative and superlative forms. Then Ss complete the table in pairs. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY		
Adjectives	Comparative	Superlative
good	better	the best
bad	worse	the worst
much/many	more	the most
little	less	the least
far	farther	the farthest

- 15 Explain the task. Ss complete the exercise. Check Ss' answers.

ANSWER KEY	
1 higher	5 worse
2 more dangerous	6 farther
3 the largest	7 Fewer, cleaner
4 happier	8 most intelligent

- 16 Ss read items 1 to 6. Ask Ss to predict the answers. Ask Ss to underline the key words in the statements. Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

ANSWER KEY

- | | | |
|------|-------|-------|
| 1 No | 3 Yes | 5 Yes |
| 2 No | 4 Yes | 6 No |

TAPESCRIPT

Teacher: Right now, this is our last lesson on New Zealand, so let's start off with a quiz to see how much you remember.

Students: (chorolly) Oh, sir...

Teacher: Come on now. First, who can tell me the capital of New Zealand?

S1: Wellington.

Teacher: Right! And the largest city is...?

S2: That's easy. Auckland.

Teacher: Right again. Who can remember the longest river?

S1: The Clutha River.

Teacher: Well, almost. The Clutha River is the swiftest, but the longest is...?

S2: The Waikato River.

Teacher: Good. Now, we know that New Zealand has three main islands; the North Island, the South Island and Stewart Island. Which is the largest?

S1: The South Island, of course!

Teacher: Well done. Which is the highest mountain?

S2: Is it Mount Ruapehu?

Teacher: Well, that's the highest mountain on the North Island, but the highest of all is...?

S1: Mount Cook!

Teacher: That's right. And who can remember the highest waterfall?

S2: Isn't it Sutherland Falls?

Teacher: That's it. Now, here's a tricky one. How is most of New Zealand's electricity produced?

S1: That's not tricky! Water!

Teacher: Hydropower, that's right! Well, you remember more than I thought. Now...

Project

Explain the task and then assign it as HW. Explain that Ss need to collect information from various sources (e.g. encyclopaedia, the Internet etc), make notes, then present the information in the next lesson.

(Ss' own answers)

Game

Play the game as instructed in the S's Book.

- 17 Explain the task and read out the words in the list. Ss complete the task. Check Ss' answers.

ANSWER KEY

- | | | |
|----------|--------|------------|
| 1 by far | 3 less | 5 The more |
| 2 much | 4 very | |

- 18 Ask Ss to look at the pictures. Explain the task and read out the prompts. Elicit comparative/superlative forms for each adjective. Allow Ss two minutes to complete the task. Monitor Ss' performance around the class, then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: *The city is unhealthier than the countryside.*
 B: *I agree, the countryside is much healthier.*
 A: *The countryside is safer than the city.*
 B: *I agree, the city is much more dangerous.*
 A: *The city is busier than the countryside.*
 B: *I agree, the countryside is much quieter.*
 A: *The countryside is cleaner than the city.*
 B: *I agree, the city is much dirtier.*
 A: *The city is uglier than the countryside.*
 B: *I agree, the countryside is much more beautiful.*
 A: *The countryside is more spacious than the city.*
 B: *I agree, the city is much more crowded.*

- 19 • Go through the theory box and read out the examples. Explain how the sentences are formed. Refer Ss to the Grammar Reference Section for more details.
 • Explain the task. Do item 1 with Ss. Ss work in pairs and complete the exercise. Check Ss' answers.

ANSWER KEY

- | | | |
|----------|----------|----------|
| 1 enough | 3 enough | 5 too |
| 2 too | 4 enough | 6 enough |

- 20 Explain the task and elicit answers around the class.

SUGGESTED ANSWER KEY

- *I'm too tired to go out.*
- *I'm not old enough to drive a car.*

- 21 • Explain the task and the example. Ss work in pairs and do the exercise. Check Ss' answers around the class. Refer Ss to the Grammar Reference Section for more details.

ANSWER KEY

- | | |
|-------------|------------------|
| 2 -ing form | 6 inf without to |
| 3 to-inf | 7 -ing form |
| 4 -ing form | 8 -ing form |
| 5 to-inf | |

- Allow Ss two minutes to make up sentences using the verbs/phrases listed. Check Ss' answers asking them to read out their sentences.

(Ss' own answers)

- 22 a) Explain the task and do item 1 with Ss. Ss work in pairs and complete the exercise. Check Ss' answers. Ask Ss to justify their answers.

ANSWER KEY

- 1 jogging (go + -ing form for activities)
- 2 to buy (would love + to -inf)
- 3 sleeping (preposition + -ing form)
- 4 working (can't stand + -ing form)
- 5 to help (refuse + to-inf)
- 6 to travel (prefer + to-inf)
- 7 speak (modal verb + inf without to)
- 8 wearing (be used to + -ing form)

- b) Explain the task. Elicit answers around the class.

SUGGESTED ANSWER KEY

- I like going to the cinema.*
I hate watching thrillers.
I can't stand going to the dentist.

- 23 a) • Explain the task. Do the first item with Ss and explain that certain verbs change their meaning when they take the to-infinitive and the -ing form. Allow Ss two minutes to complete the task. Check Ss' answers.

SUGGESTED ANSWER KEY

- 1 a to buy (not remember)
b meeting (not recall)
- 2 a to lock (not forget)
b booking (recall)
- 3 a to have (stop briefly to do sth else)
b talking (finish)
- 4 a to do (attempt)
b using (do sth as an experiment)

Suggested Homework

- 1 Speaking: Exs. 20 & 22b (p. 75)
- 2 Project: (p. 74)

Lesson 4 (pp. 76 - 77)

- * Check Ss' HW (10').
- b) Read out the examples then allow Ss two minutes to make up sentences. Check Ss' answers.

SUGGESTED ANSWER KEY

*I always remember to call my friends on their birthdays.
I don't remember locking the door this morning.
I stopped to have a break at 2pm today.
I stopped biting my nails years ago.
I try to finish my homework before 7pm every night.
I tried growing my hair long, but it didn't suit me.*

- 24 • Explain that in this kind of exercise Ss are given a text in which some lines contain a mistake in the form of an extra word that needs to be removed. Read out the title and elicit what the text is about. Ask Ss to scan the text silently and quickly check if their guesses were correct.
- Read out the first line of the text. Elicit that it does not contain a mistake.
 - Read out the second line and focus Ss' attention on the word 'the'. Ask Ss to explain why 'the' is extra and therefore wrong (because 'man' does not require the definite article when it is preceded by 'by'). Point out that Ss need to read the article line by line, not sentence by sentence.
 - Ss work in pairs and complete the task. Check Ss' answers. Ss always justify their answers.
 - When Ss have completed the exercise, ask individual Ss to read through the corrected text.

ANSWER KEY

- 1 *that (not necessary)*
- 2 *to (the -ing form is used as a noun which starts a sentence)*
- 3 *of (we can say 'of many' but not 'many of' without a pronoun)*
- 4 ✓
- 5 *in ('increase' does not need a preposition) in this sentence)*
- 6 ✓
- 7 ✓
- 8 *on ('and so on' is a set phrase but it is not used in this sentence)*
- 9 *than (the comparative form does not require 'than' in this sentence)*
- 10 ✓
- 11 *at ('not at all' is a set phrase but it is not used in this sentence)*
- 12 ✓
- 13 ✓
- 14 *many (this sentence does not require any extra adjective)*
- 15 ✓

- 25 • Explain the task. Point out that the second sentence should have the same meaning as the first one. Also point out that Ss should use the word in bold without changing it and complete the gap with two to five words.
- Do item 1 with Ss. Elicit the grammar structure tested. Then Ss work in pairs and complete the exercise. Check Ss' answers.

ANSWER KEY

- 1 *... aren't many people ... ('there are' structure)*
- 2 *... was too expensive for Tim ... (too + adjective + for)*
- 3 *... not big enough to fit ... (not + adjective + enough + to-inf)*
- 4 *... without taking my ... (without + -ing form)*
- 5 *... you thought of joining ... (thought of = considered)*
- 6 *... the best hotel ... (superlative form)*

- 26 • Explain the task. Ask Ss to think of any phrasal verbs formed with *draw* or *do*. Write them on the board. Elicit their meanings by asking Ss to give examples.
- Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

ANSWER KEY

- 1 *back - draw back: move away from*
- 2 *on - draw on: make use of*
- 3 *without - do without: manage without*
- 4 *up - draw up: prepare*
- 5 *out - draw sb out: make sb feel more willing to talk*
- 6 *up - do up: fasten*
- 7 *with - do with: related to*

- 27 a) Explain the task and any unknown words. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

ANSWER KEY

- | | | |
|-------|-------|-------|
| 1 Yes | 3 Yes | 5 No |
| 2 No | 4 No | 6 Yes |

TAPESCRIPT

Presenter: This week on Planet Earth we're going to focus on wetlands and their importance to the ecology of the planet. With us today, is Charles Thompson, an expert on wetland conservation. Charles, welcome to the show.

Charles: Thanks for inviting me.

Presenter: Now, first of all, could you tell our viewers what you mean by the word 'wetlands'?

Charles: Certainly. Wetlands are areas of land where water covers the soil. By this we mean shallow, low-lying water such as rivers, lakes and coastal fringes as well as land which is regularly covered with water, such as marshes, swamps and floodplains.

Presenter: But why are wetlands so important?

Charles: First of all, wetlands are home to 7% of all animal species and 40% of fish species. Also by retaining large amounts of water they help us to control flooding. Wetlands even help to purify water by filtering out chemicals and other pollutants. Wetlands have been used by man to irrigate their crops and as places to hunt and fish.

Presenter: In other words they play an important role in our survival.

Charles: Exactly.

Presenter: But as we already know wetlands are disappearing at a disturbing rate. Why are they facing such an uncertain future?

Charles: For a number of reasons I would say. However, the biggest reason is man and his activities. There is increasing pressure from population growth and from pollution, as well as from dams and other water management schemes. Furthermore, there is also over-exploitation of the wetlands as a result of unregulated industrial and agricultural development.

Presenter: So, what is being done to slow down or stop this destruction?

Charles: Well, in 1971, the Ramsar Convention created a treaty in an effort to conserve these important resources and prevent their loss.

Presenter: And what is the aim of the treaty?

Charles: The countries which joined the convention have agreed to identify and map any significant wetlands. Once the wetlands are listed, the countries are then expected to manage them in order to retain and preserve their ecological characteristics and ensure the wise use of the sites.

Presenter: What exactly do you mean by 'wise use'?

Charles: 'Wise use' means that we use wetlands only in ways that will benefit present and future generations.

Presenter: That's all very interesting. One last question, Charles. Do you think that the management ...

- b) Explain the task. Read out the questions and elicit answers around the class.

(Ss' own answers)

- 28 a) Explain the task. Play the cassette twice if necessary. Ss listen and complete the task. Check Ss' answers.

ANSWER KEY

- | | |
|------------|------------|
| 1 formal | 3 formal |
| 2 informal | 4 informal |

- b) Ss work in pairs and read out the exchanges.
- c) Explain the task and read out the prompts. Ss work in pairs and complete the task. Monitor Ss' performance, then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: How do you feel about alternative forms of energy?
 B: Well, in my opinion, all houses should use solar power wherever they can.
 A: What's your view on yesterday's oil spill?
 B: Well, it seems to me that oil spills cause a lot of damage to the ecosystem...
 A: What's your opinion on zoos?
 B: Well, if you ask me, they're doing a fantastic job with their breeding programmes.
 A: What do you think about recycling waste products?
 B: As far as I'm concerned, everyone should do it.

- 29 a) Ask Ss to look at the pictures. Explain the task and read out the prompts and the useful language. Ss work in pairs and talk about how we can recycle each item. Monitor Ss' performance around the class, then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: We could decorate old glass bottles.
 B: That's a great idea. We could use them as vases or lamp bases.
 A: We can recycle old newspapers.
 B: Yes. Have you thought about using them to clean your windows? etc

- b) Explain the task and read out the prompts. Elicit how they can be reused. Ss work in pairs and act out dialogues similar to those in Ex.29a. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: We can recycle aluminium cans.
 B: Yes, we can use them to make other aluminium products.
 A: It would be a good idea to reuse plastic bags.
 B: We could use them for our supermarket shopping instead of getting new ones.
 A: Have you thought about reusing old clothes?
 B: We could give them to other people or use them for cleaning.
 A: We could use gift wrap again.
 B: It would be a great idea to cover books with it.

- 30 Explain the task. Play the cassette. Ss do the task. Check Ss' answers. Play the cassette again with pauses for Ss to repeat, then Ss read out the sentences. Monitor Ss' intonation.

(Ss' own answers)

Suggested Homework

- 1 Vocabulary: Ex. 26 (p. 76)
 2 Speaking: Exs. 28b & 29b (p. 77)

Lesson 5 (pp. 78 - 79)

* Check Ss' HW (10').

- 31 a) Ask Ss to look at the pictures. Explain the task and elicit answers around the class.

(Ss' own answers) ?

- b) Explain the task. Read out the prompts and the example. Elicit adjectives used with the nouns listed and write them on the board (e.g. *large, small beak, long, big, small, short tail etc.*). Ss do the task. Check Ss' answers by asking individual Ss to describe each bird.

SUGGESTED ANSWER KEY

A snowy owl has a short fat body and a large head. It has white feathers, large wings, a small beak and a big tail.

A flamingo has long thin legs and a long neck with a small head and a long curved beak. It also has pink and white feathers.

A puffin has a small beak, short legs and a small tail. It also has black and white feathers and webbed feet.

A peacock has a very long tail with brightly-coloured feathers and short legs. It also has a small head with a small beak.

A Canada goose has a long neck, and strong legs. It also has large wings and a short tail.

- c) Read out the questions and explain any unknown words. Elicit answers around the class.

ANSWER KEY

Eagles and snowy owls are birds of prey.

Canada geese are migratory birds.

Puffins and snowy owls are endangered species.

- 32 Read out the title of the article and ask Ss to identify the birds in the pictures. Read out the questions and allow Ss some time to work in pairs and prepare their answers. Elicit answers around the class. Play the cassette. Ss listen and check their answers.

SUGGESTED ANSWER KEY

The article is about macaws.

Macaws are probably in danger because of the loss of their habitat and because they are hunted.

- 33 Explain the task and read out the prompts. Explain any unknown vocabulary, then allow Ss five minutes to complete the task. Ss read the text to check their answers.

SUGGESTED ANSWER KEY

Macaws are tropical birds.

Macaws are able to mimic speech.

They have beautiful plumage.

They are threatened by the loss of their habitat.

They are also under threat due to illegal hunting.

They can be recognised by their yellow markings.

Their feeding and breeding areas are disappearing.

- 34 a) Allow Ss two minutes to read through the first paragraph. Ask them to think about what information might be missing. Read through the list of missing sentences (A-H) and elicit why E is the correct answer. (It contains the word 'ancient' which refers to centuries in the previous sentence.) Allow Ss five minutes to complete the task in pairs. Remind them to match the topic of the missing sentence with the topic of the sentence before and after each gap and to check that the sentence they choose fits grammatically and makes sense. Check Ss' answers, then ask Ss to justify their choices.

ANSWER KEY

- 1 H reference words 'species' and 'extinct' in the previous sentence
- 2 A reference word 'largest' in the previous sentence
- 3 F reference word 'nuts' in the following sentence
- 4 B reference words 'illegal hunting' and 'multi-billion pound pet trade' in the previous sentence and 'expensive' in the following sentence
- 5 G reference word 'programmes' in the previous sentence
- 6 C reference word 'you' in the following sentence

Lesson 6 (pp. 80 - 81)

- * Check Ss' HW (10').

Writing

Read out the theory box and ensure Ss understand the information presented.

- 37 Explain the task, read out the rubric and help Ss to underline the key words. Elicit answers to the questions and check Ss' answers.

ANSWER KEY

Key words to be underlined: environmental magazine, readers, 'What can we do to avoid using fossil fuels?' article suggesting ways to cut back on the use of non-renewable resources

- 1 readers of the magazine
- 2 No, because the article should use a formal/semi-formal style.
- 3 Items to be ticked: use wind power, use solar power, make people pay heavy fines for wasting natural resources

- 38 a) Explain the task. Allow Ss five minutes to read the text and complete the task. Check Ss' answers, then elicit answers to the questions.

ANSWER KEY

*Firstly – To start with
As a result – Consequently
Secondly – What is more
Moreover – In addition
Finally – Lastly
For example – For instance
Consequently – As a consequence
On the whole – All in all*

- 1 Traditional energy sources are running out.
- 2 use solar power – save on bills and not use up coal/gas
use the power of the wind – save money, use fewer resources
make people pay fines – make fossil fuels last longer
- 3 Introduction: addressing the reader directly
Conclusion: rhetorical question
Other techniques: a quotation

- b) Explain the task. Ss complete the task. Check Ss' answers by asking individual Ss to read out their suggestions.

SUGGESTED ANSWER KEY

*Firstly, we should make more use of solar power.
To start with, solar power should be more widely used.
Secondly, it would be a good idea to use the power of the wind to generate electricity.
Additionally, electricity could be generated using wind power.
Finally, we could make people pay heavy fines for wasting natural resources.
Lastly, anyone found wasting natural resources should be fined heavily.*

39 a) Explain the task and read out the prompts. Ss do the task. Check Ss' answers.

ANSWER KEY

1 d 2 a 3 b 4 c

b) Present the table. Read out the example. Ss, in pairs, complete the task. Check Ss' answers by asking individual Ss to read out their sentences.

SUGGESTED ANSWER KEY

- It would be a good idea to water the lawn early in the morning. By doing this, we would reduce water loss through evaporation.
- The situation would be improved if we planted native trees. As a result, we wouldn't use as much water as needed for imported kinds.
- Another way would be to save bathwater and dishwasher. By doing this, we would use this water both for washing and watering.

40 Explain the task and read out the rubric. Help Ss to underline the key words then elicit answers to the questions.

SUGGESTED ANSWER KEY

Key words to be underlined: environmental magazine, suggestions, how to deal with the water shortage problem, article suggesting ways, stop wasting our most valuable resource

- 1 The readers of the magazine.
- 2 The style should be formal/semi-formal because that is what is appropriate for this type of writing.
- 3 In the main body.
- 4 Yes, each paragraph of the main body should include a suggestion and its results/consequences.
- 5 A rhetorical question, a quotation or addressing the reader directly.

41 a) Explain the task and read out the prompts. Ss work in pairs and complete the task. Check Ss' answers.

SUGGESTED ANSWER KEY

Did you know that water covers 70% of the earth's surface? However, despite there being so much of this essential resource, many countries suffer water shortages. What then can be done to resolve this situation?

b) Explain the task. Refer Ss to the conclusion in Ex.38. Elicit appropriate answers around the class.

SUGGESTED ANSWER KEY

All in all, there are many ways in which we can save water. Reusing it is just one suggestion. I believe if we start now we can make a difference that will help lots of people now and in the future. After all, as the saying goes, 'It's better to begin in the evening than not at all.'

42 a) Explain the task. Present the plan. Ask questions and elicit answers to complete the plan.

- e.g. T: What is the problem?
 S1: There is a water shortage.
 T: What has caused it?
 S2: Water shortages are caused by people wasting water, not using their water supply wisely, etc

Elicit Ss' suggestions and results (refer Ss back to Ex. 39). Elicit techniques for a suitable conclusion.

b) Assign the exercise as written. HW.

SUGGESTED ANSWER KEY

Water is our Most Valuable Resource

Did you know that water covers 70% of the earth's surface? However, despite there being so much of this essential resource, many countries suffer water shortages. Water shortages are caused by people wasting water and not using their water supply wisely. What then can be done to resolve this situation?

Firstly, a useful suggestion would be not to let the water run while shaving or washing. In this way, less water would be wasted in the house.

Another way to conserve water is to save bathwater and dishwasher. By doing this, you could use the water for both washing and watering.

All in all, there are many ways in which we can save water. Reusing it is just one suggestion. I believe if we start now we can make a difference that will help lots of people now and in the future. After all, as the saying goes, 'It's better to begin in the evening than not at all.'

43 Read out the sentences one at a time and help Ss interpret them.

ANSWER KEY

- Nature is so beautiful, you can only admire it.
- The well being of animals living in a country shows the quality of a nation.
- Man is responsible for the pollution.

Suggested Homework

- 1 Speaking: Ex. 39b (p. 81)
- 2 Writing: Ex. 42b (p. 81)

Lesson 7 (pp. 82 - 83)

- * Check Ss' HW (10').

- 44 Ask Ss to look at the picture. Elicit answers to the questions around the class.

SUGGESTED ANSWER KEY

It is a whale. It looks like a humpback whale. It is a mammal and it lives in the sea. Other sea mammals include seals, sea cows, sea lions, orcas, walruses, manatees and dolphins.

- 45 a) Ask Ss to read the biography and the title, then elicit answers to the questions.

SUGGESTED ANSWER KEY

The novel is about a whale. Melville's experiences at sea working on a whaling ship probably helped him write the book.

- b) Read out the questions and elicit answers around the class.

SUGGESTED ANSWER KEY

Whaling is strictly controlled and in some parts of the world it is illegal. Whales used to be hunted for their blubber, oil and meat. Today there is less demand for these products as we can use alternatives, but some whales are still hunted for their meat in some areas.

- c) Help Ss explain the words in bold by giving examples, synonyms or opposites. Ss may look up synonyms of the highlighted words in their dictionaries. Check Ss' answers around the class.

ANSWER KEY

Synonyms

escape – get away

dreary – unexciting

stare – look for a long time

harsh – rough

distant – far away

- 47 Explain the task. Play the cassette. Ss work in pairs and make notes under each heading, then talk about the extract. Check Ss' answers by asking individual Ss to talk about the extract.

SUGGESTED ANSWER KEY

- the narrator – Ishmael – beginning – feels sad and bored about being on land – towards the end – he feels excited about going to sea*
- where he is and what is going on – Manhattan – he is watching the crowds of people by the sea – perhaps on the docks*
- his plans for the future – decided to explore the sea – go on a whaling voyage as a crew member – looking forward to it*

The narrator is called Ishmael. At the beginning of the extract he feels sad and bored about being on land, but towards the end of the extract his feelings have changed because he is excited about going to sea.

He is in Manhattan. He is watching the crowds of people by the sea. He is probably on the docks.

He has decided to explore the sea and has made arrangements to go on a whaling voyage as a crew member on a whaling ship. He is looking forward to it.

- 46 Read out the statements, then allow Ss five minutes to read the text and mark the sentences accordingly. Check Ss' answers.

ANSWER KEY

1 I

2 I

3 I

4 C

5 C

6 C

Objectives

Vocabulary: modern inventions; computers and office equipment; materials
Reading: reading for gist; reading for detailed understanding; gapped text; true or false
Listening: listening for gist; listening for detailed information; note taking; matching; true or false
Speaking: talking about technology and inventions; describing objects; comparing and contrasting, retelling a story, reporting problems
Intonation: stress in lists of adjectives
Grammar: active and passive voice; relative clauses; linkers
Phrasal Verbs: give; go
Use of English: idioms and fixed phrases; key word transformations; open cloze
Project: writing an advertisement; drawing a fictional craft
Writing: a formal letter of complaint; a short article

Lesson 1 (pp. 84 - 85)

- 1 Ask Ss to look at the title and the pictures on pp. 84-85 and say how the title is associated with the pictures.

SUGGESTED ANSWER KEY

The title means that the ideas for inventions only occur to us if we think there is something missing in our lives. For example, whoever invented the laptop computer had realised that a PC was not practical for those who needed a more portable computer so the idea for the laptop was born.

The title is related to the pictures because they all show inventions and they are all things which make our lives easier.

- 2 Explain task to Ss, then read out the example. Choose individual Ss to identify the pictures and to talk about what they are used for and how often they use them.

SUGGESTED ANSWER KEY

Picture B is of a fax machine. Fax machines are used to send letters, photographs, diagrams, etc. I don't use a fax machine very often but they're great if you need to send something to somebody in a hurry.

Picture C is of a pair of headphones. Headphones are used to listen to recordings of music, books, etc without disturbing others around us. I use headphones all the time when I want to listen to really loud music.

Picture D shows a set of speakers. Speakers are used with a radio or a stereo, or computer. I have a set hooked up to my PC. I use them all the time to listen to music off the Internet.

Picture E is of a camcorder. Camcorders are used to record videos and sound. I use a camcorder fairly often, especially at weddings, parties and concerts.

Picture F shows a calculator. It is used for doing maths. I use a calculator fairly often to figure out my bills or my budget.

Picture G is of a mobile phone. A mobile is great for talking to people or sending messages. I use mine all the time when I'm not at home. They're much more convenient than using a pay phone.

Picture H is of an answering machine. I often use an answering machine when I'm not at home to get my messages.

Picture I is of a laptop computer. A laptop is good if you travel a lot and need to work away from home. I don't use one often because I usually work at home on my PC.

Picture J is of a printer. I use my printer all the time to print out things from the Internet or work that I've done on my PC.

- 3 • Play the cassette. Ss listen and repeat, either chorally or individually.
- Elicit from Ss who the speaker of each sentence is and how each sentence could be used.
 e.g. **What a coincidence, running into you here!** Ask Ss: *Who might say this, and in what kind of situation?* Sb who meets another person unexpectedly. Act out a short role play with a S:
 S: **What a coincidence, running into you here!**
 T: **My goodness, this is a nice surprise!**

SUGGESTED ANSWER KEY

- *What a nice surprise!* (sb who answers back a person's greeting while meeting them unexpectedly)
- *Is there something I can do?* (sb who offers to help a friend)
- *I think that's a great idea!* (sb who approves of a person's idea on doing sth e.g. having dinner together)
- *Is there a problem?* (sb who sees sb else looking concerned and wants to find out what the problem is)
- *I'm terribly sorry.* (sb who expresses sympathy to a person)
- *I'd appreciate that* (sb thanking sb else for offering to do sth for them)
- *I'm telephoning about the advertisement* (sb who's calling a company to ask for details for a job he saw advertised in a newspaper)
- *Can you tell me a bit about it?* (sb who's asking for more information about sth e.g. a post)
- *Can you tell me what the asking price is?* (sb who wants to find out how much sth advertised costs)

- Ss, in pairs, act out short dialogues using the sentences. Monitor Ss' performance, then ask some pairs to report back to the class.
- Ss close their books. Ask individual Ss to say one of the sentences. Alternatively, Ss can form two teams and take turns to say sentences. The team which remembers the most sentences is the winner.
 e.g. Team A S1: **What a coincidence, running into you here!**
 T: **Good! One point for Team A.** etc

- 4 Read the dialogues (A-C) and situations (1-3) aloud. Play the cassette. Ss listen and match the dialogues to the functions. Check Ss' answers.

ANSWER KEY

Dialogue A 3 Dialogue B 1 Dialogue C 2

- 5 a) Read sentences (1-6) aloud. Allow Ss five minutes to read the dialogues silently and mark the sentences T (true) or F (false). Check Ss' answers. Ask Ss to correct the false answers.

ANSWER KEY

- 1 F (they have met by chance)
 2 T
 3 F (he has received a fax machine, but it was the wrong kind)
 4 T
 5 F (he is selling the CD player because he is going to become a full-time DJ)
 6 T

b) Ss take roles and read out the dialogues.

- 6 • Play the cassette for Ex. 4 again. Ss listen and follow the lines, then Ss try to explain the meaning of the words in **bold** by giving examples, synonyms or opposites.
- e.g. **coincidence**: sth that happens by chance (*It was a coincidence that we were in the same shop at the same time.*)
- professional**: not amateur (*my sister wants to become a professional skater when she grows up*) etc
- Ss suggest synonyms. Ss can look up the words in their dictionaries.

ANSWER KEY

Synonyms
Running into – meeting by chance
Delivered – brought after being ordered
Appears – seems
Incorrectly – wrongly
Interrupting – stopping
Full time – a full time job entails working forty hours a week
stores – saves (in its memory)

Suggested Homework

- 1 **Vocabulary**: Ex. 2 (p.84), phrases/sentences from Ex. 3 (p.84), words in bold/highlighted words in the dialogues A-C (p. 84)
- 2 **Reading Aloud**: dialogues B,C (p.85) (Point out that Ss practice reading aloud using the S's cassette/audio CD.)
- 3 **Speaking**: Ss in pairs can act out dialogues similar to dialogue A in Ex. 5 (p.85) (possible situations: borrowing a CD player, camera, etc). Point out that Ss will need to amend their dialogues to match the new favours.

Lesson 2 (pp. 86 - 87)

- * Check Ss' HW (10').
- 7 a) Explain task to Ss. Explain any unknown words. Allow Ss two minutes to complete the task. Play the cassette with pauses for Ss to check their answers. Choose a S to read the example aloud. Then Ss make sentences as in the example.

ANSWER KEY

sewing machine - Elias Howe - 1844
 microwave oven - Percy Spencer - 1946
 hair dryer - Alexander Godefoy - 1890
 answering machine - Willy Muller - 1935

The sewing machine was invented by Elias Howe in 1844.

The microwave oven was invented by Percy Spencer in 1946.

The hairdryer was invented by Alexander Godefoy in 1890.

The answering machine was invented by Willy Muller in 1935.

TAPESCRIPT

Host: Okay, now for a really cool invention (laugh) - the air conditioner! Can you tell me, contestants, who invented it and when?

Contestant 1: (buzzer) It was ... um - oh, I can't remember his name now! It was in 1902, by Willy ...

Host: (dong) So sorry. It wasn't Willy, but you were close. It was Willis Carrier - and yes indeed, you got the date correct - in 1902. You get five points. Next question ... what was invented by Alexander Godefoy in 1890?

Contestant 2: (buzzer) The hairdryer!

Host: That's absolutely right. Alexander Godefoy did invent the hairdryer in 1890! And where would we be without it? You get ten points, contestant two. Now, in what year was the microwave invented by Percy Spencer?

Contestant 2: (buzzer) Was it in 1946?

Host: Indeed it was 1946! Good for you, contestant two. That's another ten points for you. Come on, contestant one, don't fall asleep! (laughs) Here we go again, players ... In 1935, Willy Muller decided that there was no need for people to miss phone calls while they were out. What did Willy Muller invent?

Contestant 1: (buzzer) The mobile phone?

Host: (dong) Oh, no! You lose ten points, contestant one! It was actually the answering machine. Now, here's a fairly easy one. For five points, who invented the sewing machine in 1844?

Contestant 1: (buzzer) 1844 ... hmmm ... 1844 ... the sewing machine was invented by ... oh, yes - Elias Howe!

Host: Well done, contestant one! You're back in the game! Now, (fade) let's move on to the next category ...

- b) Elicit answers from Ss. Alternatively Ss can discuss the question in pairs.

SUGGESTED ANSWER KEY

I think the microwave oven is the most important because it saves us so much time when we want to heat or cook foods.

- 8 a) Explain the task to Ss telling them that they may use their dictionary to complete the task. Allow Ss two minutes to complete the task. Check Ss' answers.

ANSWER KEY

1 tower	4 mouse pad
2 screen/monitor	5 mouse
3 keyboard	6 floppy disc

- b) Explain task. Allow Ss two to three minutes to fill in the correct word. Check Ss' answers around the room.

ANSWER KEY

1 floppy disc	4 keyboard
2 screen	5 tower
3 mouse	6 mouse pad

- 9 a) Explain the task. Explain/Elicit the names of the items in the pictures. Give Ss one minute to tick which of the items they have in their homes. Choose individual Ss to talk about his/her answers.

SUGGESTED ANSWER KEY

In my home I have a thermostat, a mobile phone, a garage door opener, a smoke alarm, an electric fan, and an instamatic camera.

- b) Explain the task. Have individual Ss read out items A-G. Explain/Elicit the meanings of any unknown words. Allow Ss four minutes to match the photographs 1 to 7 to the prompts. Check Ss' answers. Choose two Ss to read the example aloud. Ss, in pairs, act out dialogues using the prompts. Check Ss' performance, then ask some pairs to report back to the class.

ANSWER KEY

2 G	4 D	6 C
3 B	5 E	7 F

SUGGESTED ANSWER KEY

A: *A mobile telephone is great because it is portable. You can take it almost anywhere.*

B: *That's very true. Even if you're away from home you don't miss any important calls.*

A: *They're also great in case of emergencies. For example, if your car broke down you could use your mobile to call for somebody to come and help you.*

A: *A vacuum cleaner is very convenient as it cleans floors and carpets so quickly.*

B: *Exactly. They are very efficient and easy to use.*

A: *With an garage door opener you can open the garage door without leaving your car.*

B: *That's true and that's very convenient in cold wet weather.*

A: *A smoke alarm is a must in every home because it warns of smoke or fire.*

B: *That's particularly important when you're sleeping. A smoke alarm will wake you up at night if a fire breaks out.*

A: *That's true, but even if you're simply in another part of the house, a smoke alarm will warn you in plenty of time so you can take necessary action.*

A: *An electric fan is good because it can keep a room cool.*

B: *That's especially important on really hot summer days.*

A: *An instamatic camera is a great thing to have because it develops the photographs immediately. You don't have to wait for them to be processed.*

B: *That's true and you save on the cost of film processing as well.*

- 10 a) Read the tip box and explain anything Ss don't understand. Elicit adjectives for each type (e.g. *opinion: nice, gorgeous, horrible, etc; size: huge, tiny etc*).
- b) • Explain the task. Have a S read the example aloud. Ss do the exercise. Check Ss' answers by having individual Ss read their answers aloud.

ANSWER KEY

Picture 2 shows a round yellow tennis ball with lines on it.
 Picture 3 shows a small brown straw basket with sunflowers in it.
 Picture 4 old rectangular tool box with a lock and key on it.
 Picture 5 shows a big blue beach towel with white stripes on it.
 Picture 6 black leather golf bag with pockets on it.

- As an extension Ss describe objects in the class. This can be played as a game.

Game

Choose a leader. The leader chooses an object in the class. Ss in teams ask Yes/No questions. Each team can ask five questions. The team which finds the object first gets one point. Choose another leader and continue the game. The team with the most points is the winner.

e.g. Leader: (teacher's desk)

Team A S1: Is it big?

Leader: Yes, it is.

Team B S2: Is it wooden?

Leader: Yes, it is. etc

- 11 a) Explain the task. Elicit from Ss the names of the objects shown in the pictures. Play the cassette. Ss do the exercise. Check Ss' answers by playing the cassette again with pauses.

ANSWER KEY

A, B, C and E to be ticked

TAPESCRIPT

Attendant: Yes, sir – may I help you?

Man: Oh, I certainly hope so. Has anybody handed in a bag?

Attendant: A bag? Yes, sir, we've had several bags handed in. Perhaps we should start at the beginning. Now, could I have your name and address, please?

Man: Oh, yes, of course. My name is Bill Matthews and I live at 45 Bishop's Close.

Attendant: Right, Mr Matthews. Now, if you could just tell me where you lost the bag, and what time it was ...

Man: Well, I think it must have been around noon, because I had gone into the little sandwich shop on the lower level to have a coffee and a bit of lunch ... After I had eaten, I left the shop and went to buy a book. When I went to pay I realised I had forgotten my bag.

Attendant: Don't worry, Mr Matthews, I'm sure it will turn up. Could you describe the bag and its contents for me?

Man: Yes, yes, of course. It's an old, brown leather bag. You know, like the ones that doctors used to carry – with two short, thick handles and a brass lock ...

Attendant: Good. Okay, Mr Matthews, could you tell me what was in the bag?

Man: Oh, lots of things ... My wife's hairdryer is in there – it's a big brown plastic one. Let me see ... yes, my mobile phone is also in the bag. It's quite an old model, a glossy black one. Um ... there's a small, silver-coloured portable transistor radio in there, too. Oh, I almost forgot! The expensive electric shaver

my wife got me for my birthday was in that bag! She'll be extremely upset if I've lost it ... It's a red and yellow, battery-operated model. Oh, I do hope you find my bag!

Attendant: We'll do our best, Mr Matthews, and I'm sure it will turn up ...

- b) Explain the task and elicit answers from individual Ss.

SUGGESTED ANSWER KEY

D A blue and silver ballpoint pen.

F A small white plastic calculator.

- c) Explain task and prompts to Ss. Explain any unknown words. Ss, in pairs, act out dialogues using the prompts. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: Okay, sir. Can you tell me your name and address?

B: My name is Jim Barnes and I live at 15 Silverstone Crescent.

A: Now, if you could just tell me where and how you lost the bag and at approximately what time.

B: Well, I had just finished my shopping and I was on the A15 bus going home. I put the bag on the seat beside me, and somehow, when I got off I forgot to take the bag with me. It must have been around 2:30 or so.

A: Right. Now I'll need a brief description of the bag and its contents.

B: It was a shopping bag. You know, one of those big plastic ones from Boots the Chemist's. Inside there was a brand new red electric shaver, a blue and silver ballpoint pen and my mobile phone. The mobile phone is a black plastic Motorola.

- 12 Explain task and allow Ss, in pairs, four or five minutes to act out dialogues. Check Ss' performance, then ask some pairs to report back to the class.

ANSWER KEY

A: It's a fairly large rectangular leather thing. I keep notes in it.

B: Is it your wallet? etc

Game

Play the game as instructed in the S's Book.

Suggested Homework

- 1 Vocabulary: Exs. 8 & 9 (p.86), Ex. 10b (p. 87)
- 2 Speaking: Ex. 9b (p.86), Exs. 11c & 12 (p. 87)

Lesson 3 (pp. 88 - 89)

- * Check Ss' HW (10').
- 13 Explain the task. Allow Ss two minutes to match the items in the columns, then check Ss' answers. Read sentences 1-6 aloud. Allow Ss four minutes to complete the task. Check Ss' answers. Ss then explain the meanings of the idioms. Ss should memorise these idioms.

ANSWER KEY

- | | |
|----------------------|-----------------|
| 2 e in the works | 5 a plug on sth |
| 3 d wires crossed | 6 c the mould |
| 4 f the right button | |
-
- 2 break the mould
 3 press the right button
 4 throw a spanner in the works
 5 pulling the plug on
 6 have got our wires crossed

SUGGESTED ANSWER KEY

a cog in the machine: a phrase used to describe a feeling that you are unimportant and a very small part of something much bigger
throw a spanner in the works: cause problems
get one's wires crossed: misunderstand something
press sb's buttons: have the ability to make sb do what you want them to
pull the plug on sth: stop a plan from going forward
break the mould: to do sth in an untraditional manner

- 14 a) Allow Ss two minutes to complete sentences 1-8. Check Ss' answers by asking individual Ss to read their answers aloud. Ss then identify the passive tenses which are used in sentences 1-8.

ANSWER KEY

- | | | |
|-------|--------|-------|
| 1 is | 4 was | 7 had |
| 2 are | 5 have | 8 be |
| 3 was | 6 be | |
-
- 1 present
 2 present continuous
 3 past
 4 past continuous
 5 future perfect
 6 a modal + passive bare inf
 7 past perfect
 8 with a modal

- b) Explain the task. Elicit answers from individual Ss. Refer Ss to the Grammar Reference Section for more details.

ANSWER KEY

- Passive voice is formed by using the verb to be in the appropriate tense and the past participle of the main verb.
- 2 & 8 contain an agent. The agent is introduced by the word 'by'.
- We do not need to mention the agent when the agent is unknown, unimportant or obvious from the context of the sentence.

- 15 Read sentence 1 aloud. Ask individual Ss to identify the tense needed. Elicit answer. Allow Ss two minutes to complete sentences 2-8. Check Ss' answers by asking individual Ss to read their answers aloud.

ANSWER KEY

- is being photocopied
- has been adjusted
- is being/will be delivered
- be opened
- was serviced
- are used
- will have been completed
- was invited

- 16 Allow Ss two minutes to complete the sentences. Check Ss' answers. Elicit from Ss when 'with' is used.

ANSWER KEY

- 2 with 3 by 4 by 5 with
- With + instrument/material/ingredient is used to say what the agent used.

- 17 • Explain task to Ss. Have individual Ss read out the signs. Allow Ss three minutes to complete the task. Check Ss' answers. Choose individual Ss to say where the signs might appear.

ANSWER KEY

- airport - You must not leave your bags unattended.
- motorway - You must keep this lane clear for emergency vehicles.
- swimming pool - You mustn't wear footwear in the pool area.
- in a park, any public area - You must keep your dogs on a leash at all times.
- in a hotel - You must vacate your room by noon at the latest.

- As an extension Ss collect pictures of various signs (e.g. traffic signs). Ss present them to the class and explain what each sign means.

e.g.



You must turn right.

- 18 Explain the task to Ss. Allow Ss four minutes to complete the task. Check Ss' answers by choosing individual Ss to read their answers aloud.

ANSWER KEY

- 2 I reported the theft to the police.
- 3 Have you been/Were you told the time of the meeting?
- 4 A fire broke out in my block of flats last week.
- 5 I wasn't given the news until late last night.

- 19 Explain the task to Ss. Allow Ss, in pairs, four minutes to complete the task. Check Ss' answers by choosing individual Ss to read their answers aloud.

SUGGESTED ANSWER KEY

The car was stolen by a professional team of car thieves.
 The program was not downloaded properly and will not function.
 I am having my new shower installed tomorrow.
 The electric fans are turned on by the cleaning staff every morning.
 The company computers were all programmed by the same person.
 This programme has been recorded using the latest technology.
 The telephone was invented by Alexander Graham Bell.
 The house was badly damaged by the hurricane.
 The office is cleaned every morning.

- 20 Explain the task to Ss. Read the example aloud. Allow Ss three minutes to complete the task in pairs. Check Ss' answers by choosing individual Ss to read their answers aloud.

SUGGESTED ANSWER KEY

My new blouse is made of cotton.
 I don't like chairs that are made of plastic.
 The machines are all made of metal.
 The treasure chest was made of wood.
 The kite was made of paper and ripped in the strong wind.

- 21 a) Explain the task. Choose individual Ss to read out the sentences from the box. Elicit the difference in meaning from the Ss.

ANSWER KEY

The first passive sentence starts with the person. The verbs in the passive followed by a to -inf.
 The second passive sentence starts with it and the verb in the passive followed by a that-clause.

- b) Explain the task to Ss. Allow Ss, in pairs, three minutes to complete the task. Check Ss' answers by choosing individual Ss to read their answers aloud. You can assign the exercise as written HW.

ANSWER KEY

- 1 The Brother 480 is said to be the best laptop on the market.
 It is believed that the Brother 480 is the best laptop on the market.
- 2 He is believed to have stolen the design.
 It is believed that he stole the design.

- 3 He is thought to have escaped from prison.
 It is thought that he has escaped from prison.
- 4 She is thought to have been responsible for the problems.
 It is thought that she was responsible for the problems.
- 5 Technology is said to improve our lives.
 It is said that technology improves our lives.

- 22 Explain the task. Allow Ss two minutes to complete sentences 1-5. Check Ss' answers by asking individual Ss to read their answers aloud. Ss then identify the sentences where the relative pronoun could be omitted. Choose individual Ss to explain why it can be omitted. Refer Ss to the Grammar Reference Section for more information.

ANSWER KEY

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

The relative pronoun could be omitted in 1 & 4. They could be omitted because they occur in non-defining clauses.

- 23 Explain the task to Ss. Choose a S to read out the example. In pairs, Ss complete the task. Check Ss' answers.

ANSWER KEY

- 2 A manager is a person who is responsible for running a company or a business.
- 3 A telephone operator is a person who answers the phone in a company or a business.
- 4 A switchboard is a machine which enables calls to be answered and transferred.
- 5 An adding machine is a machine which is used to make calculations.
- 6 A laptop is a computer which is portable and can be used almost anywhere.
- 7 A CD Rom is a kind of disc which is used to store data.
- 8 A printer is a machine which is used to make hard copy of things which are typed on a computer.

- 24 Explain the task. Read sentences 1-5 aloud. Allow Ss two minutes to complete sentences 1-5. Check Ss' answers by asking individual Ss to read their answers aloud. You can assign the exercise as written HW.

ANSWER KEY

- 2 That man who is wearing dark glasses is a famous rock star.
- 3 I go to a local school that/which is just around the corner from my house.
- 4 He is a good writer whose book was published last week.
- 5 Sam and Ted, whose restaurant is doing very well, are cousins.

Suggested Homework

- 1 Vocabulary: Ex. 13 (p.88); Ex. 19 (p.89)
- 2 Speaking: Ex. 17 (p. 88); Exs. 19, 20 & 23 (p. 89)

Lesson 4 (pp. 90 - 91)

- * Check Ss' HW (10').
- 25 Explain the task. Read sentences 1-4 aloud. Allow Ss two minutes to complete sentences 1-4. Check Ss' answers by asking individual Ss to read their answers aloud.

ANSWER KEY

- | | |
|---------|---------|
| 1 where | 3 where |
| 2 when | 4 why |

- 26 Read the task and explain anything Ss don't understand. Ss do the exercise. Check Ss' answers while they identify the grammatical/lexical structure being tested.

ANSWER KEY

- 1 ... will be informed of the ... (passive)
- 2 ... was allowed to talk to ... (passive)
- 3 ... was severely damaged by ... (passive)
- 4 ... is believed to be ... (passive)
- 5 ... whose name is ... (relative)

- 27 Explain that this exercise deals with the phrasal verbs *give* and *go*. Ask Ss to think of any phrasal verbs formed with *give* or *go*. Write them on the board. Elicit their meanings by asking Ss to give examples. Explain example to Ss, then Ss work in pairs and complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

ANSWER KEY

- | | |
|--------------|--------------|
| 2 gave in to | 4 went under |
| 3 gave out | 5 gave up |

- 28
- Ask Ss to look at the title of the article. Ask Ss the questions: What do you think the text will be about? Do you have computers at your school? Ask Ss to read the text silently and quickly to get the gist.
 - Read the example. Ask Ss to explain why 'have' is the correct answer (have is part of the present perfect tense have become. The phrase 'Over the past twenty years' is used with one of the present perfect tenses).
 - Do item 1 with Ss. Ask them to look at the words before and after each gap and then decide on the missing word. Ss work in pairs and do the exercise.
 - Check Ss' answers Ss should justify their answers.

ANSWER KEY

- | | | |
|---------|-----------|--------------|
| 1 on | 6 between | 11, them |
| 2 these | 7 than | 12, any/this |
| 3 or | 8 keep | 13 as |
| 4 the | 9 though | 14 will |
| 5 in | 10 who | 15 more |

- 29 • Ask Ss to read the sentences A to F. Play the cassette twice. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY: 1 C, 2 A, 3 D, 4 F, 5 B

TAPESCRIPT

- 1 Internet, Internet, Internet! It's all you ever seem to hear about these days! Personally, I think the 'net' part of the word is a good description. It's like a trap. People don't seem to want to chat anymore. All they want to do is sit in front of a computer screen for hours and hours, instead of getting out and actually talking to people!
- 2 Since I bought my computer and got hooked up to the Internet, I seem to get so much more work done! It's so quick and easy. For example, now that I'm online I don't have to make special trips to the library to do research anymore. And not only that – nowadays, when I've completed an assignment, I simply e-mail it to the University instead of wasting time on public transport and taking ages to get there.
- 3 Well, at first, I was actually a bit scared of the whole business of computers, but now, well, I'm almost an expert! I've learnt so many things about such a range of subjects. I do simple things like getting recipes from the Internet, but I also keep up to date with the news and world events. Surfing the web has just taught me so much!
- 4 I've been playing around on the Internet for years now. I've made a lot of friends online, and we chat all the time. One of my friends is this guy who lives in Nepal. I checked with my parents, and they said that it's okay for him to come and stay with us this summer ...
- 5 Not only did I use to love writing letters, but I loved receiving them, too. Besides all the letters, I used to get the loveliest invitations, birth announcements and thank you notes. People seemed to have so much more time then! It just seemed more personal. Now people just type away on the Internet, sending e-mails and e-cards. I know it's efficient, but to me, it just isn't the same ...

- 30 a) Ss identify what the pictures show (chemistry lab, school library). Allow two minutes for Ss to prepare their answers. Individual Ss answer the question.

SUGGESTED ANSWER KEY

It appears that both photographs were taken in a school. In the first picture some children are in a chemistry lab and they are listening to their teacher as he explains something to them. In the second picture we can see a school library ... etc

- b) Explain the task. Ss, in pairs, discuss the facilities at their school and compare them to those in the pictures. Check Ss' performance, then, ask some pairs to report back to the class.

ANSWER KEY

- A: Unfortunately, we don't have a library at my school but we do have a chemistry lab.
 B: At my school we have both a chemistry lab and a library.
 A: The chemistry lab at my school is much smaller than the lab in the first picture.

- 31 a) Ss read the information silently. Explain that the gaps must be completed with the exact words from the tapescript. Play the cassette twice. Ss do the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|------------------------------|----------------|
| 1 other electrical appliance | 4 covers |
| 2 plug | 5 ask grown-up |
| 3 accidents | 6 go near |

TAPESCRIPT

Speaker: Good afternoon. My name is Jill Saunders and I work for the local power company – Framshire Energy Association, or the FEA, as we're better known. Today I'm here to give a brief talk about safety and electricity in and around the home. If you look at the brochure that you were given, we'll get started.

Now, there are some things that I'm sure you're already aware of, but just let me give them a casual mention. First and foremost, let me point out that water and electricity do not mix. This means that you never play an electric radio or stereo in the bathroom when you are having a bath or a shower and you never use a hair dryer or any other electrical appliance in an area where the floor is wet. Secondly, you must never plug something in or unplug something if your hands are wet.

Speaking of electrical sockets, it's obvious that you never stick anything except plugs into them. For those of you who have younger brothers and sisters at home, you're probably aware that homes must be child-proofed to prevent accidents. All sockets should be fitted with specially designed covers to prevent children from putting their fingers into them. In addition, fuse boxes should be locked so that they can't be opened by curious children.

If a light bulb or a fuse should burn out, always ask a grown-up to change it. If that's impossible, then make sure that all the power in the house is turned off before you replace the bulb or the fuse. In case of a power cut, always keep a torch, oil-lamp, or candle and matches handy.

Moving outside the house now ... If you see a fallen power line, for instance after a storm, do not go near it! Tell an adult immediately, and ask them to contact the local power company. If you are ever outside during an electrical storm, don't take shelter under a tree. Stay in an open place and keep away from anything metal.

Well, I think that just about covers what I wanted to say. The main thing to remember is that electricity can be one of our greatest friends or one of our deadliest enemies. Always use electricity wisely. Thank you for being such an attentive audience.

- b) Explain the task to Ss. Explain/Elicit the names of the objects in the pictures. Choose two Ss to read out the example. Ss, in pairs, do the exercise. Monitor Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: ... a hurricane lamp.
 B: ... to have candles and matches in the house.
 A: That's true. But I think candles can be dangerous and perhaps a torch would be better. etc

- 32 a) Explain the task. Play the cassette. Check Ss' answer.

SUGGESTED ANSWER KEY: Mr Harris has no electricity.

- b) Ss in pairs do the task. Check Ss' answers by having individual Ss read out their answers.

ANSWER KEY: 1 f, 2 e, 3 a, 4 b, 5 c, 6 d

- c) Explain task and prompts to Ss. Ss, in pairs, act out dialogues using the prompts. Monitor Ss' performance then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- Mr Steele: Yes, hello? Is this the fire department?
 Woman: Yes, it is. How can I help you?
 Mr Steele: I'd like to report a grass fire.
 Woman: Where is it?
 Mr Steele: Across the street from my house.
 Woman: Could I have your name and address, please?
 Mr Steele: Yes, of course. My name is Bob Steele of 42 Maple Avenue.
 Woman: Have you any idea how it started?
 Mr Steele: I'm not sure, but I noticed it right after the lightning storm so perhaps it was started by a bolt of lightning.
 Woman: Do you know when it broke out?
 Mr Steele: Not really, but so far it hasn't spread very far so it couldn't have been very long ago.
 Woman: Don't worry, Mr Steele, we'll send somebody round straight away.

- 33 Play the cassette. Ss listen and repeat.

Suggested Homework

- 1 Vocabulary: Ex. 27 (p. 90)
- 2 Reading Aloud: Ex. 32b (p. 91)
- 3 Speaking: Exs. 30, 31b & 32c (p. 91)

Lesson 5 (pp. 92 - 93)

* Check Ss' HW (10').

- 34 a) Explain task and prompts to Ss. Explain any unknown words. Choose individual Ss to answer the questions.

SUGGESTED ANSWER KEY

There are some vacuum cleaners that can be programmed to clean the house so I suppose in a way they could be called a robot. However, they're not very common. In a way a battery-operated toy could be called a robot because some of them are programmed to do tricks. A desktop computer is definitely a robot because it can be programmed to do a great variety of tasks. Nowadays, many cars are programmed to do certain things. For example, some cars have a voice which tells you when you're not wearing your seat belt or your door is open. I don't really think an electric cheese grater is a robot.

Robots are different from other machines in that they are programmed to do certain things. The word 'robot' was coined by the Czech playwright Karel Capek (pronounced "chop'ek") from the Czech word for forced labour.

- b) Explain the task. Read the examples. Allow Ss three minutes to think about the prompts. Then choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

Robots can be fun to play with. There are some which can be programmed to draw pictures or write stories. Many of the robotic toys on the market are great fun. They can even respond to your voice.

Robots can be programmed to explore the surface of the moon and planets like Mars.

- 35 Read out the questions and elicit answers around the class.

ANSWER KEY

I think the article will be about a robot called SDR-4X. And the title says that the robot can dance. I would think all of the words and phrases could be found in the article except the one 'do housework'.

- 36 a) Explain the task. Ask Ss to read sentences aloud one at a time. Elicit/Explain the meaning of any unknown words. Play the cassette. Ss listen and mark the sentences T (true) or F (false). Check Ss' answers. Ask Ss to correct the false answers.

ANSWER KEY

- 1 T
2 T
3 F (has a great sense of balance)
4 T
5 F (it can recognise up to ten people)

- b) Explain the task. Allow Ss five minutes to read the text silently, and the sentences (A-H). Read out the example and elicit why D is the correct answer. (It contains the reference word 'dancer') Ss complete the task. Check Ss' answers.

ANSWER KEY

- | | | |
|-----|-----|-----|
| 1 G | 3 F | 5 H |
| 2 A | 4 B | 6 C |

- c) Play the cassette for Ex. 36 again. Ss listen and follow the lines, then Ss try to explain the meaning of the words in bold by giving examples, synonyms or opposites. Ss then make sentences using the words in bold. As an alternative, sentences can be set as written HW.

SUGGESTED ANSWER KEY

developed: invented,

afford: have enough money to buy sth

Scientists have not yet developed a cure for the common cold.

I can't afford to go on holiday this year.

- d) Explain the task and elicit synonyms for the highlighted words from individual Ss. Ss can use their dictionaries to help them complete the task.

ANSWER KEY

Synonyms

state-of-the-art – the best available

outperform – beat, defeat

obstacles – barriers

energetic – lively

tumble – fall

chattier – more talkative

- 37 Explain the task. Allow Ss one minute to complete the task. Check Ss' answers. Ss choose any five of the items and make up sentences. Choose individual Ss to read their sentences aloud.

ANSWER KEY

1 perfect	4 routine	7 uneven
2 footwork	5 built-in	8 images
3 disco	6 advanced	9 company

- 38 Explain the task. Allow Ss one minute to complete the task. Check Ss' answers. Ss choose any five of the items and make up sentences. Choose individual Ss to read their sentences aloud.

ANSWER KEY

1 in	5 between	9 for
2 of	6 of	10 in
3 for	7 on	
4 to	8 with	

Project

Ask Ss to list what SDR-4X can do. Ss, then use these phrases to write their advertisements. Point out that the imperative is mostly used in advertisements.

SUGGESTED ANSWER KEY

You choose the music and SDR-4X will dance to it. Slow waltzes or lively hip hop, this robot will keep the beat. After he has danced the night away, he still has enough energy left to have a conversation with any of his ten favourite friends. The latest in robot technology, every home should have its own personal dancing robot.

Suggested Homework

- 1 Vocabulary: Exs. 36c, 37 & 38 (p. 93)
- 2 Reading Aloud: article (pp. 93, 94)
- 3 Project: (p. 93)

Lesson 6 (pp. 94 - 95)

- * Check Ss' HW (10').
- 39 • Elicit when we can write a letter of complaint (e.g. for a faulty item delivery; bad service etc). Read out the theory box. Explain any points Ss have difficulty with.
- Read out the rubric. Help Ss to underline the key words then go through the questions and elicit answers from Ss.

ANSWER KEY

Key words to be underlined: a fax machine; not satisfied; a letter of complaint, problem; action you expect manufacturer to take

- 1 a formal letter of complaint
- 2 the manager of a manufacturing company
- 3 mild – to sound polite
- 4 formal – it is a formal letter of complaint
- 5 beginning: Dear Sir/Madam; ending: Yours faithfully + full name
- 6 Perhaps it jams continuously, a missing lead, illegible printouts

- 40 a) Explain the task, then Ss do the exercise. Check Ss' answers around the class by having individual Ss read out the letter.

ANSWER KEY

- | | |
|-----------------|-------------------------|
| 1 To begin with | 4 To make matters worse |
| 2 What is more | 5 also |
| 3 Secondly | |

- b) Explain the task. Allow Ss three minutes to read the remarks and complete the task. Check Ss' answers.

ANSWER KEY

Mild tone = 2, 3, 4
Strong tone = 1, 5, 6
You could use 1, 5, 6

- 41 a) Explain the task and read the example aloud. Allow Ss some time to match 1-3 with A-C. Check Ss' answers. Elicit sentences using the linkers from individual Ss.

ANSWER KEY

2 A 3 B

Although I turned the control to the highest position, the iron didn't get hot enough.

The electrician promised he would come today, but/however he didn't turn up.

Even though/Although the electrician promised he would come today, he didn't turn up.

Despite promising he could come today, the electrician didn't turn up.

The electrician didn't turn up even though/although he promised he would come today.

The radio still won't work even though/although I put a new battery in it yesterday.

In spite of the fact that I put a new battery in it yesterday, the radio still won't work.

- b) Allow Ss two minutes to complete the task. Check Ss' answers.

ANSWER KEY

My new watch has stopped even though/although I put a new battery in it.

The fridge you delivered yesterday is too warm despite/in spite of the fact that I have checked that the thermostat is on the correct setting.

The keyboard on my new PC isn't functioning even though/although it is properly installed.

- 42 Allow Ss some time to complete the task. Check Ss' answers.

ANSWER KEY

2 C mild 3 O mild 4 C strong

- 43 Read out the rubric. Help Ss to underline the key words then go through the questions and elicit answers from Ss.

ANSWER KEY

Key words to be underlined: camcorder; wrong model; overcharged; letter of complaint; what happened; action you expect company to take

- 1 no
- 2 a complaint about a camcorder
- 3 strong tone because you have two serious complaints
- 4 **Opening:** I am writing to express my strong dissatisfaction with ...
Closing: I insist on an immediate refund ...

- 44 Explain the task. Allow Ss a minute to complete the task. Choose individual Ss to give their answers and say why they ticked the ones they did.

ANSWER KEY

To be ticked: 2, 3, 5

- 45 Explain the task. Elicit answers from Ss to complete the plan. Assign for written HW.

ANSWER KEY

- Para 1: to complain about a camcorder*
Para 2: sent the wrong model; you ordered a C20 but got a different model
Para 3: overcharged; the C20 model was on special offer but you were charged £30 too much
Para 4: I insist on an immediate refund ...; I hope that I will not be forced to take further action

ANSWER KEY

Dear Sir,

I am writing to express my strong dissatisfaction with the service I have received from your company. Please find enclosed a camcorder, which I am returning to you as you have sent me the wrong model.

I ordered, and paid by credit card for, a model C20. However, when I received my delivery and opened the box, I realised I had been sent the wrong product. I specifically wanted the C20 model so that I could use my existing videocassettes, which do not fit the camcorder you have sent.

I would also like to point out that the camcorder you have sent to me is listed as being £30 cheaper than the one I ordered. When I received my credit card statement last week I realised that I had been overcharged by £30.

I insist on a full refund for the camcorder. I hope that I will not be forced to take further action and that this matter will be resolved immediately.

*Yours faithfully,
Henry T. James*

- 46 Read the sentences aloud and elicit/explain the meaning of any unknown words. Allow Ss time to read the sentences silently and try to guess what they mean. Ask/Help Ss to explain the meaning of each sentence.

ANSWER KEY

- *Machines can be of use to people but they can't replace them as they can't think.*
- *People are trying to make machines think but they don't seem to care if they can improve their way of thinking.*

Suggested Homework

- 1 Vocabulary: Ex. 41 (p.94)
- 2 Speaking: Ex. 41b (p. 95)
- 2 Writing: Ex. 45 (p.95)

Lesson 7 (pp. 96 - 97)

* Check Ss' HW (10').

- 47 a) Ss' books closed. Ask the questions one at a time. Elicit answers from around the class.

SUGGESTED ANSWER KEY

Jules Verne was a French man who wrote science fiction novels. He wrote *20,000 Leagues Under the Sea*, *Five Weeks in a Balloon*, *From the Earth to the Moon*, and *Around the World in Eighty Days*. His books are so popular because they inspire people's imaginations and give them a glimpse of what the future may be like.

- b) Allow Ss three minutes to read the biography and check their answers.

- 48 a) Ss read questions 1 to 3 silently. Play the cassette. Ss answer the questions.

SUGGESTED ANSWER KEY

- 1 *The Nautilus is a type of submarine.*
- 2 *A craft is a vehicle that can be used in the air, space or sea. Crafts mentioned in text: ship, submarine, dinghy*
- 3 *I think he feels very curious; frightened and overwhelmed*

- b) Allow the Ss ten minutes to read the extract carefully and answer the questions. Ss mark the sentences T (true) or F (false). Check Ss' answers. Ask Ss to correct the false answers. Ss then explain the words in bold by giving examples, synonyms or opposites.

SUGGESTED ANSWER KEY

- 1 T
- 2 F (*manometers were used as depth gauges*)
- 3 T
- 4 F (*He was pleased to answer the Professor's questions. We know this because he said 'Not at all' when the Professor apologised for his many questions.*)
- 5 F (*Captain Nemo told the Professor that he would never leave the Nautilus*)

- c) Allow Ss three minutes to prepare their answers.

SUGGESTED ANSWER KEY

Captain Nemo and the Professor were sitting and talking. Nemo was explaining what the instruments hung about the cabin of the submarine were used for. He went on to explain what made the submarine work. The Professor was intrigued and asked many questions which Nemo was happy to answer because he believed the Professor would never leave the craft. Nemo then took the Professor to another part of the submarine and showed him other instruments. He also showed the Professor a well with an iron ladder in it. He told the Professor that the ladder led to a dinghy which he used to get to the surface. He added that he contacted the Nautilus by a kind of telegraph whenever he wished to return to the sub.

Project

Explain task. Ss work in pairs and do the task. This can be assigned as HW.

- 49 a) Ss, in pairs, complete and act out dialogues. Check Ss' performance, then ask some pairs to report back to the class. Individual Ss describe the picture.

SUGGESTED ANSWER KEY

- 1 *it was taken in an Internet café.*
 - 2 *using a computer.*
 - 3 *I suppose computers affect our free time in many ways. Now that computers have become so common, the way we spend our free time has changed. Many people spend hours in chat rooms or playing games on the Internet.*
- *The picture shows the inside of an Internet café. A woman is sitting in front of a computer. etc*

- b) Ss, in pairs, act out dialogues. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *Where do you think the picture was taken?*
 B: *I'd say it was taken in the lady's kitchen.*
 A: *What is the lady in the picture doing?*
 B: *It looks as though she is using a computer either for work or study purposes.*
 A: *How can computers affect our jobs?*
 B: *Now that computers have become so common, the way we work has changed. Many people now work from home. This is good because they don't waste time commuting to and from work. In addition, people who have children don't need to hire someone to look after them. etc*

- c) Ss, in pairs, act out dialogues using the prompts. Check Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *How does technology make our lives easier?*
 B: *In many ways I'd say, for example, if you have a computer you can send and receive e-mails and you don't have to waste time writing letters by hand and sending them by 'snail' mail.*
 A: *Do computers help you with your studies at all?*
 B: *They certainly do. Instead of going to the library you can get information about almost anything from the Internet.*
 A: *Apart from computers. etc*
- A: *Do you think technology has isolated us?*
 B: *Well, I'd have to say yes and no. People can control to what extent they are controlled by technology. For example, it is up to the individual how much time they want to spend alone using or working on a computer.*
 A: *Good point. etc*

- 50 • Ask Ss to read the questions 1-8 and the distracters A-C for each question. Explain any unknown words.
 • Play the cassette twice. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY: 1 C, 2 A, 3 B, 4 A, 5 C, 6 A, 7 C, 8 C

TAPESCRIPT

- 1 *Interviewer:* With us today, we have Mr Art Fry, inventor of those indispensable little sticky notes, known as Postits. Thank you for coming, Mr Fry. Could you tell us where your idea for sticky notes came from?
Mr Fry: Well, I'd always found it very irritating that bookmarks wouldn't stay in place and were forever falling out. I thought it would be nice if a bookmark had some sort of adhesive on it so it would stay in place – at least temporarily.
Interviewer: So you set out to invent a kind of glue that would do that?
Mr Fry: Actually, I remembered that a colleague of mine had invented an adhesive that was rejected because it didn't stay sticky for very long. At the time, I remember thinking to myself, 'Now, that's exactly what I'm looking for.'
Interviewer: And it certainly was, wasn't it?

Mr Fry: Yes, especially when you consider that sticky notes are one of the top-selling office products in the US today.

- 2 *Man:* Good afternoon. I'm conducting a survey on how people feel about computers, the Internet, and the affect they have on our lives. I work for an international communication company, and we're interested in finding out how often people use their computers at home, and approximately how much time they spend online outside working hours. I'd just like to ask you a few questions, so I can complete this questionnaire. As a token of our appreciation, on completion of the questionnaire, you'll receive this CD of classical music favourites, absolutely free of charge.
- 3 *Man:* Sandra, can you come in here for a minute?
Woman: Sure – what's the matter?
Man: Well, I've been trying to install this new computer program, but I can't seem to get it to work.
Woman: Hmm, let's see. You've turned the screen on ... you've switched on the tower. ... and, of course, you've inserted the CD ROM. Let's just ...
Man: Sorry? What? Wait a minute. What CD ROM? I was trying to download the program from the Internet ...
- 4 *Pat:* I really think that you should just relax about this. In this day and age, it isn't at all unusual for children to spend so much time playing computer games. Your son, Billy, is doing the same thing as 50% of his peers. As long as Billy hasn't given up all his other hobbies, you have no reason to worry. Experts say that if children aren't ignoring their studies and are still taking an interest in their friends and family, then there really isn't a problem. Let Billy get tired of the games on his own. I'm quite sure you'll find that in a few months' time, Billy will have become bored and moved on to something else.
- 5 Feel free to shop around, but we guarantee that you won't find better prices than ours. If you're in the market for a new camcorder, tape recorder or fax machine, our selection cannot be beaten. We have a fully qualified staff ready and waiting to satisfy your every shopping need. Why waste your time and money at smaller shops when you can find anything and everything you need in one of our huge warehouse outlets? Come and see us today! We guarantee you and your wallet will be glad you did! You can find us in the Fairdale Shopping Centre, or at our newest location on the Scarborough High Street.
- 6 *Woman:* ... Now, Mrs Smith, if you'd just calm down and let me just check that I've got all the information. You left your bag in the ladies' wear department, at about three o'clock. It was a new brown canvas bag with two pockets and a zipper. In the bag, you had a small plastic calculator, a set of black headphones and a square leather key ring with two keys on it. Is that right?
- 7 *Man:* ... today's lesson will deal with some of the more important inventors and inventions of the last century. First we'll take a close look at Samuel Morse, the man who invented Morse Code. Then we'll move on to Alexander Graham Bell, the individual who invented a machine few of us can live without today – the telephone. And finally, we'll talk a little about Joseph Henry, the person who built the first electric telegraph. We will see how all three of these inventions changed the communication world and made our world a much smaller place.
- 8 *Woman:* I'm truly sorry to be such a nuisance, but this just isn't what I wanted. I only have a very small office, and this machine is far bigger than what I need. What I want is a machine that makes clear copies on inexpensive paper. I only make about 100 copies a week, normally, and this machine is meant for a much busier office than mine. I would really appreciate it if I could exchange the machine I bought for that smaller one over there by the display of computer monitors. I do hope it's not a problem, but as I said ...
- 51 Allow Ss three minutes to complete the task. Check Ss' answers.

ANSWER KEY

1 crashed 2 surfing 3 skipping 4 eat

- 52 Allow Ss three minutes to complete the task. Check Ss' answers.

ANSWER KEY

1 system 2 line 3 program 4 information

Writing

Explain the task. Point out that Ss need to collect information from various sources (*encyclopaedias, the Internet etc*) and list it under the headings. Ss should use the information to write a short article about the person. Ss present their pieces of writing in the class in the next lesson.

Suggested Homework

- 1 Vocabulary: words in bold from Ex. 48 (p.96)
- 2 Reading Aloud: biography Ex. 48 (p.96)
- 3 Project: (p. 96 & p. 97)

Vocabulary & Grammar

1 Fill in the correct word.

- Jenny wants to find a full-time job as a secretary.
- The ozone layer protects the Earth from the harmful ultraviolet rays of the Sun.
- She is used to getting up early in the mornings.
- The fax machine hasn't been delivered yet.
- Tigers are considered to be a(n) endangered species.
- Do up your coat. It's freezing cold.
- Fossil fuels, such as coal or oil, are formed from the decayed remains of plants or animals.
- "Whose son is he?" "Mr Brown's."
- He's old enough to get a driving licence.
- He woke up late and as a(n) result was late for work.

2 Circle the correct item.

- Police gave all hope of finding the child.
A off B out C in **D** up
- He couldn't help at the sight.
A to laugh B to laughing **C** laughing D laugh
- Some species of animals have become in the last hundred years.
A lost B disappeared C missed **D** extinct
- The SDR-4X can move to the of the music.
A beat B tumble C lyric D rhyme
- We are looking forward from you.
A hear **B** to hearing C to hear D hearing
- The camera can people's images in its memory.
A file B keep C put **D** store
- Can you the difference between the two brothers?
A speak **B** tell C say D show
- It's colder today than it was yesterday.
You'd better put on your jacket.
A less **B** much C more D many
- I haven't got the idea of what you're talking about.
A slightest B least C dimmest D smallest
- This shirt is made cotton.
A with B in **C** of D from

H x e
3

Use two to five words to complete the second sentence using the word in bold.

- It was difficult for us to persuade Robert to take the course.
difficulty We had difficulty persuading Robert to take the course.
- It's too cold to go swimming.
not It's not warm enough to go swimming.
- Tony is as tall as Jerry.
same Terry is the same height as Jerry.
- I can't believe that is the best deal they can offer.
than They must be able to offer a better deal than that.

- Nobody apart from my friend helped me.
person My friend was the only person who helped me.

(10 marks)

Listening

- 4 You will hear a competition organiser talking about the Young Inventors' Competition. For questions 1-6, fill in the missing information.

Young Inventors' Competition	
Entry details:	Children aged 7-14 may enter.
Rules:	The <input type="text" value="design"/> <input type="text" value="1"/> must be original and solve a <input type="text" value="practical function"/> <input type="text" value="2"/> and a <input type="text" value="life easier"/> <input type="text" value="3"/> .
Application:	The following must be sent in: A <input type="text" value="clear diagram"/> <input type="text" value="4"/> of the tool. A signed form A photograph and log book
Awards:	Two categories: Two prizes of £1000 - age group 7-11 One prize of £1500 - age group 12-14
Closing date:	<input type="text" value="15th March"/> <input type="text" value="5"/>
	Every student will be sent a personalised certificate of <input type="text" value="technical"/> <input type="text" value="6"/> awareness and a home inventors' book.

(12 marks)

Speaking

5 Complete the exchanges.

- A: What do you think about factories that pollute the environment?
B: As far as I'm concerned, they should be taken down.
- A: Could I have your name, please?
B: Yes, of course. Mary Smith.
- A: Could you describe the bag for me, please?
B: Yes. It's a black plastic bag with a red strap.
- A: Smith's Office Supplies, can I help you?
B: Yes, hello. I'd like to order a fax machine.

(8 marks)

6 In pairs, discuss ways to help reduce pollution in your town. Use the visual prompts.

(See Suggested Answers section)



Reading

7 Read the following review about a Science Museum and answer the questions.

Hand-On Science Down Under

'Scienceworks' is a museum with a difference. It's an educational, adventure playground that aims to explain to visitors the workings of science and technology by allowing them to look, touch, and play with the exhibits.

One of the main differences between Scienceworks and other museums, is its location. While most museums are generally located in the city amongst modern office blocks, this one is in a working class suburb of Melbourne, Australia. Factories surround the museum like an industrial theme park. There's even a disused sewerage processing plant within the Scienceworks complex.

The museum is home to both temporary and permanent exhibitions. The four permanent exhibitions are called *Inventions*, *Energy*, *Travel* and *Materials*. The displays in each section are accompanied by information about how the technology works, the story behind its invention and the ways in which it has affected people's daily lives both at home and at work. The museum's curator, Richard Gillespie, believes the museum works because its exhibits are well-chosen examples of technology that are familiar to visitors. "Having this kind of connection with exhibits, helps simplify science instead of complicating it like so many other science museums do," says Richard.

Scienceworks also encourages its visitors to interact with the exhibits. The *Inventions* exhibition is real 'hands-on' stuff. You can press buttons, pull levers and watch in amazement as engines start and models come to life. The *Energy* exhibition challenges you to provide the energy for a hand-powered washing machine and an old-fashioned hand saw. If that doesn't tire you out, move on to *Sports Works* where you can have your physical fitness levels tested while racing a virtual Olympic sprinter.

When your body wants a rest, but your mind's hungry for more, head to the Scienceworks Planetarium. A unique digital computer and projection system takes you on a journey through space and time. From the comfort of a reclining chair you will travel to the moon and stars and beyond to other galaxies and the dawn of the universe. The planetarium also hosts a special sleepover package for kids during school holidays where they get to go on a scary ghost tour and observe the stars through telescopes.

Whether you're five or ninety-five, a visit to Scienceworks is definitely a must. It's fun, it's informative, and everyone should go!

- The museum's location is unusual because
 - it is inside a factory.
 - it is surrounded by office blocks.
 - it is not in the city centre.
 - it is next to a sewerage plant.
- The curator believes the museum is popular because
 - the exhibitions change often.
 - the exhibits were invented by ordinary people.
 - visitors understand how the technologies work.
 - other science museums are boring.
- At the Sports exhibition visitors can
 - have a rest.
 - do their washing.
 - get some exercise.
 - touch the exhibits.

- If you get tired, the writer recommends
 - going home and sitting in a comfortable chair.
 - taking a virtual tour of the galaxy.
 - eating something at the Planetarium café.
 - leaving your children overnight at the museum.
- The writer expresses that a trip to Scienceworks
 - should be taken by those in a particular age group.
 - should be a one-off event.
 - is highly recommended.
 - is a tiring but necessary activity.

(15 marks)

Writing

8 Your teacher has asked you to write a short article on how to make your city a better place to live in. Use the plan and the notes to write your article (120-180 words) for the school magazine.

(See Suggested Answers section)

Plan

Introduction

(Para 1) state problem - city dirty - need to do sth

Main Body

(Paras 2-3) start recycling scheme - create more parks
- plant trees

Conclusion

(Para 4) restate opinion: all work together - city better place

(15 marks)

(Total = 100 marks)

Let's sing!

9 Listen and fill in. Listen again and sing.

Crossing Borders

When I feel a little restless And I need to 1) get away I grab my passport, 2) pack my bags And go on holiday With a 3) ticket in my hand I feel as free as any bird I can 4) jump on board an aeroplane And travel round the world	Sail out on the ocean Or 7) ski on crisp white snow You can see the beauty of the world Everywhere you go Crossing borders to foreign lands ... Go on safari in the jungle Or snorkel in the 8) sea Lie on a sandy palm-fringed beach Where the sun 9) shines constantly Whatever your destination Whether near or far away A journey is a 10) chance to learn Special lessons on the way Crossing borders to foreign lands ...
Crossing borders to foreign lands Snowy mountains and desert sands Travel the world and you will see Crossing borders can set you free	
Tour round ancient ruins Take a 5) walk on rugged moors Hit the busy 6) city streets Or stroll on distant shores	

Objectives

Vocabulary: shops; shopping; buying presents; credit cards; services; complaints; clothes and accessories

Reading: multiple matching; True/False

Listening: listening for specific information, listening for gist, multiple choice; multiple matching, True/False

Speaking: buying goods; prioritising; complaining; problem-solving; asking for a replacement; exchanging goods

Intonation: intonation in questions

Grammar: reported speech: statements/questions/requests/orders/suggestions; causative form

Phrasal Verbs: fall, feel, fit

Use of English: key word transformations, word formation

Project: an article describing a market; an article about the national dress of your country; a poster about an item your country is famous for

Writing: a transactional letter applying for a job

Lesson 1 (pp. 102 - 103)

- Read aloud the title of the unit and explain that this is an expression. Ask Ss to interpret the expression, then say how it is related to the theme of the unit. (*If something is on the market it means that people can buy it. The title relates to the theme of shopping.*)
 - Ask Ss to look at the pictures on pp. 102-103 and say what each one shows. In pairs, Ss answer the questions and some pairs report back to the class.

ANSWER KEY

- | | |
|------------------------|-----------------------|
| A a watch | G a bottle of perfume |
| B a pink blouse | H a teddy bear |
| C a yellow handbag | I a camera |
| D a picture frame | J a pair of shoes |
| E a pair of sunglasses | K some towels |
| F a skateboard | |

SUGGESTED ANSWER KEY

I own a watch, a handbag and a bottle of perfume. The bottle of perfume was a present from my best friend and he gave it to me for my birthday last year. I bought the handbag myself. I paid for it in cash.

- Explain the task. Ss work in pairs and do the exercise.

SUGGESTED ANSWER KEY

*I would buy my elderly aunt a picture frame because she likes to have photos of the whole family around her.
I would buy my younger brother/sister a pair of sunglasses because he/she has sensitive eyes and the sun is very bright in my country.
I would buy my teacher a bottle of perfume because she likes wearing scent.
I would buy my mother a handbag because she likes having different coloured handbags to match her clothes.
I would buy my father a camera because he loves taking photographs.*

- Do item 1 with Ss, then Ss work in pairs. Ss match the pictures to the sentences and say who said them. Check Ss' answers, then Ss make up sentences for the remaining pictures.

ANSWER KEY

- | | |
|--------------------|--------------|
| 1 D customer | 5 I customer |
| 2 F shop assistant | 6 J customer |
| 3 A customer | 7 G customer |
| 4 B shop assistant | 8 E customer |

SUGGESTED ANSWER KEY

- C *This one will go really well with your outfit. (shop assistant)*
H *I am sure your three-year-old will love this one. (shop assistant)*
K *I am looking for really soft and absorbent ones, please. (customer)*

- Play the cassette. Ss listen and repeat, either chorally or individually.
 - Present these sentences by eliciting from Ss who the speaker of each sentence is and demonstrating how each sentence could be used.
e.g. **We were meant to meet an hour ago!** Ask Ss: *Who would say this? (A person who has been waiting to meet someone else.)*
 - Ss close their books. Ask individual Ss to say one of the sentences. Alternatively, Ss can form teams and take turns to say sentences. The team which remembers the most sentences is the winner.
e.g. Team A S1: *You'll never believe it.*
T: *One point for Team A.* etc
- Explain the task, then allow Ss three minutes to read out the questions and possible answers. Play the cassette. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

- | | | |
|-----|-----|-----|
| 1 B | 2 B | 3 A |
|-----|-----|-----|

- Explain the task. Point out that Ss should read the statements first, then quickly scan the dialogues to find the words which are in the statements.
 - Do question 1 with Ss, then allow them three minutes to do the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|--------------------------|--------------------------|
| 1 J | 2 I |
| 2, 3 L, J (in any order) | 5, 6 A, J (in any order) |

- b) Play the cassette for Ex. 4 again. Ss listen and follow the lines, then Ss try to explain the meaning of the words in bold by giving examples, synonyms or opposites. Ss then make up sentences using the words in bold.
- c) Individual Ss suggest synonyms. Ss may look up the synonyms in their dictionaries.

ANSWER KEY

Synonyms

decided – reached a decision

get out – escape

terrified – very frightened

forgive – excuse

looking for – searching for

loads of – a lot of

embarrassing – humiliating

- d) Ss work in pairs and read out the dialogues.

Suggested Homework

- 1 Vocabulary: Ex. 1 (p. 102), Ex. 4 (p. 102), words in bold/highlighted words in dialogues A - C (p. 103)
- 2 Reading aloud: dialogues A - C (p. 103) (Point out that Ss practise reading aloud using the Ss' cassette/ audio CD.)
- 3 Speaking: Ex. 2 (p. 102)
- 4 Project: Ss in pairs can act out dialogues similar to dialogue B (choosing a present for someone etc). Point out that Ss will need to amend their dialogues to match the new situations.

Lesson 2 (pp. 104 - 105)

- * Check Ss' HW (10').
- 7 a) Read aloud the names of the shops (1-8) and the items in the list. Elicit/Explain the meaning of any unknown words. Allow Ss two minutes to match the items to the shops and make up sentences. Check Ss' answers by asking individual Ss to read their answers aloud.

ANSWER KEY

- 1 optician's - contact lenses
- 2 boutique - silk scarf/pair of trousers
- 3 sports shop - tennis racquet/pair of skis
- 4 furniture shop - couch/chest of drawers
- 5 newsagent's - magazine
- 6 florist's - bunch of tulips
- 7 greengrocer's - onions/watermelon
- 8 jeweller's - earrings/necklace

You can buy a tennis racquet/a pair of skis at a sports shop. etc

- b) Ss work in pairs and decide on what can be bought in each of the shops.

SUGGESTED ANSWER KEY

optician's - spectacles/frames; boutique - jacket/dress; sports shop - football/swimsuit; furniture shop - armchair/bed; newsagent's - sweets/greeting cards; florist's - roses/lilies; greengrocer's - oranges/tomatoes; jeweller's - bracelet/rings

- c) • Explain the task. Read out the example. Ss work in pairs and make up dialogues for the pictures.
• Monitor Ss' performance, then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: Excuse me, do you have this jumper in blue?
B: Sorry. We've run out of stock.
- A: Excuse me, do you have these trainers in a larger size?
B: Just one moment, madam, I'll check.
- A: How much is this armchair?
B: £100, sir.
- A: Excuse me, do you have today's 'Times'?
B: Here you are, sir.
- A: Excuse me, do you have yellow roses?
B: I'm afraid not, sir.
- A: Excuse me, do you have any peaches?
B: How many do you want?
- A: This necklace looks very nice on you.
B: Thank you.

- 8 Explain the task, then allow Ss three minutes to read out the five questions and possible answers. Play the cassette twice. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY: 1 C 2 C 3 A 4 C 5 B

TAPESCRIPT

Woman: Well, John keeps telling me I should buy a pair of trainers, because they're so comfortable, but I just don't like them. I love high-heeled shoes. I think they're so much more attractive, but the trouble is, I can't walk very far in them. What I'm looking for is a nice pair of flat shoes. Something light and easy to walk in, but not as casual as trainers, if you know what I mean.

Man: Have you seen Jimmy?

Woman: No. I thought he was with you.

Man: Well, he was, but I lost him in the children's wear department. I think he must have wandered off.

Woman: Oh, no! I told you to keep an eye on him.

Man: Well, I told him that if he lost me, he should meet me in the café, but he's not there, either.

Woman: Don't worry. He's probably gone to the toy department. You wait here and I'll go and find him.

- 3 Announcer: Good morning, shoppers, and welcome to Shopsmart. Our shelves are filled doily with fresh and tasty products and all at low, low prices. Take a look at our frozen food section, where you can find a huge variety of ready-cooked meals, perfect pizzas and delicious desserts. In our dairy section you will find a new range of cheeses from around the world, as well as fresh yoghurts in a selection of flavours. Don't miss out on our special offer. For one week only, visit the delicatessen counter and get a free jar of juicy olives with every purchase. Remember, the smartest shoppers shop at Shopsmart!

- 4 A: What do you think of this dress, then? Do you think it's a bit tight?

B: No, not at all. I think it really suits you. It's a lovely colour.

A: Mm. I think it might be a bit too bright. I'm not sure I look very good in bright colours.

B: That's not true. You look great. I think you should buy it. How much is it?

A: Let me see. Oh, my goodness. It's nearly £200! I can't afford that! Oh, no. I don't like it enough to spend that sort of money.

- 5 Man: What are we going to buy, then?

Woman: Well, I thought I'd get a chicken and make a roast dinner.

Man: We only had roast chicken a few days ago. Why don't we get something else?

Woman: Oh, alright then. We'll get some chicken legs and you can barbecue them.

Man: Mmm. I'm a bit bored of chicken, to be honest. Why don't we get some steaks and have them grilled with mushrooms.

Woman: Oh, OK, then, but you're doing the cooking tonight.

Man: No problem. Steaks are much easier to cook than roast chicken.

- 9 a) Elicit/Explain any unknown words. In pairs, Ss do the exercise. Ask some pairs to report back to the class.

ANSWER KEY

- B This means that if somebody wants to try something on they can only take two garments at a time into the fitting room. We would see this sign in a boutique or a clothing shop.
- C This means that whatever service you need, it will be done on the same day you ask for it. We would see this sign at a dry cleaner's or a shoe repair shop.
- D This means that if you need help or information, you should ring the bell and somebody will come and help you. We would see this sign in a hotel or a small shop.
- E This means that if anyone is caught stealing, the police will be called and the person will be arrested. We would see this sign in any kind of shop.
- F This means that you can pay by credit card. We would see this sign in a shop, department store or hotel.

- b) Ss work in pairs and suggest alternative signs. Check Ss' answers.

SUGGESTED ANSWER KEY

- A No Smoking
B Please Pay Here /No refund on Sale Items
C Please check your change before leaving the counter
D Check out time 12 noon
E All items reduced/Buy one, get one free

- 10 a) Explain the task. Read out the problems (a-f) and elicit/explain the meaning of any unknown words. Play the cassette. Ss listen and match the speakers to their problems. Check Ss' answers.

ANSWER KEY: Speaker 1 - e Speaker 2 - d
Speaker 3 - a Speaker 4 - c Speaker 5 - f

- b) Read out the prompts. Ss work in pairs to complete the table. Check Ss' answers, then Ss in pairs act out their dialogues. Monitor Ss' performance, then ask some pairs to act out their dialogues. Ss can amend their dialogues if they wish.

ANSWER KEY

scratched: watch, table, mirror, vase, computer screen, chair
torn: dress, sleeve, trousers, cushion, lining,
broken: watch, table, CD player, mirror, vase, computer screen, chair
stained: dress, sleeve, trousers, carpet, tablecloth, cushion, lining
cracked: mirror, vase, computer screen
loose: buttons, stitching, lining

SUGGESTED ANSWER KEY

A: Good morning, sir. Can I help you?
 B: Well, I bought this table from your shop yesterday, but when I got it home I noticed it was scratched.
 A: I'm sorry, sir. Would you like us to replace it?
 B: I'd rather have a refund.
 A: Good morning, sir. Can I help you?
 B: Well, I bought this CD player at your shop yesterday, but when I got it home I noticed it was broken.
 A: I'm sorry, sir. Would you like us to replace it?
 B: I'd appreciate that. etc

- 11 Explain the task. Read through the table and elicit/explain any unknown words. Ss work in pairs and do the exercise. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

- 2 Sandy is wearing a sleeveless blue dress, white tights and white leather shoes.
- 3 Tony is wearing a black, white and red jacket, a white shirt, beige baggy trousers and black shoes.
- 4 Gina is wearing a short-sleeved, floral, cotton dress, a white hat, white socks and white sandals.
- 5 Ben is wearing a red, blue and white check shirt, a white T-shirt, black trousers/jeans and trainers.
- 6 Jim is wearing a dark suit, a white shirt, a tie, a red scarf and a raincoat.
- 7 Billy is wearing a black T-shirt, knee length blue denim jeans, a (baseball) cap, socks and trainers. He's also wearing sunglasses.
- 8 Jake is wearing a dark grey suit, a shirt and tie and black leather shoes.

- Ss work in pairs and describe each other. Ask some pairs to report back to the class.

(Ss' own answers)

- As an extension Ss can collect photographs of models from various magazines and describe the clothes each model is wearing. Ss can present their project in the class.

Game

Play the game as instructed in the Ss' book.

Suggested list of items of clothing:

skirt: a garment worn below the waist to cover the legs
jacket: short coat
blouse: top with a collar worn by women
shorts: trousers that end at the knee etc

- 12 • Explain the task. Do item 1 with Ss then they complete the exercise using their dictionaries if necessary. Check Ss' answers.

ANSWER KEY

- | | |
|----------|--|
| 1 hat | <i>take your hat off to someone:</i> to show admiration for sb |
| 2 belt | <i>hit below the belt:</i> be unfair |
| 3 pocket | <i>money burns a hole in one's pocket:</i> cannot resist the desire to spend |
| 4 shirt | <i>lose one's shirt:</i> lose all of one's money |
| 5 shoes | <i>step into sb's shoes:</i> take someone's place/position |
| 6 glove | <i>fit like a glove:</i> fit perfectly |

- As an extension, ask Ss if they know any other clothes idioms or if there are any similar idioms in their own language.

Suggested Homework

- 1 Vocabulary: Ex. 7 (p. 104), Exs. 10b & 11 (p. 105)
- 2 Speaking: Ex. 7c (p. 104), Exs. 10b & 11 (p. 105)

TAPESCRIPT Ex. 10a

Speaker 1: I wanted to get it for Mark's birthday. So, when I ordered it I checked how long it would take to arrive. The girl said that it would be sent out the same day and that it would definitely be here within a week. Anyway three weeks later I still hadn't heard anything so I called them up again. It seems that they had lost my order or something. I decided just to cancel it. I don't know what I'm going to get for Mark though.

Speaker 2: I didn't even look at the CD when I opened the box. I just put straight into my stereo when I got home. As soon as the music started, though, I knew something was wrong. It was some kind of dance music, not the sort of thing I would listen to at all. There was no problem changing it at the shop but I really don't understand how mistakes like that can happen in the first place.

Speaker 3: Luckily I noticed it while we were still at the supermarket. Jim was loading up the car and I just happened to glance at the receipt to check the price of something else we had bought. It's not a big deal I guess, just a couple of pounds, but I had only bought the steaks because they were supposed to be that price. It makes you wonder, though, how often this happens without you noticing.

Speaker 4: It took ages to find just the right sofa for the living room. So, when I saw the one I wanted, I ordered it straight away. Then, it was delivered. When I unpacked it, though, I couldn't believe my eyes. There was a huge rip running the way along it. Of course it's going to be replaced, but it's just one more problem we'll have to deal with.

Speaker 5: I couldn't believe it. I'd only worn it once and the first time I washed it, look what happened. It's shrunk so much that I'll never be able to wear it now and the colours have run. I don't suppose there's much point in taking it back, but I'm certainly never buying anything from that shop again.

Lesson 3 (pp. 106 - 107)

- * Check Ss' HW (10').
 - 13 Elicit when we use reported speech (to report a person's actual words). Ask Ss to look at the table and complete it. Check Ss' answers. Ask questions to elicit theory.
 - e.g. T: How does the present simple change in reported speech?
 - S1: It changes to past simple.
 - T: Look at a. How does "I" change in the reported statement?
 - S2: It changes to "he".
 - T: How does the reported sentence start?
 - S3: With "He said that".
 - T: In which sentences have quotation marks been used?
 - S4: In the direct speech statement. etc
- Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY

b was baking	e had been cooking
c had already done	f would call
d had moved	

The tenses change as follows:
 present simple → past simple
 present continuous → past continuous
 present perfect → past perfect
 past simple → past simple/past perfect
 past continuous → past continuous/past perfect continuous
 future → conditional (would)
 past perfect → no change
 past perfect continuous → no change
 personal pronouns → change according to the meaning of the sentence

time expressions change as follows:
 last month = the month before; tomorrow = the following/next day

- 4 Explain the task. Point out that we can use, *said to sb that; said that or told sb that* to report a person's actual words. Ss do the exercise. Check Ss' answers.

ANSWER KEY

- 2 She said that she had been shopping all day.
- 3 She said to/told her son that they were going to the toy shop after they had finished their shopping.
- 4 She said to/told the children that the biscuits would be ready in 15 minutes.

- 5 Explain the task. Ss do the exercise in pairs. Check Ss' answers.

ANSWER KEY

- 1 Sarah said that Mary did her shopping at Marks & Spencer.
- 2 Tom told me that he would lend me the money.
- 3 Diane said that she was going shopping that afternoon.
- 4 Lyn said that she had not been to the new shopping centre yet.
- 5 John said that he had bought a new car the day before.
- 6 Bill said he had been listening to his new CD player until midnight.

- 16 a) Read out the theory. Refer Ss to the Grammar Reference Section for more detail. Draw Ss' attention to the examples. Explain the task. In pairs, Ss do the exercise. Check Ss' answers.

ANSWER KEY

- the question word
- if/whether

- b) Ss answer the question.

ANSWER KEY

The tenses change as in statements, but they also change from the interrogative to the affirmative form.

- 17 Explain the task. Allow Ss two minutes to do the exercise. Check Ss' answers. You can assign the exercise as written HW.

ANSWER KEY

- 1 Susan asked Jane *when she was going on holidays.*
- 2 Tim asked me *if he could open the window.*
- 3 Tina asked her father *if he would drive her to school that day.*
- 4 Jan asked Michelle *how old she was/had been when she started/had started making her own clothes.*

- 18 a) Ss do the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail then Ss do the exercise.

ANSWER KEY

- a a suggestion c a request
b an order

- b) Allow Ss three minutes to do the exercise in pairs. Check Ss' answers.

ANSWER KEY

- 1 *The manager told the staff to be polite to the customers.*
- 2 *Jenny suggested that I try on that dress.*
- 3 *Tom asked if they had that shirt in large.*
- 4 *Jane suggested going to the high street.*
- 5 *Tony asked Mr Smith if he could have his credit card.*
- 6 *Sue ordered Jim to leave.*

- 19 Explain the task. Allow Ss three minutes to do the exercise in pairs. Check Ss' answers by asking some pairs to report back to the class.

ANSWER KEY

*He told the customer not to move.
He asked the customer if the neck was too tight.
He asked the customer if he would like the sleeves a little longer.
He told the customer to come back the following Tuesday for a fitting.
He told the customer to bend his arm.
He asked the customer how that felt.*

- 20 a) Read sentences a-d and the questions aloud. In pairs, allow Ss three minutes to answer the questions and complete the rule. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY

- 1 a/c *Thomas and Sandra*
- 2 b/d *James and Georgia*

- *the verb to have + object + past participle*

- b) Explain the task. Allow Ss three minutes to complete the exercise in pairs. Check Ss' answers by asking some Ss to act out their dialogues in front of the class.

ANSWER KEY

- 2 A: *Did Ann paint the house?*
B: *No, she had it painted.*
- 3 A: *Did Mark fix the lawn mower?*
B: *Yes, he fixed it himself.*
- 4 A: *Did Peter type the report?*
B: *No, he had it typed.*
- 5 A: *Did Lyn wash the dishes?*
B: *Yes, she washed them herself.*
- 6 A: *Did Tony do the shopping?*
B: *No, he had it done.*

- 21 Explain the task. In pairs, Ss do the exercise. Monitor Ss' performance. Ask some pairs to report back to the class.

ANSWER KEY

- 2 A: *When did you last have your eyes tested?*
B: *I had my eyes tested last month.*
- 3 A: *When did you last have your watch repaired?*
B: *I had my watch repaired last March.*
- 4 A: *When did you last have your trousers shortened?*
B: *I had my trousers shortened last summer.*
- 5 A: *When did you last have your motorcycle fixed?*
B: *I had it fixed last Friday.*

Suggested Homework

- 1 Speaking: Ex. 14 (p. 106), Exs. 19 & 21 (p. 107)

Lesson 4 (pp. 108 - 109)

* Check Ss' HW (10').

- 22 • Ask Ss to look at the title of the article, skim the text quickly and say what it is about. Explain that the words in bold are the stem from which the missing words are derived. Allow Ss five minutes to do the exercise. Check Ss' answers. When Ss have completed the exercise, choose individual Ss to read the text aloud. Remind Ss of the table they started in Unit 1. Draw the table on the board and complete the columns by eliciting answers from Ss. Ss copy the table into their notebooks.

ANSWER KEY

1 impossible	6 appearance
2 usually	7 cleanliness
3 suspicious	8 finally
4 employees	9 successful
5 information	10 products

VERB	NOUN (person)	NOUN (abstract)	ADJECTIVE	ADVERB
own	owner	ownership	owned	
		possibility	possible	possibly
			usual	usually
suspect	suspect	suspicion	suspicious	suspiciously
employ	employer/ employee	employment	employed	
inform	informer	information	informative	informatively
appear		appearance		
clean	cleanser	cleanliness	clean	cleanly
finalise	finalist	final	final	finally
succeed		success	successful	successfully
produce	producer	product/ produce/ production	productive	productively

- As an extension, ask Ss where they could read such a piece of writing (e.g. newspaper, magazine etc.), then suggest an alternative title (e.g. shopping spies)

- 23 Explain the task. Point out that the second sentence should have the same meaning as the first one. Ss do the exercise. Check Ss' answers while they identify the grammatical/lexical structure tested.

ANSWER KEY

- 1 if I had been to (reported speech/question)
- 2 asked Susan to buy her (reported speech/question)
- 3 am having my dress made (causative form)
- 4 told John that he had (reported speech)
- 5 whether that was the (reported speech/question)
- 6 had our house painted (causative form)
- 7 suggested going to the (reported speech/suggestion)

- 24 Do item 1 with Ss, then Ss do the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

ANSWER KEY

1 behind	5 over
2 apart	6 into
3 in	7 for
4 up to	

SUGGESTED ANSWER KEY

fall behind: not be the same standard as the other pupils in the class
 fall apart: when something breaks into pieces
 fit sb in: manage to find time to meet sb
 feel up to sth: be in good enough physical condition to do sth
 fall over: trip over sth
 fall into: start to do sth
 feel for: sympathise with sb

- 25 • Explain the task, then allow Ss three minutes to read out the three questions and possible answers.
- Play the cassette twice. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY: 1 C 2 A 3 C

TAPESCRIPT

- 1 **Mrs Johnson:** Hello, is this Piggot's? This is Marie Johnson from 27, Baden Street, in Drayton. You delivered a refrigerator to me last week, but it isn't working properly. Could you send someone out to repair it, please? Because if it's going to keep breaking down, I'll have to ask you to replace it or give me a refund.
- 2 **Man:** I think our new video is broken.
Woman: It can't be.
Man: I know, but I programmed it to record a film last night and it didn't work.
Woman: Did you do it properly?
Man: Of course I did. I set it for BBC1 at 8 pm on 15th December.
Woman: Well, no wonder it didn't work!
Man: What do you mean?
Tina: Yesterday was 14th December!
- 3 **Announcement:** Attention shoppers! Take advantage of today's special offer in our toiletries section. Buy two bottles of Sheen shampoo and get a bottle of conditioner absolutely free! This offer is only available while stocks last, so hurry over to our toiletries section, in aisle 6, next to the housewares section. Thank you for shopping at Bi-Rite.

- 26 a) Explain the task. Play the cassette. Ss listen and complete the task. Check Ss' answers.

ANSWER KEY
The sleeve was torn.

- b) Play the cassette again. Ss fill in the gaps. Check Ss' answers by asking Ss to read out the dialogues in pairs.

ANSWER KEY
 1 What can I do ... 3 Do you have ...
 2 Would you like to ... 4 Here's your ...

- c) Explain the task. Ss work in pairs and make up dialogues. Monitor Ss' performance. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY
 A: Hello. What can I do for you?
 B: I bought this mirror yesterday, and when I got home I noticed that it was cracked.
 A: Oh, dear. I'm sorry about that. Would you like to exchange it?
 B: No, thank you. I'd rather have my money back.
 A: Certainly. Do you have the receipt?
 B: Yes, here you are.
 A: Thank you. Here's your refund.
 B: Thank you very much. etc

- 27 a) Explain the task. Elicit what type of shops the two pictures show. (A: a large department store, B: a small corner shop) Read out the example. Individual Ss do the exercise.

SUGGESTED ANSWER KEY:
 Picture A shows Harrods' the famous department store, whereas Picture B shows a small shop, possibly in Paris. In the department store you can find a wide variety of things to buy. You can do nearly all your shopping in one place. The service might not be very good because many people shop there.

On the other hand, in the second place, you can only buy certain things, in this case, meat. This means you have to spend a lot of time going to various shops to do all your shopping. The advantage of this kind of shop is that the quality of the produce is better and also you will get more personal service. Prices might be slightly higher than the department store.

- b) Ask Ss to answer the questions. Monitor Ss' performance. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY
 A: I usually do my shopping at local shops because I like the personal service.
 B: Me too. I don't like ...
 - I usually go shopping every Saturday morning.
 - Most people do their shopping at department stores because they can buy many different things there and it is more convenient. Most department stores also have parking facilities.
 - I think that credit cards are very convenient, because if you have a credit card with you, you don't need to carry large amounts of cash with you. It is safer to use a credit card, because if it is stolen you can report it to the police and then nobody else can use it.
 - Most people shop during the sales period because things are cheaper.

- 28 Explain the task. Play the cassette. Ss complete exercise. Check Ss' answers.

ANSWER KEY
 1 T 2 F 3 F 4 T 5 F

TAPESCRIPT

- Kate:** Good morning madam. Can I help you?
Amy: Yes, I'm looking for a blouse.
Kate: What size are you?
Amy: I'm usually a large.
Kate: What colour would you like?
Amy: Any shade of red.
Kate: How about this one?
Amy: Yes, that's nice. Can I try it on?
Kate: Certainly. The changing rooms are over there.
Amy: Thank you.
Kate: How does it fit?
Amy: It's a bit too big. Do you have it in a medium?
Kate: Let me see. I'm sorry madam. We've run out.
Amy: That's OK. Thank you.

- 29 Play the cassette. Ss listen and follow the lines. Play the cassette again, pausing after every sentence. Ss listen and repeat individually. Ss complete exercise. Check Ss' answers.

ANSWER KEY
 1 rising 3 rising 5 falling
 2 falling 4 rising 6 falling

Suggested Homework

- 1 Reading aloud: Ex. 29 (p. 109)
- 2 Speaking: Exs. 26b & 27b (p. 109)
- 3 Vocabulary: Ex. 24 (p. 108), derivative table Ex. 22 (p. 108)

Lesson 5 (pp. 110 - 111)

* Check Ss' HW (10').

30 a) Ask Ss to look at the pictures for a minute. Ask individual Ss to describe the pictures and answer the questions.

SUGGESTED ANSWER KEY

Picture A shows a stall in a market of some kind. It is probably an outdoor market. There is a great variety of hats on display.
 Picture B is of a street market. There are many people strolling along looking at the goods which are on display.
 Picture C shows a selection of dried plants and herbs. The picture may have been taken in a shop that sells herbal remedies.
 Picture D shows a variety of colourful, dried beans. Perhaps this is a spice shop.

(Ss' own answers)

b) Allow Ss two minutes to complete the exercise. Choose some Ss to report back to the class:

SUGGESTED ANSWER KEY

I think people like going to the market because they can hear the sounds of people bargaining with each other and also they can smell a variety of scents. I really like markets because there is always a lot of activity there and you can meet other people. Markets are usually cheaper than supermarkets and are a lot more exciting. The only thing I don't enjoy is that they can be crowded.

(Ss' own answers)

31 Explain the task. Ss then read aloud the prompts and elicit/explain the meaning of any unknown words. Play the cassette. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

1 c 2 d 3 b 4 a

32 a) Explain the task. Do the first item with Ss, then allow them five minutes to do the exercise. Make sure Ss underline the key words in the questions 1-14, then read the articles and answer the questions. Check Ss' answers while Ss justify their answers.

ANSWER KEY

1 B 2 C (in any order)
 3 A
 4 B
 5 D
 6 A
 7 A 8 B (in any order)
 9 A 10 C (in any order)
 11 D
 12 A
 13 D
 14 D

b) Explain the task. Give Ss an example. Allow Ss some time to silently read the article and complete the task. Then elicit answers to the question. Check Ss' answers.

ANSWER KEY

A *alive with the sounds of ... (hearing)*
you will see pyramids of colourful ... (sight)
It's hard to hear above the voices of ... (hearing)
 B *soft sheen of the leather (touch)*
rich aroma of genuine leather (smell)
 C *overwhelmed by the fragrance that fills the air (smell)*
 D *air filled with the rich aromas of coffee, vanilla and cloves (smell)*
where you can sample and buy Turkish Delight (taste)

These phrases add to the text in that they give the reader an idea of the market on a more physical level. They encourage the reader to imagine what the market is really like.

c) Help Ss to explain the words in bold by giving examples or synonyms.
 e.g. locals – people of a place

- d) Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers around the class.

ANSWER KEY

Synonyms

enormous – huge
 surrounding – neighbouring
 produced – made
 compete – contend/try to win
 sheen – shine, lustre
 genuine – authentic
 rare – uncommon
 amazed – astonished/stunned
 strange – peculiar/unusual
 exotic – mysterious
 range – variety

- 33 Allow Ss three minutes to fill in the correct word. Explain that all the phrases are taken from the text in Ex. 32a. Check Ss' answers around the class, then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

1 with	5 on	9 with
2 for	6 in	10 back
3 to	7 with	11 with
4 on	8 on	12 on

SUGGESTED ANSWER KEY

The colour of the sea, **combined with** the waving palm trees, gave the beach an exotic atmosphere.
 Paris is **famous for** its monuments.
 Allow me to **introduce you to** my friend Mary.
 They finally **agreed on** a price.
 There are lots of toys **on sale** in the market.
 Some markets **specialise in** herbal remedies.
 The streets were **lined with** people, watching the parade go by.
 It is never a good idea to make **on-the-spot** decisions.
 You should always think before you act.
 All the street vendors were **competing with** each other for our custom.
 The latest archaeological finds **date back** to the 5th century BC.
 The shop was **filled with** sweets of every kind.
 Most shops have their goods **on display** for the customer to see.

- 34 Allow Ss two minutes to do the exercise. Check Ss' answers, then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

1 herbal	4 rich	7 unique
2 high	5 long	8 street
3 silk	6 ancient	

Project

Explain the task. Explain that Ss need to collect information from a variety of sources (e.g. encyclopaedia, the internet). Assign as HW.

SUGGESTED ANSWER KEY

Every Wednesday, there is a street market in my neighbourhood. Numerous stalls line both sides of the street. You can buy all kinds of fruit, vegetables, clothes and housewares. You can see many things there, and you're surrounded by the bright colours of the many fruits and vegetables on display. The market is usually quite noisy with the vendors competing and yelling with one another to see who can attract the most customers. The market always smells very pleasant. Many aromas fill the air. You can smell the fresh produce, the fish and the cooked foods which are being sold. Shopping for clothes is always interesting at the market because you can find garments there that you can't anywhere else. The vendors don't mind if you handle the clothes and there are many styles and textiles to choose from.

Suggested Homework

- 1 Reading aloud: Ex. 32 (pp. 110-111)
- 2 Vocabulary: Exs. 33 & 34 (p. 111)
- 3 Project: (p. 111)

Lesson 6 (pp. 112 - 113)

- * Check Ss' HW (10').
- 35 • Explain what a transactional letter is (*a letter which is written in response to an advertisement, notes, visual prompts etc*). Elicit what style we use when we write a letter applying for a job.
- Go through the theory box then read out the rubric. Help Ss to recognise and underline the key words. Ask Ss to read the advertisement and the notes. Then, elicit answers to the questions.

ANSWER KEY

Key words to be underlined: advertisement, part-time job, apply, read, notes, letter of application, necessary information

- 1 *Someone in the Personnel Department*
- 2 *To apply for the position of part-time salesperson.*
- 3 *Formal – You don't know the person you are writing to.*
- 4 *Dear Sir/Madam – Yours faithfully*
- 5 *qualifications, present and previous jobs, ability to work as part of a team, whether or not you have a driving licence, personal qualities.*

- 36 a) Explain the task. Allow Ss five minutes to read the article and complete the task. Check Ss' answers.

ANSWER KEY

Phrases to be crossed out:

- 1 *I've decided to drop you a line about*
- 2 *I go to*
- 3 *I've got my licence*
- 4 *I have been a*
- 5 *I think I'd be great in this job*
- 6 *Everyone says I'm*
- 7 *I'm sending you a letter*
- 8 *I'm waiting to get your answer*

ANSWER KEY

Para 2 Age; qualifications
 Para 3 Present and previous jobs and experience
 Para 4 Skills; personal qualities
 Para 5 Closing remarks and other important information such as availability for an interview; references; a hopeful remark

- b) Explain the task. Allow Ss two minutes to complete the task. Check Ss' answers.

ANSWER KEY

All points have been included.
 The writer has used her own words.

- 37 In pairs, Ss complete the exercise. Check Ss' answers.

ANSWER KEY

Formal: 1, 2, 4, 6
 Informal: 3, 5, 7, 8

SUGGESTED ANSWER KEY

I have previous experience of this kind of work.
 I enjoy working as part of a team.
 I enclose a reference from my previous employer.
 I am available for interview any morning.

- 38 a) Choose a S to read the rubric aloud. Ss work in pairs and underline the key words. Help Ss if necessary. Ss then answer questions. Check Ss' answers.

ANSWER KEY

Phrases to be underlined: advertisement, part-time job, bulletin board, apply, notes, letter of application, giving necessary information

SUGGESTED ANSWER KEY

- 1 The bookshop manager
- 2 Formal
- 3 Love of books; A-levels; previous experience
- 4 Dear Sir or Madam; Yours faithfully & full name

- b) Explain task. Ss complete exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

- I am an avid reader.
- At present, I am studying for my A-levels at Layton College.
- Despite the fact that I have never actually worked in sales, I feel that the experience I acquired while working in the Town Library last year makes me well-suited for the position. In addition, I assist the librarian in the school library two afternoons a week.

- 39 a) Discuss the questions in the plan with Ss. Present the plan. Explain the task. Elicit answers to the questions to complete the plan.

ANSWER KEY

Para 1 I am writing to apply for the position of ...; part-time shop assistant; on the bulletin board at Layton College
 Para 2 seventeen-year-old; college student; currently studying for my A-levels; love reading
 Para 3 never worked in sales, worked in the Town Library last year; assist the librarian in the school library two afternoons a week.
 Para 4 friendly and hard-working
 Para 5 reference from the Town Librarian; available for interview any weekday after 5pm; I appreciate your consideration of my application and I look forward to hearing from you.

- b) Complete the task orally in class then assign the letter as written HW.

SUGGESTED ANSWER KEY

Dear Sir/Madam,
 I am writing to apply for the position of Part-Time Shop Assistant as recently advertised on the bulletin board at Layton College.
 I am a seventeen-year-old college student currently studying for my A-levels. I have an avid interest in books. In fact, one of my favourite pastimes is reading.
 Despite the fact that I have never actually worked in sales, I feel that the experience acquired while working in the Town Library last year makes me well-suited for the position. In addition, I assist the librarian in the school library two afternoons a week.
 I consider myself to be friendly and hard-working. I am able to work independently or as part of a team.
 I enclose a reference from the Town Librarian. I am available for interview any weekday after 5pm. I appreciate your consideration of my application and I look forward to hearing from you.
 Yours faithfully
 Sheila Sloan

- 40 Ask individual Ss to read the sentences aloud and try to explain their meanings. Help Ss if necessary.

SUGGESTED ANSWER KEY

- 1 It takes a very short time for water to disappear in the sand. In the same way, it takes a very short time to spend money.
- 2 Although it usually takes a long time to earn money, it takes a very short time to spend it.

Suggested Homework

- 1 Reading aloud: Ex. 36a (p. 112)
- 2 Writing: Ex. 39b (p. 113)

41 a) In pairs, Ss look at the pictures. Elicit answers around the class.

ANSWER KEY
Scotland

b) Read out the prompts. Explain any unknown words by pointing to the picture. Elicit answers from various Ss around the class.

SUGGESTED ANSWER KEY
... knee-length tartan skirt. It is known as a kilt and it is woollen. On the front of his kilt, there is a 'sporrán', which is a type of pouch. He is also wearing a short black jacket with buttons on the sleeve, a white shirt, a black tie, a black hat, white socks and black shoes. Tucked into the man's right sock, there is a dagger. This is the traditional dress for men in Scotland.

- 42
- Explain the task. Allow Ss five minutes to read the text and complete the exercise. Ss then explain the words in bold by giving examples or looking up the words in their dictionaries.
e.g. **tartan kilt**: special item of clothing worn by men in Scotland
 - Check Ss' answers.

ANSWER KEY

1 F	4 F	7 F
2 F	5 T	
3 T	6 F	

SUGGESTED ANSWER KEY

In my country the national dress is the kimono. It is an interesting fact that the word for Japanese national dress – kimono was long used in my country to refer to any piece of clothing. More recently, however, the Japanese have come to use the word talking about their striking traditional attire.

There are many different types of kimono and they are worn by men, women and children. A characteristic of the kimono is its straight-line cut which ensures that it is well-fitted to the person wearing it.

Nowadays, unlike in the past, new fabric designs are worn regardless of the age of the wearer. Traditionally, certain patterns and colours would be worn according to the season and one's age. However, there are still many varieties of kimono; a young woman for example usually wears the brightly-coloured, long-sleeved kind with an Obi, a wide silk or brocade sash, wrapped around the waist.

Kimonos have been worn in Japan since the Heian period (794-1192) but have constantly been adapted to suit the everyday lives of the Japanese people. Although now mostly reserved for formal occasions such as weddings, funerals, etc., the kimono is still very much a part of Japanese modern life.

Project

Write the headings in a table on the board. Ss work in pairs and talk about the traditional dress of their country. Choose some pairs to report back to the class. Complete the table. Ss copy the completed table into their notebooks. Ss use the completed table to talk about the national dress of their country. Explain that Ss may need to collect further information from a variety of sources. Assign the task as written HW.

(Ss' own answers)

- 43 a) Explain the task. Ss complete the task in pairs. Ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- 2 ... a vegetable market. There is a stall selling onions and garlic and an old man is going to buy some.
 3 ... prefer shopping at markets because you can find a lot of stalls selling a wide variety of goods. Also, markets tend to be cheaper than supermarkets.
 4 ... not if it only sells vegetable, but if there were other stalls there, then yes I would like to go shopping there.

- b) Ask individual Ss to describe the picture.

SUGGESTED ANSWER KEY

... The man on the left is standing behind his stall and he is selling onions and garlic. There are some people who are looking at the onions and are probably going to buy some. The man has a weighing scale. etc

- c) Ss work in pairs and prepare dialogues based on the picture. Monitor Ss' performance, then some pairs report back to the class.

SUGGESTED ANSWER KEY

- A: Where do you think the picture was taken?
 B: At a shopping centre.
 A: What can you see in the picture?
 B: I can see a man carrying a bag and walking past the shops. Two women are looking in a shop window.
 A: Do you prefer shopping at shopping centres or at shops in your area?
 B: Well, I prefer to shop at shops in my area because the service is better and more personal.
 A: Would you like to go shopping in a place like this?
 B: Well, I would really like to go shopping in this place because there are lots of different shops.

- d) Explain the task and read out the prompts. Ss work in pairs and complete the task. Check 'Ss' answers by asking some pairs to report back to the class.

(Ss' own answers)

- 44 a) Ss work in pairs and do the exercise. Check Ss' answers.

ANSWER KEY

A 3 B 1 C 4 D 2

- b) Explain the task. Read out the prompts. Ss, do the exercise in pairs. Monitor Ss' performance. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- 1 A: Hello! How can I help you?
 B: I'd like to return this pair of jeans.
 A: Is there something wrong with them, madam?
 B: Well, yes. As you can see, the button is loose.
 A: Yes, it certainly is.
 B: And that's not all. There's a stain right here on the knee.
 A: I'm really sorry about this. Would you like a refund?
 B: Yes, please.

- 2 A: Hello! How can I help you?
 B: I'd like to return this fountain pen.
 A: Is there something wrong with it, madam?
 B: Well, yes. As you can see, it's leaking.
 A: Let me see. Yes, it certainly is.
 B: And that's not all. There's a scratch right here on the top.
 A: I'm really sorry about this. Would you like a refund?
 B: Yes, please.

- 3 A: Hello! How can I help you?
 B: I'd like to return this pair of sunglasses.
 A: Is there something wrong with them, madam?
 B: Well, yes. As you can see, they are scratched.
 A: Yes, they certainly are.
 B: And that's not all. The arm is loose as well.
 A: I'm really sorry about this. Would you like a refund?
 B: Actually, I'd rather exchange them for another pair.

- 45 a) Explain the task. Ss work in pairs and complete the table. Check Ss' answers.

SUGGESTED ANSWER KEY

Clothes: shorts, jumper, skirt, dress, suit etc
Accessories: hat, umbrella, shoes, handbag, scarf etc
Shops: butcher's, boutique, greengrocer's, jeweller's, baker's etc

- b) Explain the task. Allow Ss two minutes to work in pairs and make up exchanges. Choose some pairs to act out their exchanges in front of the class.

SUGGESTED ANSWER KEY

- A: Have you got this jumper in blue?
 B: I'm afraid not.
- A: Can you please tell me where the butcher's is?
 B: I'm sorry. I'm new to the area. etc

Project

Ask Ss to think of a national product. Write it on the board together with the headings. In pairs, Ss think up vocabulary for the various headings. Write them on the board. Ss copy the information into their notebooks. Ss use the notes to talk about the product. Assign the task as HW. Remind Ss that they can find further information in encyclopaedias, on the Internet etc. Ss decorate their project with pictures.

(Ss' own answers)

Suggested Homework

- 1 Reading aloud: article in Ex. 42 (p. 114)
- 2 Speaking: Exs. 43 & 44 (p. 115)
- 3 Vocabulary: words in bold in article in Ex. 42 (p. 114)
- 4 Project: (p. 115)

Listening: listening for specific information; multiple matching; understanding main points; deducing meaning

Speaking: saying 'no' politely; talking about favourite/popular foods; recipes; talking about diet; ordering food

Intonation: compound nouns

Grammar: countable/uncountable nouns; quantifiers; reported speech (special introductory verbs)

Phrasal verbs: get

Use of English: open cloze; key word transformations,

Project: a recipe; a short story; an eating plan

Writing: a narrative descriptive article

Lesson 1 (pp. 116 - 117)

- 1 a) • Read out the title of the unit and explain that this is a phrase. Elicit what it means. (*whoever arrives first will be served first.*)
- Read out the different kinds of foods and ask Ss to look at the pictures. Explain any new vocabulary, then elicit answers around the class. Help Ss with vocabulary where necessary.

SUGGESTED ANSWER KEY

vegetable soup, green salad, cheeseburger and French fries, barbecued chicken legs, prawns & rice, jacket potato, fruit salad, coffee, mineral water, pasta, lemon tart, Caesar salad, steak, broccoli, soft drink, tomato juice, orange juice, vegetarian pizza, shrimps, ice cream, sweet and sour chicken wings, spring rolls

- b) Choose two Ss to read out the example. Ss work in pairs and complete the task. Check Ss' answers.

SUGGESTED ANSWER KEY

- A: *Would you like something to drink?*
B: *A glass of milk, please.*
- A: *How do you like your eggs?*
B: *Scrambled, please.*
- A: *I don't really like crab.*
B: *Neither do I.*
- A: *What would you like for dessert?*
B: *A piece of chocolate cake, please. etc*

- 2 Read the questions aloud and elicit answers around the class.

SUGGESTED ANSWER KEY

*I usually eat toast and butter for breakfast.
I usually eat salad and a sandwich for lunch.
I usually eat meat and vegetables for dinner.
I usually have breakfast at 8am.
I usually have lunch at 1pm.
I usually have dinner at 8pm.
I usually eat out about twice a month.
I usually eat out with my family.
I usually go to Italian restaurants because I love pasta.*

- 3 • Play the cassette. Ss listen and repeat, either chorally or individually. Eliciting from Ss who the speaker of each sentence is, then Ss in pairs, demonstrate how each sentence could be used.

SUGGESTED ANSWER KEY

- *What's in that? Ask Ss: Who would say this?: (A person who is ordering food in a restaurant and is not sure about what the dish contains.)*
- *And to start? (A waiter taking sb's order.)*
- *Are you ready to order, sir? (a waiter to a customer)*
- *How long do you think it will be? (A person who has ordered food from a take away restaurant)*
- *I can't possibly eat it like this. (A customer who's complaining about their food.)*
- *I'll bring you one right away. (A waiter who has been asked to bring a customer sth)*

- Ss close their books. Ask individual Ss to say one of the sentences. Ss should memorise these sentences.
- Alternatively, Ss can form two teams and take turns to say sentences. The team which remembers the most sentences is the winner.

- 4 Read the topics (1-3). Play the cassette. Ss listen and do the task. Check Ss' answers.

ANSWER KEY

1 C 2 B 3 A

- 5 a) Read the statements (1-3) aloud. Allow Ss five minutes to read the dialogues silently and do the task. Check Ss' answers.

SUGGESTED ANSWER KEY

1 No 2 Don't know 3 Yes

- b) Play the cassette again. Ss listen and follow the lines, then Ss try to explain the meaning of the words in bold by giving examples, synonyms or opposites and then make up sentences using them.

creamy – having the texture of cream – soft and smooth
e.g. The mousse was rich and creamy.

- c) Ss take roles and read out the dialogues.

Suggested Homework

- 1 Vocabulary: Ex 1a (p. 116)
- 2 Reading aloud: dialogues B, C (p. 117) (Point out that Ss practise reading aloud using the Ss' cassette/audio CD.)
- 3 Speaking: Ss in pairs act out dialogues similar to dialogue B (ordering food over the phone). Point out that Ss will need to amend their dialogues to match the new situations.

Lesson 2 (pp. 118 - 119)

* Check Ss' HW (10').

- 6 a) Read aloud the headings and ask Ss to look at the pictures of the various foods. Elicit/Explain the meaning of any unknown words. Write the table on the board and elicit which foods go under which headings. Elicit further vocabulary from around the class to add to each heading then Ss copy the completed table into their notebooks.

SUGGESTED ANSWER KEY

Meat/Poultry: steak, chicken, lamb, veal, turkey, duck, mutton, etc

Fish/Seafood: lobster, crab, salmon, prawn, cod, tuna, swordfish, etc

Dairy Products: butter, cream, eggs, cheese, yoghurt, margarine, etc

Fruit: pineapple, banana, grape, pear, apricot, watermelon, strawberry, lemon, apple, peach, orange, blackberry, melon, nectarine, raspberry, plum, etc

Vegetables: leek, tomato, pepper, mushroom, onion, cabbage, broccoli, carrot, cauliflower, corn, lettuce, avocado, artichoke, pumpkin, potato, courgette, cucumber, etc

Cereals/Grains: cornflakes, bread, rice, pasta, bran, noodles, wheat, oats, barley, etc

Other: mayonnaise, tomato ketchup, pickles, chocolate, nuts, seeds, tea, oil, etc

- b) Read out the questions and elicit answers around the class.

(Ss' own answers)

- 7 a) Explain the task. Elicit/Explain any unknown words. Ss work in pairs and match the definitions to the cooking methods. Choose one pair to report back to the class.

ANSWER KEY

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

- b) In pairs, Ss complete the task. Check Ss' answers around the class.

ANSWER KEY

In my country, we usually eat either grilled or fried tomatoes.

In my country, we usually eat either baked or fried bread.

In my country, we usually eat either grilled or poached fish.

In my country, we usually eat boiled or fried potatoes.

In my country, we usually eat baked apples.

In my country, we usually eat either grilled or fried steak.

In my country, we usually eat either fried or boiled aubergines.

In my country, we usually eat boiled carrots.

In my country, we usually eat either fried or boiled eggs.

In my country, we usually eat either fried or boiled rice.

In my country, we usually eat fried cheese.

- 8 a) Explain the task. Elicit/Explain any unknown words. Ss do the exercise. Check Ss' answers.

ANSWER KEY

2 g	4 f	6 c
3 e	5 a,d	

- b) Elicit/Explain any unknown words. Ss complete the exercise. Check Ss' answers.

ANSWER KEY

B 6	D 2	F 4
C 5	E 5	G 3

SUGGESTED ANSWER KEY

We use a whisk to beat eggs.

We use a knife to peel potatoes.

We use a grater to grate cheese.

We use a knife to chop herbs.

We use a sieve to sieve flour.

We use a wooden spoon to sieve soup.

- 9 a) Explain the task. Read the prompts aloud and explain the meaning of any unknown words. Ss complete the exercise. Check Ss' answers.

ANSWER KEY: 2 e, 3 c, 4 b, 5 a

- b) Explain the task and any unknown words. Ss complete the exercise. Check Ss' answers.

ANSWER KEY

- 2 Two-day-old bread tastes stale.
- 3 Honey tastes sweet.
- 4 An Indian curry tastes spicy.
- 5 Newly laid eggs taste fresh.
- 6 Boiled rice tastes bland.

- 10 a) Explain the task and any unknown words. Allow Ss two minutes to complete the exercise. Check Ss' answers.

ANSWER KEY

- | | | |
|---------|--------|--------|
| 1 Heat | 4 chop | 7 Pour |
| 2 Slice | 5 fry | 8 Bake |
| 3 peel | 6 Beat | |

- b) Allow Ss two minutes to complete the exercise. Monitor Ss' performance around the class. Choose some Ss to report back to the class.

SUGGESTED ANSWER KEY

... Next, slice the mushrooms, then peel the onion and chop it into small pieces. Then, lightly fry the mushrooms and onion in the olive oil in a pan. After that, beat the eggs, milk and the herbs together and add salt and pepper. Then, pour the mixture into a baking dish and add the vegetables. Finally, bake for 30 minutes until the omelette is golden brown.

- 11 Explain the task. Explain/Elicit any unknown words. Ss complete the exercise. Check Ss' answers.

ANSWER KEY: 2 e, 3 d, 4 b, 5 f, 6 c, 7 a

SUGGESTED ANSWER KEY

- A: How much butter does the recipe call for?
B: Just a knob.
- A: How much salt does the recipe call for?
B: Just a pinch.
- A: How much vinegar does the recipe call for?
B: Just a dash.
- A: How much garlic does the recipe call for?
B: Just a clove.
- A: How much sugar does the recipe call for?
B: Just a lump.
- A: How much flour does the recipe call for?
B: Just a cup.

Project

Explain the task, then assign it as HW. Explain that Ss need to collect information from a variety of sources (e.g. encyclopaedia, the Internet).

SUGGESTED ANSWER KEY

Scotch Pancakes

Ingredients

220g flour	2 tsps baking powder
a pinch of salt	6 tbsps oil
1 egg	½ litre milk

Method

First, sieve the flour, salt and baking powder together in a large bowl. Then, beat together the milk, egg and 5 tablespoons of oil in a jug. Next, put the two mixtures together and stir well. After that, heat a frying pan and add the last tablespoon of oil. Finally, when the oil is hot pour small amounts of the pancake mixture into the pan and fry lightly on both sides until golden brown. Serve hot with honey or syrup.

- 12 • Explain the task, then allow Ss three minutes to read out the five questions and possible answers.
• Play the cassette. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

- | | | |
|-----|-----|-----|
| 1 C | 3 A | 5 C |
| 2 A | 4 B | |

TAPESCRIPT

- 1 *Interviewer:* In a few words, could you tell us how you got your big break, how you first got noticed?
Woman: Funny enough, it was totally by chance. After graduating, I went to Paris to get some real hands-on experience. I thought that Paris was the place to be if I ever wanted to be the best in my business. I went to work in this tiny little place on the outskirts of the city. We rarely had tourists come in, but this one night, at around eleven, this huge party of fourteen arrived.
Interviewer: You had no idea they were coming?
Woman: No idea whatsoever. I can tell you it was one of the busiest nights of my life. After we had prepared everything and all the guests had been served, I was sitting there among all the pots and pans and this older gentleman came in.
Interviewer: Simon Grant?
Woman: Exactly, and he said that everything had been perfect and asked me to come and work for him in New York. And here I am!
- 2 *Woman:* Tony, could you go and get a dozen apples, please.
Boy: Okay, Mum. [pause]
Woman: Not those ones, dear. They're far too expensive. Take them from that display over there.
Boy: Oh, alright.
Woman: Oh, Tony, that one has a big bruise on it! And so does this one. Didn't you notice what you were putting in the bag?
Boy: No, sorry.
Woman: Here, I'll do it. Why don't you go pick out some tomatoes?
Boy: Actually, Mum, why don't you do that and I'll get the tinned food?
- 3 Planning a wedding anniversary? A family reunion? A retirement party? Why worry over the details, when you can sit back, relax and let the experts do everything for you. We've been planning, preparing and serving perfect dinners for over twenty years so you can rely on our expertise and experience. From start to finish, our qualified staff will be there to ensure that it's the perfect celebration. For your special occasion, don't you and your guests deserve the best? Call us today for more details on 456333 and let the specialists do the rest.
- 4 ... okay, let me just see if I got this right. That was one large vegetarian pizza, two small pizzas with cheese and olives, two portions of garlic bread, and four cans of diet cola. And the address was 15, Maplewood Drive, telephone 411 [fade]
- 5 The main thing to remember is that food naturally contains bacteria. When food spoils, especially raw food, it may contain bacteria which can make people seriously ill. The main thing then is to prevent food from becoming contaminated. By following a few simple rules, you can ensure that food remains fresh and safe for the customer. Firstly, always wash your hands before handling food and keep your nails short so they are easy to clean. Secondly, no chewing gum or eating in food preparation areas. Thirdly, ... [fade]

Suggested Homework

- 1 Vocabulary: Exs. 6a, 7a & 8 (p. 118), Exs. 9a & 11 (p. 119)
- 2 Speaking: Ex. 6b (p. 118), Exs. 9b & 11 (p. 119)
- 3 Project: a recipe (p. 119)

Lesson 3 (pp. 120 - 121)

* Check Ss' HW (10').

- 13 a) Explain the task. Do item 1 with Ss, then Ss complete the exercise, using their dictionaries if necessary. Check Ss' answers.

ANSWER KEY

- 1 *horse: eats a lot*
- 2 *butter: to do sth very easily*
- 3 *apple: favourite person*
- 4 *tea: suit sb*

- b) In pairs, Ss complete the exercise with the help of their dictionaries. Check Ss' answers.

SUGGESTED ANSWER KEY

There is no point in crying over spilt milk. (There is no point in regretting something that has happened and you can't change.)

You can't have your cake and eat it. (You can't always have everything.); piece of cake (very easy)

To be nuts about sb (to really like sb)/to be a hard nut to crack (to be a very difficult person to beat)

- 14 a) Explain the task. Ss do the exercise. Refer Ss to the Grammar Reference Section for more detail. Check Ss' answers.

ANSWER KEY

Countable nouns: burger, aubergine, pizza, apple, egg, sandwich, potato, tomato, berry, mussel, biscuit, shrimp

Uncountable nouns: coffee, flour, rice, salad, meat, spaghetti, butter, bread, orange juice, water, tea, sugar, honey, salt, milk

- b) Read out the examples and explain the task. Ss work in pairs and do the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|-------------|--------|
| 1 a/an, the | 3 any |
| 2 some | 4 some |

- c) Explain the task. Allow Ss three minutes in pairs to complete the exercise. Check Ss' answers by asking some Ss to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: *I'd like some orange juice, please.*
 B: *I'm sorry, there isn't any left, but there is some water.*
 A: *Okay.*

A: *I'd like some tea, please.*

B: *I'm sorry, there isn't any left, but there is some coffee.*

A: *Okay.*

A: *I'd like some rice, please.*

B: *I'm sorry, there isn't any left, but there are some potatoes.*

A: *Okay.*

- 15 Explain the task and do item 1 with Ss, then Ss do the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY

- 1 *many, few*
- 2 *some, any, some, many*
- 3 *any*
- 4 *no, any, some*
- 5 *much, little*

- 16 a) Explain the task and read out the containers in the list. Explain any unknown words and do item 1 with Ss, then Ss do the exercise. Check Ss' answers.

ANSWER KEY

- | | | |
|-----------------|-----------------|----------------|
| 1 <i>packet</i> | 5 <i>packet</i> | 9 <i>bag</i> |
| 2 <i>carton</i> | 6 <i>bottle</i> | 10 <i>tube</i> |
| 3 <i>bar</i> | 7 <i>jar</i> | |
| 4 <i>tin</i> | 8 <i>box</i> | |

- b) Ss work in pairs and complete the task. Monitor Ss' performance around the class, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: Can I help you?
 B: Yes, please. I'd like a bag of sugar and a bottle of lemonade.
 A: Can I help you?
 B: Yes, please. I'd like a tube of toothpaste and a bar of soap.
 A: Can I help you?
 B: Yes, please. I'd like a tin of tuna and jar of marmalade.
 A: Can I help you?
 B: Yes, please. I'd like a packet of sweets and a box of cereal.
 A: Can I help you?
 B: Yes, please. I'd like a tube of tomato paste and a bar of chocolate.
 A: Can I help you?
 B: Yes, please. I'd like a tin of beans and a packet of rice.

Game

Play the game as instructed in the S's Book.

- 17 Explain the task and read out the examples. Ss work in pairs and complete the task. Refer Ss to the Grammar Reference Section for more detail. Check Ss' answers.

ANSWER KEY

- 1 to -infinitive sentence
that - clause sentence
-ing form - sentence b
- 2 sentence a - advised
sentence b - suggested
sentence c - informed

- 18 Read aloud the sentences and the introductory verbs. Elicit/Explain the meaning of any unknown words. Allow Ss two minutes to match the sentences to the verbs. Ss can consult the Grammar Reference Section to see how each verb is used. Check Ss' answers by asking individual Ss to read their answers aloud.

ANSWER KEY

- 2 i He invited me to come for dinner.
- 3 a He agreed to go to the supermarket.
- 4 g She apologised for hurting her feelings.
- 5 h He promised to pick me up.
- 6 j He denied breaking the vase.
- 7 b She begged him to be careful.
- 8 c She accused him of eating all the chocolate cake.
- 9 e He offered her a cup of coffee.
- 10 d She explained that she hadn't liked the soup because it was too salty.

- 19 Ss in pairs complete the task. Check Ss' answers. Alternatively you can assign the exercise as written HW.

ANSWER KEY

- 2 Betty threatened to leave if he didn't stop complaining.
- 3 He promised to pick me up at the airport.
- 4 Paula complained that her feet were sore./Paula complained of sore feet.
- 5 Mum warned us that the knife was very sharp.
- 6 She invited us to her house for lunch./She invited us to go to her house for lunch.
- 7 Gary reminded Bill to pay the rent.
- 8 Anne encouraged Sue to go to the party.
- 9 Dad advised me to apply to that university.
- 10 She ordered me to pick up those clothes.

- 20 Explain the task. Do the first item with Ss, eliciting the appropriate introductory verb, then Ss complete the task. Check Ss' answers.

ANSWER KEY

- 1 Ann offered to give me a lift to school the following day.
- 2 Karen admitted tearing my new blouse
- 3 Roger denied taking my pen.
- 4 She explained to Jim that she couldn't go to his party because she would be away.
- 5 He suggested eating at the Ashtan restaurant that night.
- 6 Dad ordered me to go to my room immediately.
- 7 Fred encouraged me to try that pie because it was delicious.
- 8 The policeman ordered the thief to put his hands on his head.

Suggested Homework

- 1 Vocabulary: Exs. 13 & 16 (p. 120)
- 2 Speaking: Ex. 14c (p. 120), Ex. 16b (p. 121)

Lesson 4 (pp. 122-123)

* Check Ss' HW (10').

- 21
- Read out the title of the text. Ask Ss to look at the picture and elicit what the text might be about. (*It might be about healthy eating and packed lunches.*)
 - Explain the task. Ask Ss to read the text quickly to get the gist.
 - Read the example. Ask Ss to explain why **than** is the correct answer (*there is a comparison introduced with more*). Do item 1 with Ss. Ask them to look at the words before and after each gap and then decide on the missing word. Ss work in pairs and complete the exercise. Check Ss' answers.

ANSWER KEY

1 too	6 by	11 that
2 If	7 a	12 of
3 they	8 from	13 of
4 At	9 instead	14 Another
5 such	10 more	15 At

- 22 Explain the task. Point out that the second sentence should have the same meaning as the first one. Ss do the exercise. Check Ss' answers while they identify the grammatical/lexical structure tested.

ANSWER KEY

- 1 denied eating the last piece (introductory verb in reported speech)
- 2 are only a few/are very few (quantifier)
- 3 I were you I would (advice - conditional Type 2)
- 4 isn't much coffee left (quantifier)
- 5 to stop me from going (introductory verb in reported speech)
- 6 reminded me to go to (introductory verb in reported speech)

- 23 a) Explain the task and read out the example. Ss complete the exercise and then explain the phrasal verbs. Check Ss' answers. Ss should memorise the phrasal verbs.

ANSWER KEY

- 1 get on: be friends with
- 2 ahead get ahead: advance, be promoted
- 3 around get around: travel
- 4 away with get away with: go unpunished
- 5 away from get away from: take a break from sth
- 6 over get over: recover
- 7 by get by: live, survive

- b) Play the game as instructed in the S's book.

- 24 Explain the task. Play the cassette. Ss do the exercise. Check Ss' answers.

ANSWER KEY: 1 T, 2 T, 3 F, 4 F, 5 F, 6 F, 7 T

TAPESCRIPT

- A: Welcome to 'Food for Thought'. Today's guest is Dr Jane Sharpe, a nutritionist who is here to tell us all about food additives; what they are and what they do. Now, Dr Sharpe, what exactly are additives?
- B: Food additives include preservatives, colouring agents, flavouring agents, sweeteners, emulsifiers and stabilisers. Many have specific names, but they are more commonly referred to by the letter 'E', followed by a three-digit number.
- A: Is it true that food additives are bad for us?
- B: No, not at all. That's a myth. In fact, many additives are natural chemicals already found in foods. For example, E300, is in actual fact, only vitamin C. The system of E - numbering was introduced by the EEC in 1982 purely to explain commonly used additives and to make their identification simpler. Each one must pass a series of strict safety tests before it can be used. As soon as an additive is given an E number it is guaranteed to be safe and pure.
- A: I didn't know that. So, why do we need additives?
- B: The main function of many additives is to make our food look more appealing. For example, colouring agents such as E142 make our peas greener and E128 makes our strawberries redder. Without them, they would be a murky brown colour and not very attractive at all.
- A: I see. What about flavourings? Can you tell us a bit more about those?
- B: Well, there are some flavouring agents which are regulated in the same way as additives, and some which are regulated differently. Flavourings do not have an E number and they do not have to be shown separately on food labels. In some cases this can cause problems. Let's take for example 'peach flavour' and 'peach flavoured'. Many people don't realize that a food labelled 'peach flavour' does not have to contain any actual peach - it just has to taste like it does. On the other hand, something that is labelled 'peach flavoured' must contain actual peach.
- A: Really? I had no idea.
- B: Many flavouring agents are complex mixtures of natural chemicals or the result of chemical processes such as the fermentation, roasting and frying of certain ingredients.
- A: Basically, then, you are saying that most additives are natural.
- B: Yes, exactly. Many people don't realise that most additives are completely natural and have been used for a long time.
- A: What about recent reports that some additives may cause allergic reactions such as asthma, or even migraines and hyperactivity in children?
- B: People who suffer from asthma and hay fever may be intolerant to certain additives but this is part of a general problem. The additives themselves have not created their condition. A very small percentage of people may be genuinely intolerant to certain additives, but on the whole, most additives are harmless and are unlikely to cause any problems. A number of people nowadays suffer from intolerance to certain foods such as cow's milk, wheat, prawns and nuts but it's the food itself that causes the problem, not the additives.
- A: Well, this has been very interesting and informative, Dr Sharpe. ... [fade]

- 25 a) Explain the task and read out the questions. Ss work in pairs and complete the task. Check Ss' answers by asking some pairs to report back to the class.

SUGGESTED ANSWER KEY

- ... a sandwich because this contains less calories.
- A: I think John should avoid eating pizzas. They're much too fattening.
- B: I agree. He'd better eat grilled fish with vegetables because this contains less calories.
- A: I think John should avoid drinking Coke. It's much too fattening.
- B: I agree. He'd better drink orange juice because this contains less calories.
- A: I think John should avoid eating cakes and biscuits. They're much too fattening.
- B: I agree. He'd better eat fresh vegetables because they contain less calories.
- A: I think John should avoid eating ice cream. It's much too fattening.
- B: I agree. He'd better eat a piece of fruit because it contains less calories.

- b) Explain the task and the situation. Ask Ss to look at the foods in the picture. Ss work in pairs and complete the exercise. Monitor Ss' performance around the class. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: I think more and more people enjoy eating junk food because it is quick and convenient.
- B: I agree. Also, there is also a lot of salt and sugar in junk food so it is very tasty.
- A: I consider a balanced diet to be when you eat all the essential nutrients that the body needs.
- B: I agree. You need a good mixture of proteins, carbohydrates, vitamins, and minerals.
- A: I think most ready-made meals are not healthy because they do not contain the necessary vitamins and minerals.
- B: I agree. Many are made with products which are probably not the best quality and they are usually frozen which destroys the goodness in the food.

- 26 Explain the task. Ss read the rubric and the sentences. Play the cassette. Ss do the exercise. Check Ss' answers.

ANSWER KEY: 1 E, 2 D, 3 C, 4 B

See p. 124(T) for TAPESCRIPT Ex. 26

- 27 a) Explain the task. Play the cassette. Ss do exercise. Check Ss' answers. *The third exchange sounds impolite.*
- b) Ss in pairs complete the exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

1 I'm afraid I can't 2 Sorry 3 I'd rather not

- c) Read out the phrases in the box. Ss in pairs act out dialogues. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: Would you like to go to see a film tonight?
- B: I'm afraid I can't. I have arranged to visit my grandmother.
- A: How about taking a walk?
- B: I'd rather not. I don't really like walking.
- A: Why don't we go to the park on Saturday?
- B: It's not really my idea of a relaxing Saturday, I'm afraid.
- A: Would you like to come to dinner this evening?
- B: Thank you, but I have made other plans.

- 28 Explain the task. Read the extracts aloud and model the intonation. Play the cassette. Ss listen and practise the intonation. Monitor Ss' performance. If necessary, play the cassette again.

Suggested Homework

- 1 Vocabulary: get Ex. 23a (p. 122)
2 Speaking: Ex. 25 (p. 123) & Ex. 27c (p. 123)

Lesson 5 (pp. 124 -125)

* Check Ss' HW (10').

29 Explain the task. Ss work in pairs and discuss the picture. Monitor Ss' performance and give help with unknown words where necessary. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY
In the picture I can see a man who is wearing some kind of uniform. He is bending down in front of a small child. The child is holding a large bowl in his hand. The people in the picture are suffering from famine.

30 Explain the task and ask Ss to look at the graph. Elicit what the chart shows. Explain any unknown vocabulary. Ss work in pairs and suggest reasons for these figures. Help Ss where necessary. Check Ss answers by asking some pairs to report back to the class.

SUGGESTED ANSWER KEY
The chart shows figures relating to the amount of undernourished people in various countries around the world. Sub-Saharan Africa has the highest percentage of people who are undernourished at 34% of the population. However, China and India have the largest amount of undernourished people at 348 million, but they represent a lower percentage of the population at 16%. It is predicted that in the year 2015 the percentage of the population who are undernourished in Sub-Saharan Africa will have dropped to 22% and in 2030 to 15% and in China and India to 7% and 3% respectively. Developing countries have large numbers of undernourished people due to: primitive farming methods that don't allow them to produce enough food; unfavourable climatic conditions (e.g droughts, floods etc) that can spoil crops and poverty which means many people don't have enough money to buy food.

31 Elicit/Explain any unknown words or terms. Ss work in pairs and complete the exercise. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY
I think the best thing to do would be to research and develop GM foods. GM foods could be developed that would produce larger foodstuffs, be resistant to insects and that could fight diseases.

32 Read out the items (1-8). Ss complete the exercise. Play the cassette. Ss check their answers.

ANSWER KEY
 2, 4, 7.

33 a) Explain the task. Ask Ss to read the questions and the possible answers carefully. Allow Ss five minutes to read the text and do the exercise. Check Ss' answers.

SUGGESTED ANSWER KEY
 1 C 2 A 3 B 4 B 5 C

TAPESCRIPT Ex. 26

Speaker 1: The Soil Association promotes healthy living. Healthy living means eating healthy foods. We believe that foods produced without the aid of chemical fertilisers or pesticides are healthier than those produced in the conventional way. Nowadays, people are becoming more and more conscious of the foods they eat. This is especially true for meat. Animals raised on organic farms are kept under healthy conditions which means they are less likely to be treated with drugs or chemicals. Here, at The Soil Association, we believe that this means meat will be far tastier and far more healthy for the consumer. Organic farming is also far better for the environment. Firstly, because pesticides are not used, the eco-system remains unchanged. Secondly, due to the fact that crops are rotated, the soil remains rich and fertile. It is true that organic farming requires more land than conventional farming. We believe, however, that this is a very small price to pay for delicious, nutritious food that can be grown without upsetting the natural balance of things.

Speaker 2: I've been growing vegetables on my farm for over 30 years now and I've always used pesticides and fertilisers. You need to if you want to have a good harvest. I think it's perfectly safe. My family have always eaten foods produced on the farm and we're all very healthy. All foods produced on British farms are very carefully checked and tested these days. I don't think there's anything to worry about. I'm sure that the only difference between my vegetables and organic ones is the price. Organic food does seem to be becoming more and more popular though. I hope that it's just a trend, and in a few years everyone will have forgotten about it. If not, it's going to mean major changes around here. I suppose that we could change the farm so that it used organic methods, but it would take time and it would be expensive. Organic farming is going to require more land and more farm workers. To be honest, I don't think it's the best way to produce this country's food.

Speaker 3: Even though a great amount of research has been done into organic food over the last few years, there still doesn't seem to be any definite answer as to whether it is healthier or safer than conventional food. Some researchers suggest that it might even be less safe because there may be dangerous organisms which survive in organic crops which are not normally found in non-organic ones.

One advantage that organic food definitely has is that it is usually very fresh when it reaches the customer. Conventional food can be kept in cold storage for long periods of time, but because organic foods are not treated with preservatives they lose their freshness quite quickly. The fresher food is, the more nutrients it contains. Therefore if you buy organic fruit and vegetables direct from the farmer, it will probably be more nutritious than the ones you can buy at the supermarket.

Speaker 4: I would love to be able to feed the kids an organic diet, but there's just no way that I can afford it. It's difficult enough to get by as it is. I want my children to have the best start in life and I think that this includes giving them healthy food, even when my own diet isn't perfect! No parent wants their child to eat food that might contain dangerous chemicals. I try to buy as much fresh food as possible and don't let the boys eat sweets or drink too many fizzy drinks, but making sure that everything we eat is organic would just be impossible. It just costs too much, not to mention that there are only a couple of shops in our town where I could buy it. Organic food might be better for you and I'm sure it's fine for people who can afford it, but it's not for us, not at the moment anyway.

- b) • Help Ss to explain the words in bold by giving examples or synonyms.
 • Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers around the class.

ANSWER KEY

Synonyms

qualities – properties

harmless – without danger

parasites – an insect/animal that lives off something else

insufficiently – not enough

overcome – combated/defeated

last – is able to be used

spoil – rot/go off

poisonous – deadly

- c) Elicit alternative titles around the class.

SUGGESTED ANSWER KEY

The Future of Food?

- 34 a) Allow Ss two minutes to fill in the correct word. Explain that all these phrases are taken from the text in Ex. 33. Check Ss' answers around the class then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

1 medicinal	5 deadly	9 farming
2 immune	6 heart	10 negative
3 successful	7 health	
4 animal	8 food	

- b) Allow Ss two minutes to fill in the correct word. Check Ss' answers around the class then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

1 of	4 to	7 in
2 in	5 with	8 of
3 at	6 from	

SUGGESTED ANSWER KEY

This tomato is the size of a small melon.

In the future, life will be very different to today.

Research into GM foods is aimed at solving the problem of world hunger.

Some plants are resistant to certain diseases.

Much of his research is concerned with developing a new drug.

Every spring, I suffer from hay fever.

Her career is moving in a new direction.

Could I have a bag of apples please?

- c) Ss work in pairs and discuss the question giving their reasons. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: *I am not in favour of GM foods because it is simply not natural. Plants, like all organisms, develop ways to fight disease themselves and I don't think it is a good idea for scientists to interfere with this process.*

B: *I agree. If we introduce new genes into a plant, how do we know what will happen in the environment?*

A: *That's right. In the laboratory, conditions are controlled, but out in nature there are many factors to consider. etc*

Project

Explain the task. Write Ss' ideas on the board. Then assign the task as HW. Explain that Ss need to collect information from a variety of sources (e.g. *encyclopaedia, the Internet etc.*) then make notes and design their eating plan.

(Ss' own answers)

Suggested Homework

- 1 Reading aloud: Ex. 32 (pp. 124-125)
- 2 Vocabulary: Ex. 34 (p. 125) & Ex. 35 (p. 125)
- 3 Project: (p. 125)

Lesson 6 (pp. 126-127)

- * Check Ss' HW (10').
- 35 Go through the theory box and read out the rubric. Help Ss to recognise and underline the key words. Then, elicit answers to the questions.

ANSWER KEY

Key words to be underlined: tourist magazine, write an article, describing a street market, detailed, place, why, recommend

- 1 readers of the magazine
- 2 location, type of goods, atmosphere
- 3 four
- 4 past tenses
- 5 the last paragraph

- 36 a) Explain the task. Allow Ss five minutes to complete the task. Check Ss' answers by asking some Ss to read from the text then ask individual Ss to read out the adjectives and adverbs.

ANSWER KEY

a 2 b 4 c 3 d 1

adjectives: amazing, traditional, huge, lively, oldest, culturally-diverse, characteristic, local, international, colourful, impossible, empty-handed, brightly-dressed, vast, exotic, handmade, loud, upbeat, noisy, delicate, bright, festive, mouth-watering, sweet, savoury, hungry, delicious, heavy, fantastic,
adverbs: beautifully, freshly, suddenly

- b) In pairs, Ss complete the task. Monitor Ss' performance around the class. Some pairs report back to the class.

SUGGESTED ANSWER KEY

Sight: brightly-dressed traders (Para 2) jumping with life (Para 3) look bright and festive (Para 3)
Smell: delicate fragrance (Para 3) mouth-watering aromas (Para 3)
Sound: loud music (Para 2) noisy chatter (Para 3)
Taste: tasted delicious (Para 3)

- 37 Explain the task. Allow Ss two minutes to complete the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|-------------|------------------|
| 1 delicious | 5 mouth-watering |
| 2 loud | 6 traditional |
| 3 delicate | 7 exotic |
| 4 heavy | 8 lively |

- 38 a) Explain the task. Allow Ss two minutes to look at the pictures and read the sentences. Explain/Elicit any unknown words. Check Ss' answers.

ANSWER KEY

Picture A: 2, 6
 Picture B: 3, 4
 Picture C: 1, 5

a warm glow: sight
brightly-lit interior: sight
light, salty breeze: touch, smell
breath-taking view: sight
mouth-watering flavour: taste
busy chatter: sound

- b) Ss work in pairs and complete the task. Check Ss' answers by asking individual Ss to read out their sentences.

SUGGESTED ANSWER KEY

A: *The clatter of saucepans could be heard from the kitchen as the cooks rushed to make up the orders. (sound)*
 B: *The smell of roasting meat on the grill made us realise just how hungry we were! (smell)*
 C: *The meat tasted delicious. (taste)*

- 39 Explain the task and read out the sentences. Do the first item with Ss and then Ss work in pairs and complete the task.

ANSWER KEY

Positive: 1, 3 & 4
Negative: 2

Picture A: You'll come for the fast service and stay for the quality! Joe's is a place you will want to visit time and time again.

Picture C: For that romantic dinner for two, why not try La Piazza? It will certainly be a night to remember.

- 40 a) Choose a S to read the rubric aloud. Ss work in pairs and underline the key words. Help Ss if necessary. Ss then answer questions.

SUGGESTED ANSWER KEY

Key words to be underlined: article, describing a visit, favourite restaurant, school magazine, detail, why you recommend it

- 1 *to describe a visit to a favourite restaurant*
- 2 *readers of the school magazine*
- 3 *Four*
- 4 *in the last paragraph*
- 5 *A meal on top of the world*

- b) Present the plan. Explain the task. Ask the questions in the plan and elicit answers to complete it then assign the task as HW.

SUGGESTED ANSWER KEY

Para 1: At the top of a high cliff/Traditional restaurant/The Olive Grove
Para 2: beautiful décor, relaxed atmosphere, people enjoying their meals
Para 3: outside seating, cool summer breeze, spectacular views, aromatic smells of cooking, murmur of conversation, tinkling of cutlery and glasses, delicious food
Para 4: I had to drag myself away, but promised I would return. I would certainly recommend it. The delicious cuisine and warm, friendly atmosphere makes you feel like you are eating on top of the world.

SUGGESTED ANSWER KEY

A Meal on Top of the World

I discovered my favourite restaurant while travelling home one day along the coast. With its traditional style and home-cooked food, 'The Olive Grove' is a truly exquisite restaurant located on the top of a very high cliff five kilometres outside Blackley. It was purely out of curiosity that I stopped to see what it had to offer.

Straight away, I noticed the beautiful décor and relaxed atmosphere of the place. There was soft music playing and everyone looked to be enjoying their meals. I couldn't blame them because the food looked and smelled delicious.

Some of the seating was outside under the stars, to take advantage of the cool summer breeze which was blowing in from the sea and the view was spectacular. The aromatic smells of cooking were slowly wafting past me, making me realise how hungry I actually was. I could hear the murmur of conversation from the other diners and the tinkling of cutlery on plates and glasses chinking. It was very soothing and added to the atmosphere. When the food arrived, I was certainly not disappointed, the lightly grilled fish I had ordered was absolutely delicious.

After my meal, I had to drag myself away, but promised myself I would return. Should you ever find yourself in the area, make sure you stop there. The combination of delicious cuisine, warm, friendly atmosphere and fantastic views, makes you feel like you are eating on top of the world.

- 41 Ask individual Ss to read the sentences aloud and try to explain their meanings. Help Ss if necessary.

SUGGESTED ANSWER KEY

- *If you eat well and healthily, you will be a healthy person. On the other hand, if you eat bad foods or have a bad diet, you will feel unhealthy.*
- *One should use food just as a means of nourishment and not become too obsessed with it.*
- *Usually, you might not feel very hungry, but once food is placed in front of you, you will start to feel hungry.*
- *If you are very hungry, you will eat anything, even if you don't usually like it.*

Suggested Homework

- 1 **Vocabulary:** Ex. 37 (p. 126), Ex. 38 (p. 127)
- 2 **Writing:** Ex. 41 (p. 127)

Lesson 7 (pp. 128 -129)

* Check Ss' HW (10').

- 42 a) Allow Ss two minutes to read the biography and the title. Explain/Elicit any unknown words. Ss answer questions. Check Ss' answers.

SUGGESTED ANSWER KEY

*It is an adventure novel.
There may have been wild animals on the island.
There may have been hostile natives. They would have had to build some kind of shelter. They would also have had to catch their own food and have had to find a source of water to survive.*

- b) Play the cassette. Ss listen and check if their guesses were correct.

- 43 a) Explain the task. Allow Ss five minutes to read the text and complete the exercise. Check Ss' answers.

ANSWER KEY

1 A 2 B 3 C 4 D 5 C

- b) Help Ss to explain the words in bold by giving examples, synonyms or opposites, then Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers.

SUGGESTED ANSWER KEY

*Synonyms
rejoin – go back to
fetch – bring
seized – grabbed
slapping – hitting with the palm of the hand
set about – start to do sth
likely – probably
roundish – almost round
tasty – delicious
finish off – end/complete*

- b) Allow Ss five minutes to read the text again and make notes. Choose some pairs to use their notes to give a summary of the text to the class.

SUGGESTED ANSWER KEY

Three boys have been shipwrecked. The boys were looking for food. Jack and the narrator went together and Peterkin went another way. While they were away, Peterkin laid out the wood, lit the fire and went away to hunt. He caught a rabbit. The other two boys came back to the camp but Peterkin was not there. The narrator started to cut some wood. Then Peterkin came back with the rabbit. They also had a taro-root, a yam, a potato and six plums. Peterkin found some sugar cane. He thought there may have been savages on the island a long time ago. They cooked the food. They ate the food. They talked about the ship and then they lay down to sleep.

- 44 a) Ss in pairs complete the task. Check Ss' answers.

ANSWER KEY

*a good variety (food)
oval shape, grey colour, thick rind, very good (taro-root)
roundish, rough brown skin, sweet, tasty (yam)
delicious (potatoes)
delicious (plums)*

Lesson 7 (pp. 128 -129)

* Check Ss' HW (10').

- 42 a) Allow Ss two minutes to read the biography and the title. Explain/Elicit any unknown words. Ss answer questions. Check Ss' answers.

SUGGESTED ANSWER KEY

It is an adventure novel.

There may have been wild animals on the island. There may have been hostile natives. They would have had to build some kind of shelter. They would also have had to catch their own food and have had to find a source of water to survive.

- b) Play the cassette. Ss listen and check if their guesses were correct.

- 43 a) Explain the task. Allow Ss five minutes to read the text and complete the exercise. Check Ss' answers.

ANSWER KEY

1 A 2 B 3 C 4 D 5 C

- b) Help Ss to explain the words in bold by giving examples, synonyms or opposites, then Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers.

SUGGESTED ANSWER KEY

Synonyms

rejoin – go back to

fetch – bring

seized – grabbed

slapping – hitting with the palm of the hand

set about – start to do sth

likely – probably

roundish – almost round

tasty – delicious

finish off – end/complete

- 44 a) Ss in pairs complete the task. Check Ss' answers.

ANSWER KEY

a good variety (food)

oval shape, grey colour, thick rind, very good (taro root)

roundish, rough brown skin, sweet, tasty (yam)

delicious (potatoes)

delicious (plums)

- b) Allow Ss five minutes to read the text again and make notes. Choose some pairs to use their notes to give a summary of the text to the class.

SUGGESTED ANSWER KEY

Three boys have been shipwrecked. The boys were looking for food. Jack and the narrator went together and Peterkin went another way. While they were away, Peterkin laid out the wood, lit the fire and went away to hunt. He caught a rabbit. The other two boys came back to the camp but Peterkin was not there. The narrator started to cut some wood. Then Peterkin came back with the rabbit. They also had a taro-root, a yam, a potato and six plums. Peterkin found some sugar cane. He thought there may have been savages on the island a long time ago. They cooked the food. They ate the food. They talked about the ship and then they lay down to sleep.

- 45 a) Write the table on the board. Elicit answers to complete the table. Ss copy the completed table into their notebooks.

ANSWER KEY

Quality: stale, greasy, undercooked, tasteless
Containers: jar, box, tube, carton, bag
Tastes: sour, spicy, bland,
Types: fruit, fish, dairy products, cereals/grains

- b) Allow Ss two minutes in pairs to make up exchanges. Choose some pairs to act out their exchanges in front of the class.

SUGGESTED ANSWER KEY

- A: *I'm afraid this steak is overcooked.*
B: *Oh, I am sorry, Madam. I'll have the chef cook it a little longer for you.*
- A: *Don't order that dish. It's very bland.*
B: *Really? Have you had it before?*
- A: *I think you should eat more vegetables and fruit.*
B: *I know, but it's so much easier to eat fast food. etc*

- 46 a) Explain the task. Ss work in pairs and complete the task. Check Ss answers by asking some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *Where was the photo taken?*
 B: *I think it was taken in a restaurant.*
 A: *What can you see in the picture?*
 B: *Well, I can see two people sitting at a table and a waiter standing over them, maybe explaining what is in the dish.*
 A: *What type of food can you see?*
 B: *Let's see. There's bread, a dish with a kebab with meat and vegetables and another dish with meat and salad.*
 A: *Have you ever been to a restaurant like this one?*
 B: *Yes, I have been to one like this with my parents.*
 A: *What's your favourite food?*
 B: *I'd have to say roast chicken and potatoes.*

- b) Ss work in pairs. Monitor Ss' performance. Ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *Where was the photo taken?*
 B: *In a fast food restaurant.*
 A: *What can you see in the picture?*
 B: *A cashier is standing behind a counter. She is serving two people. They have ordered fast food.*
 A: *Do you often eat fast food?*
 B: *Once a week. etc*

- c) Read out the questions. Ss work in pairs and discuss them. Ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *Well, young people enjoy eating in fast food restaurants.*
B: *That's true. They go there at least once a week. I think they enjoy the atmosphere.*
A: *Yes, all the loud music and young people around them make them feel good. etc*
A: *I prefer home-cooked food. It's healthier and tastes delicious. What about you?*
B: *Me too. I can't think of anything tastier than my mum's cooking. etc*

Suggested Homework

- 1 Speaking: Exs. 46a & c (p. 129)
- 2 Vocabulary: Ex. 45a (p. 129)

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Reading

7 Read the text and choose one correct answer.

My Meals on Wheels

Looking back on things now, perhaps my being a 'van-vendor' or a mobile canteen owner was meant to be. I've pretty much always been on the road. My father's work involved moving around a lot, so by the time I was fifteen, I had been to six different schools! When I was at college studying Hospitality I began to work part-time for a programme called 'Meals On Wheels'.

I was a volunteer who drove a van stocked with prepared food. I handed out the food to various elderly or ill people who couldn't prepare meals for themselves. The meals were really good. All well prepared, with hygiene and nutrition taking priority, and people even had choices of vegetarian, diabetic or particular types of ethnic cuisine.

I had to stop working there when I got a full-time job for a catering business. I learnt many tricks of the food trade there as well, but my goal was to become my own boss. I didn't have enough money to open up a restaurant though, and I was still young and unsure of exactly what I wanted to do.

A trip to Japan was the inspiration for my current mobile food business. I loved trying the variety of foods at the 'yatai' or street stalls. One of the owners told me that 'yatai' actually means 'a cart with a roof', and I even saw some of these traditional food pushcarts being towed around. What I also saw were the modern equivalents, large vans that had been converted into mobile kitchens with a large serving window in their side. Customers would line up by the dozens to buy their range of offerings.

When I came back home, that was it - I finally knew exactly what I was going to do. I bought an old van, got it customized by a carpenter friend of mine and then by a plumber. My van ended up with benches, cupboards, a microwave, fridge and sink and a huge sign proudly sporting 'Fred's Food to You'. I applied to the council for the relevant permits and in no time my business was up and running!

I visit large companies and factories from early morning through to the afternoon selling sandwiches, fish and chips, cakes and more. I don't even advertise, as 'word of mouth' has my business flourishing. At night, I double up as a burger and pie stand in front of clubs. I open when I please and close when I want. My customers know me by name and I know most of them. Good food and service, that's what people want and that's what I'm about.

- What is the writer's main purpose for writing the article?
 - To talk about his travels to Asia.
 - To explain how he got a college diploma.
 - To explain how he got into the food trade.
 - To advertise the services of his carpenter friend.
- What was Fred's goal?
 - To work independently.
 - To learn more about preparing food.
 - To have a good employer.
 - To own a restaurant and make money.

- What does the reader learn about Fred from the article?
 - He would like to own a street stall.
 - He wants to travel again.
 - He prefers to work night shift.
 - He is proud of his business.
- How did he put his business ideas into practice?
 - With money loaned by his friends.
 - Through purchasing and renovating a van.
 - By enrolling in a cooking course.
 - By redesigning his kitchen. (15 marks)

Writing (a letter of complaint)

- 8 You recently went shopping at 'Zarks'. On delivery, some of the products were damaged. You decide to write a letter of complaint to the manager. Use the plan and the notes to write your letter (120-180 words).

(See Suggested Answers section)

Plan

Introduction

(Para 1) state problem (date - products damaged)

Main Body

(Para 2) wooden table - wrong type - scratched

(Para 3) glasses - some cracked/some wrong pattern

Conclusion

(Para 4) ask for replacement or refund

(15 marks)

(Total = 100 marks)

Let's sing!

- 9 Listen and fill in. Listen again and sing.
Spending Power

Walking down the 1) high street
Shop windows all aglow
The 2) products inside call to me
And I just can't say no
Maybe I'll see some trousers
Or a 3) pair of shoes
And I'll just have to buy them
I never can 4) refuse

A huge shopping centre
Is a paradise for me
And I can't 6) resist the chance
To have a shopping spree

I know I spend too much money ...

It's not materialism
And I wouldn't call it greed
But I can't 7) help buying things
Which I don't really need
I'm always buying useless things
Just because they're there
Like 8) gadgets I'll never use
And clothes I'll never wear

I know I spend too much money
But it makes me so happy to shop
Though I'm happy to have spending power
I wish I had the power to stop

If I see a market
Or a department store
It's hard to 5) stop myself
From buying more and more

I know I spend too much money ...

Objectives

Vocabulary: sports & leisure activities; sports equipment; qualities; entertainment; Olympic events; sports venues

Reading: multiple matching; reading for specific information; reading for main points

Listening: listening for specific information; listening for gist; understanding main points

Speaking: making suggestions; expressing preferences; talking about dangerous sports; booking a ticket; talking about a stadium; talking about active and passive relaxation; making invitations

Intonation: wishes and regrets

Grammar: conditionals type 2 & 3; wishes and regrets; would rather (to express preferences)

Phrasal verbs: hit, hold

Use of English: idioms and fixed phrases; error correction; key word transformations

Project: a short article; a poster

Writing: an opinion article

Lesson 1 (pp. 134 - 135)

- 1 Ask Ss to look at the pictures on pp. 134 & 135 and say how the title is associated with the pictures. (*The pictures show activities people do for fun in their free time.*) Read out the prompts under each picture and elicit/explain any unknown vocabulary. Then ask Ss to describe the activities using the prompts given. Check Ss' answers.

SUGGESTED ANSWER KEY

... in a rowing boat on a river. There is a cox who is probably giving instructions to the team.

Picture B shows some people shopping in a shopping centre. They are looking around the shops.

Picture C shows some people relaxing by a hotel swimming pool. There is a paved area around the pool.

Picture D shows some people white water rafting on a river with rough white water.

Picture E shows some people having a picnic and some other people playing a ball game in the countryside.

Picture F shows some people skydiving. They are holding hands and they are falling through the air.

Picture G shows some boys skateboarding outside.

- 2 a) Read out the question and go through the list of prompts. Explain any new vocabulary, then elicit answers around the class.

ANSWER KEY

You need a rowing boat and oars to go rowing.

You need a shopping bag and money to go shopping.

You need a swimsuit, suntan lotion and sun loungers to relax by a hotel swimming pool.

You need a raft, oars, a wetsuit, a helmet and a life jacket to go white water rafting.

You need a picnic basket and a tablecloth to have a picnic.

You need a helmet, a jumpsuit, a parachute and goggles to go skydiving.

You need a skateboard and knee pads to go skateboarding.

- b) Read the questions aloud, then ask Ss to discuss the questions in pairs. Ss can use their own ideas. Then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: Which of these activities have you tried?

B: Well, I have tried rowing, relaxing by a hotel swimming pool and having a picnic. Oh, and I have been shopping in a shopping centre many times. What about you?

A: Well, I have tried skateboarding. It was a bit difficult at first but really exciting to do.

B: Really? I would like to try skateboarding. It should be fun. What about you?

A: Well, I would really like to try skydiving. It must be quite scary but I imagine it's wonderful up there in the sky.

B: Oh no, too frightening for me. What do you like doing in your free time?

A: I like playing football and listening to music in my free time. I find both very relaxing. And you?

B: I really like playing video games on my computer. I've got a whole collection of them. Actually, I think it's the most popular free time activity in this country.

A: No, I believe the most popular free time activity in this country is basketball. And you hardly need anything to play it. Just a ball and of course a basketball court to play it on.

B: Maybe you're right. Whereas to play videogames you need a computer and the game. etc

- 3 • Play the cassette/CD. Ss listen and repeat, either chorally or individually. Present these sentences by eliciting from Ss who the speaker of each sentence is and demonstrating how each sentence could be used. e.g. *Can I help you?* Ask Ss: *Who would say this? (Someone working at a sports centre.)* Act out a short role play with a S:
S: Can I help you?
T: Yes, I would like some information about skydiving courses.
- Ss close their books. Ask individual Ss to say one of the sentences. Ss should memorise these sentences. Alternatively, Ss can form two teams and take turns to say sentences. The team which remembers the most sentences is the winner.
e.g. Team A S1: Sounds like my kind of thing.
T: One point for team A. etc

- 4 Explain the task and read out the prompts. Play the cassette/CD. Ss listen and match the people to the sports. Check Ss' answers.

ANSWER KEY

Dialogue A: 2
Dialogue B: 3
Dialogue C: 1

- 5 Read out sentences 1 to 5. Allow Ss three to four minutes to read the dialogues silently and mark the correct answer. Check Ss' answers. Then Ss try to explain the words in bold by giving examples, synonyms or opposites. e.g. **experience** – knowledge or skill in a particular activity etc
Then, Ss take roles and read out the dialogues in pairs.

ANSWER KEY

1 F 3 F 5 F
2 F 4 T

Suggested Homework

- 1 **Vocabulary:** Exs. 1, 2, 3 (p. 134), words/phrases in bold in the dialogues A-C
- 2 **Reading aloud:** dialogues A-C (p. 135) (Point out that Ss practise *reading aloud* using the Ss' cassette/audio CD.)
- 3 **Speaking:** Ss can act out similar dialogues to dialogue A. Possible situations: sb who wants to join a karate class, a volleyball team, etc.

Lesson 2 (pp. 136 - 137)

* Check Ss' HW (10').

- 6 a) • Explain the task. Read out the prompts in the table and explain any new vocabulary. Then play the cassette/ CD and Ss complete the task. Check Ss' answers.

ANSWER KEY

Sport: 2 archery; 5 skiing
Place: 3 pitch; 4 sports centre; 6 a fencing club
Equipment: 1 tees; 2 quiver; 3 gloves; 4 net; 5 poles;
 6 mat, (mesh) mask

- Elicit/Explain the meaning of any unknown vocabulary by giving synonyms or examples for each. e.g. a **tee**: a small piece of wood or plastic which is used to support the ball before it is hit.
- Read out the example. Ss then make up sentences, using the prompts in the table. Check Ss' answers around the class.

ANSWER KEY

- 2 We do archery on a range using a bow, arrows and a quiver.
- 3 We play cricket on a pitch using a bat, pads, gloves and a ball.
- 4 We play table tennis at a sports centre using a table, net, bats and a ball.
- 5 We go skiing on a slope using a pair of skis, poles and ski boots.
- 6 We do fencing on a mat using a padded jacket, fencing breeches, gloves and a mask.

TAPESCRIPT

- 1 Well, there's a golf course not far from where I live, you see, and I thought I might as well try it. I took lessons for a while, and eventually I joined the club. Now I play at least twice a week. My parents bought me a set of clubs for my birthday, so all I have to buy is balls and tees. It's a great sport.
- 2 I started archery when I first got to high school. Some of my friends belonged to the archery club, so I decided to join, too. We go to the range almost every day after lessons and practice shooting at the target. We've all got our own bows and arrows, of course. Last year, my brother made me a special quiver that holds the arrows. It looks great!
- 3 All of us in the school cricket team take turns looking after the team equipment. That means cleaning and oiling the bats, checking that the batting pads and gloves are in good condition and things like that. Before a game, whoever's turn it is that week gets a new ball from the coach, and makes sure the equipment is taken to the pitch - last year the team travelled to Winchester for a match, and got there to find that no-one had remembered to bring the kit!
- 4 Table tennis is quite popular at the sports centre. There's always a line of people waiting to play, because we've only got one table. The net's a bit torn, though - sometimes the ball goes straight through the holes and not over the top. We've asked for a new one, but it hasn't come yet. We've got lots of bats, but table tennis balls don't last very long, so we always need new ones.
- 5 We live in the mountains, so I've been skiing for as long as I can remember. During the season I hit the ski slopes every chance I get. I usually buy a season ticket for the lifts, so it's not too expensive. The most expensive thing is the equipment. This year I bought a new pair of skis and poles. I wanted to get some new ski boots as well, but I couldn't afford them.
- 6 I first became interested in fencing when I saw it on the Olympics. I thought it was great, and I joined a club. There are different kinds of fencing, each with a different sort of sword ... but the long mat we fight on is the same for all styles, and the equipment is very similar. You have to wear a special padded jacket and fencing breeches, and special gloves. There's a mask as well, a mesh mask that covers your whole face. One day, I hope I'll be in the Olympics, too - then perhaps someone will watch me and decide to take up fencing!

- b) Read out the example. Ss complete the task. Check Ss' answers.

ANSWER KEY: 2 archery → archer; 3 cricket → cricketer; 4 table tennis → table tennis player; 5 skiing → skier; 6 fencing → fencer

- 7 Explain the task. Read out the sports and explain any new vocabulary. Ss look at the pictures and complete the exercise. Check Ss' answers. Then read out the adjectives and elicit their meanings. Choose two Ss to read out the example. Ss work in pairs to complete the task. Choose some pairs to report back to the class.

ANSWER KEY: 1 windsurfing; 2 bungee jumping; 3 snowboarding; 4 horse riding; 5 kayaking; 6 fishing; 7 curling; 8 squash; 9 football; 10 karate

SUGGESTED ANSWER KEY

- A: I'd love to try bungee jumping.
 B: Really? Why's that?
 A: It looks really thrilling. Don't you agree?
 B: Actually, I don't think I'd like to try bungee jumping. It looks too frightening for me.
 A: Which sport would you like to try, then?
 B: Kayaking.
- A: I'd love to try snowboarding.
 B: Really? Why's that?
 A: It looks really challenging. Don't you agree?
 B: Actually, I don't think I'd like to try snowboarding. It looks too demanding for me.
 A: Which sport would you like to try, then?
 B: Squash. etc

- 8 • Explain the task. Ss work in pairs and do the exercise. Check Ss' answers.

ANSWER KEY: 1 accurate; 2 supple; 3 co-operative; 4 competitive; 5 patient; 6 agile; 7 daring; 8 careful.

- As an extension, present three pictures to the class, showing an ice-skater, a racing driver and a rugby player (or any other sports not discussed so far). Ask Ss to discuss in pairs what qualities each of the sports requires, using the vocabulary from the previous exercise. Ss should justify their answers. Check Ss' answers by asking some pairs to report back to the class.

e.g. A: I believe you need to be very supple to be an ice-skater, because you have to be able to move on the ice smoothly.

B: That's true. You also have to be accurate so that you can perform complicated movements.

- 9 a) Explain the task and read out the table. Ss match the prompts. Check Ss' answers. Then elicit suggestions to complete the table, and write these on the board. Ss copy the completed table into their notebooks.

ANSWER KEY

Verb	Activities
collect	stamps, shells, coins, postcards
watch	a film, TV, a play, a show
play	tennis, golf, chess, cards
go	swimming, jogging, skiing, shopping
do	karate, a crossword, archery, fencing
make	models, a cake, clothes, jewellery

- b) Present the table and revise which verb form is required for each expression in the 'Making Suggestions' column (*Why don't we + verb; How/What about + -ing form; Let's + bare infinitive; I think we should + bare infinitive; We could always + bare infinitive*). Ss then act out dialogues in pairs. Check Ss' answers.

SUGGESTED ANSWER KEY

A: *How about making a model this evening?*
 B: *I don't really like making models.*
 A: *Why don't we play cards, then?*
 B: *Sure, why not. etc*

- 10 a) Explain the task. Elicit/Explain the meaning of any unknown vocabulary. Ss complete the task. Check Ss' answers.

ANSWER KEY

A cinema C circus E concert
 B theatre D amusement park

1 C 2 E 3 A 4 B 5 D

- b) Read out the example. Then ask individual Ss to make up appropriate sentences.

SUGGESTED ANSWER KEY

I enjoy going to concerts because I can listen to live music and the latest hits from my favourite band.
I love going to the circus because I can watch the flying trapeze and the funny clowns.
I love going to the cinema because I can see lots of special effects on a huge screen.
I enjoy going to the theatre because I can admire talented performers in colourful costumes.

- 11 Revise the verb form required for the phrases/structures presented and read out the example. Ss then act out dialogues in pairs. Monitor Ss' performance, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

A: *What would you like to do tonight?*
 B: *What about going to a concert?*
 A: *I don't like concerts. I'd rather go to the theatre.*
 B: *That sounds good. etc*

Game

Play the game as instructed in the S's Book.

Suggested Homework

- 1 Vocabulary: Exs. 6 & 8 (p. 136), Ex. 10 (p. 137)
- 2 Speaking: Ex. 7 (p. 136), Exs. 9b, 10b & 11 (p. 137)

Lesson 3 (pp. 138 - 139)

- * Check Ss' HW (10').
- 12 Explain the task. Ss do the exercise. Check Ss' answers. Then Ss explain the idioms. As an extension, ask Ss to make up their own sentences using the idioms presented.

ANSWER KEY

- | | | |
|---|----------------|--|
| 1 | <i>ball</i> | <i>To have the responsibility to take the next action or decision</i> |
| 2 | <i>skating</i> | <i>To do something risky which may have serious or unpleasant consequences</i> |
| 3 | <i>throw</i> | <i>To give up</i> |
| 4 | <i>swims</i> | <i>To not conform to general opinion</i> |
| 5 | <i>jumped</i> | <i>To do sth before the proper time</i> |
| 6 | <i>swing</i> | <i>To become familiar with sth</i> |

- 13 a) Explain the task. Remind Ss that conditionals type 2 refer to the unreal present and type 3 conditionals refer to the unreal past. Refer Ss to the Grammar Reference Section for further detail. Elicit answers around the class.

ANSWER KEY

- | | | | |
|---|---|---|---------------------------|
| 1 | A | - | <i>second conditional</i> |
| 2 | C | - | <i>third conditional</i> |
| 3 | D | - | <i>second conditional</i> |
| 4 | B | - | <i>third conditional</i> |

- b) Ss make up sentences. Check Ss' answers around the class.

SUGGESTED ANSWER KEY

- 1 *If I had enough money I would travel around the world. (unreal situation contrary to the facts in the present)*
- 2 *If I were you, I would take up a sport. (giving advice)*
- 3 *If I had lived then, I wouldn't have liked it. (an imaginary situation contrary to the facts in the past)*
- 4 *If I had woken up earlier, I wouldn't have missed my flight. (expressing regret or criticism)*

- 14 Explain the task and read out the example. Ss complete the task. Check Ss' answers.

ANSWER KEY

- 2 *had told, would have been*
- 3 *hadn't reminded, would have forgotten*
- 4 *had played, would have won*
- 5 *were, would join*

- 15 • Explain the task. Read the first item aloud. Elicit which conditional type it involves, and elicit the answer. Allow Ss three minutes to complete the remainder of the exercise. Check Ss' answers by asking them to read their sentences aloud.

SUGGESTED ANSWER KEY

- 1 *... he would have scored.*
- 2 *... he would come.*
- 3 *... I would try another sport.*
- 4 *... I would have told you.*
- 5 *... we would have played football.*
- 6 *... we would have won the match.*

- As an extension, play the following game. Divide the class into two or more teams. Write on the board: *I didn't go to bed on time.* In teams, Ss make up as many conditional sentences as they can naturally following the sentence written on the board. Each correct sentence gets a point. The team with the most points is the winner.
e.g. Team A S1: *If I had gone to bed on time, I would have heard the alarm.*
Team B S2: *If I had heard the alarm, I would have woken up on time.* etc

- 16 Explain the task and read out the example. Ss complete the task. Check answers around the class.

ANSWER KEY

- 2 *If I didn't love films, I wouldn't go to the cinema often.*
- 3 *If I hadn't forgotten to pay the bill, I would have had electricity.*
- 4 *If I hadn't sprained my ankle, I could have played tennis.*
- 5 *If the car didn't have a flat tyre, we could go for a drive.*
- 6 *If I didn't love art, I wouldn't visit the museum every Sunday.*

- 17 a) Read the sentences aloud and elicit suitable answers from the class. Refer Ss to the Grammar Reference Section for further detail.

ANSWER KEY

- | | |
|-----------|-----------|
| 1 present | 3 past |
| 2 present | 4 present |

- b) Explain the task. Go through the sentences again and elicit answers from individual Ss. Then Ss write similar sentences about themselves. Check Ss' answers around the class.

ANSWER KEY

- 1 wish for things to be different in the present
- 2 wish for things to be different in the present
- 3 regret about something that happened in the past
- 4 wish for things to be different in the present

SUGGESTED ANSWER KEY

- 1 If only I had a camera with me.
- 2 I wish I were in Hawaii.
- 3 I wish I hadn't missed your party.
- 4 I wish I could play the piano.

- 18 Explain the task and read the example. Ss complete the task. Check Ss' answers.

SUGGESTED ANSWER KEY

- 2 I wish it wasn't pouring.
If only it wasn't pouring.
- 3 I wish I hadn't eaten so many sweets.
If only I hadn't eaten so many sweets.
- 4 I wish I weren't late for my dance class.
If only I weren't late for my dance class.
- 5 I wish I hadn't broken my brother's camera.
If only I hadn't broken my brother's camera.
- 6 I wish I hadn't missed the start of the game.
If only I hadn't missed the start of the game.
- 7 I wish I had seen Michael Owen score the goal.
If only I had seen Michael Owen score the goal.

- 19 a) Explain the task and read out the example. Complete the task orally with the class.

ANSWER KEY

- 1 Joe wishes he could go to Wimbledon.
- 2 Joe wishes he hadn't sprained his wrist.
- 3 Joe wishes he could go water-skiing.
- 4 Joe wishes he could play football with David Beckham.
- 5 Joe wishes he hadn't lost his wallet.

- b) Explain the task. Ss then write sentences and read them out.

SUGGESTED ANSWER KEY

- I wish I could speak more languages.
I wish I lived on my own.
I wish I didn't have to work today.
I wish I had come with you on holiday.
I wish I hadn't bought that leather jacket.
I wish I had heard the alarm.

- 20 a) Explain the task and read out the example. Allow Ss two minutes to complete the task. Check Ss' answers.

ANSWER KEY

- 2 have spent 3 spent 4 hadn't spent

- b) Read out the sentences and elicit whether each sentence refers to the present/future or the past. Then ask Ss to compare sentences 1 and 3. Elicit suitable answers to the questions. As an extension, Ss think of further examples of each type of sentence. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY

- | | |
|------------------|-----------|
| 1 present/future | 3 present |
| 2 past | 4 past |

The subject of *spend* is I. The subject of *spent* is Stan.

The difference between the structures is that sentence 1 uses *would rather + bare infinitive*, whereas sentence 3 uses *would rather + subject + past tense*.

- 21 Allow Ss five minutes to complete the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|---------------|------------|
| 1 didn't make | 4 watch |
| 2 have stayed | 5 finished |
| 3 hadn't gone | |

- 22 Explain the task. Read out the prompts and the example. Then Ss do the task individually or in pairs. Elicit/Explain any unknown vocabulary and check Ss' answers.

ANSWER KEY

- I'd rather have a career than stay at home.
I'd rather have more free time than be very busy.
I'd rather have less money than be tired all the time.
I'd rather live in the countryside than in a big city.
I'd rather have a few good friends than many superficial ones.
I'd rather study literature than science.
I'd rather travel to faraway places than to neighbouring countries.

Suggested Homework

Speaking: Ex. 15 (p. 138), Ex. 22 (p. 139)

Lesson 4 (pp. 140-141)

* Check Ss' HW (10').

- 23 • Explain the task. Point out to Ss that in this type of exercise they should read the text once quickly, then sentence by sentence. They should look for mistakes with articles, auxiliary/modal verbs, prepositions, pronouns, etc. Also point out that the extra words are **wrong**, not just unnecessary.
- Read the first sentence aloud, and elicit that line O is correct. Then elicit the reason why much in line OO is wrong (*more and more + adjective is a fixed phrase*). Ss complete the task justifying their answers. Check Ss' answers.

ANSWER KEY

- 1 to (the verb 'told' does not require a 'to')
- 2 ✓
- 3 the (the idiom does not require the definite article)
- 4 to (not required in the sentence)
- 5 so ('As soon as' is a fixed phrase)
- 6 being (the verb 'to be' does not require a continuous form)
- 7 ✓
- 8 been (incorrect tense)
- 9 out (the phrasal verb 'win out' is not used in this sentence)
- 10 ✓
- 11 ✓
- 12 so (the infinitive form does not require 'so' as a prefix)
- 13 as (tautology - the moment = as)
- 14 ✓
- 15 had (incorrect tense)

- 24 Explain the task. Remind Ss that the second sentence must have the same meaning as the first. Ss complete the exercise. Check Ss' answers and ask Ss to identify the grammatical structure being tested.

ANSWER KEY

- 1 I were you, I would - second conditional
- 2 wish I hadn't been - regret about something that happened in the past
- 3 if he did not take - second conditional
- 4 only she had come - regret about something that did not happen in the past
- 5 would rather buy a computer - would rather - expressing preference
- 6 I would have bought - third conditional
- 7 he would be in - second conditional
- 8 had not been driving - third conditional

- 25 • Explain the task. Do item 1 with Ss, then Ss work in pairs and complete the exercise. Check Ss' answers, then elicit the meanings of each phrasal verb. Ss should then memorise these phrasal verbs.

ANSWER KEY

1 back	3 on	5 back	7 off
2 off	4 against	6 up	

- 1 *hit back at someone*: criticise or harm someone after they criticised or harmed you.
- 2 *hit it off*: to like another person as soon as you meet.
- 3 *hit on sth*: think of it, especially as a solution to a problem.
- 4 *hold something against someone*: allow sth sb did wrong in the past to influence you negatively about that person.
- 5 *hold back sth*: not allow yourself to show it e.g. an emotion.
- 6 *hold up sth*: prevent it from taking place or delay it.
- 7 *hold sb off*: fight off or resist an opponent or enemy.

- As an extension, ask Ss to write a story using as many of the phrasal verbs from Ex. 25 as possible. Help Ss where necessary. If Ss have difficulty doing the task, you can photocopy the suggested answer key below erasing the phrasal verbs. Ss fill in the phrasal verbs.

SUGGESTED ANSWER KEY

... It must have been in my third year at secondary school when I first met Kathy. I immediately knew we were going to hit it off. We had a lot in common, liked the same subjects and even played in the same volleyball team. However, one fine day all that would change. An important volleyball match for charity was to take place, and we had been training very hard for it. Yet, when the coach told us at the last minute the event would have to be held up as the leader of the other team had suddenly fallen ill, I volunteered to take that person's place just so that the match could go on. Unfortunately, Kathy held it against me. During the match her attitude towards me changed drastically and it was obvious she saw me as an opponent. At one point, when we were in the lead, she hit the ball into my stomach and I struggled to hold back my tears. Still, my team managed to hold our opponents off and we finally won the match. I tried to explain the situation to Kathy afterwards but our relationship has never been the same.

- 26 Elicit from Ss the meaning of 'extreme sports' (very risky, dangerous sports) and ask for examples. Then explain the task and explain any new vocabulary. Ask Ss to read the text quickly and say what sort of answer is required in each gap (1 is a number, 2 a sports activity, 3 a place, etc). Play the cassette/CD twice. Ss listen and fill in the appropriate words. Check Ss' answers.

ANSWER KEY: 1 eighth; 2 snowboarding events; 3 town/Portland; 4 athletic ability; 5 tiny mistake; 6 safety precautions; 7 danger; 8 cliffdiving competition

TAPESCRIPT

Presenter: Today we're in Portland, Oregon for the start of the 8th annual International Extreme Sports Challenge – an Olympic-style competition for extreme sports. With me is Rob Deloney, one of the organisers of the competition. So, Rob, when the games kick off tomorrow, what can we expect to see?

Rob: Well, the games are going to be even more spectacular than last year – there are going to be more sports included, more competitors and more spectators than ever before.

Presenter: There are a number of extreme sports competitions – so what makes this one special?

Rob: Our competition is the best – no doubt about it. All of the best extreme athletes come here, and all the most exciting and exhilarating sports are included. The location here in Portland is perfect. Further up in the mountains, we're holding the snowboarding events. The river is perfect for the extreme kayaking, and here in town we'll be having all the old favourites, like the street skating competitions.

Presenter: How do you decide which sports are included?

Rob: Well, the most important thing is that the events have to be exciting to watch. They need to have some element of danger – but more importantly, they must require a great deal of athletic ability. The spectators who come to watch the games admire and respect these athletes just as much as any football or basketball star. They realise the risks our athletes take, and they know that just one tiny mistake can have major consequences.

Presenter: Speaking of the risks, aren't you worried that the athletes are putting themselves in great danger? I mean, should you be encouraging young people to take part in sports like these? Surely events like free-fall parachuting and sky surfing are just too dangerous.

Rob: Of course we take all possible safety precautions, especially with events like the ones you mentioned. The last thing we want is for anyone to injure themselves ... but you have to accept that taking risks is part of what these sports are all about. The danger really adds to the excitement, both of watching these events and competing in them. Our athletes appreciate and understand the risks and they add to the thrill of being here and taking part.

Presenter: So, are there any sports that you think are just too dangerous?

Rob: Well, of course there are always some people who want to take it one step further ... This year we had suggestions for a daredevil cliff-diving competition, but we decided it was going just a bit too far. Maybe next year, if we can find a better location – but this time we had to give it a miss ...

- 27 Explain the task. Ask Ss to look at the pictures and elicit which sports are shown (*extreme kayaking and polo*). Briefly describe how they are played. (*Extreme kayaking is paddling a small kayak through very rough water or waterfalls and polo is a game played between two teams of players riding horses and using wooden hammers with long handles to hit the ball.*) Then ask Ss to discuss the questions in pairs. Monitor their performance around the class.

SUGGESTED ANSWER KEY

- A: I think extreme kayaking is really dangerous because the water is so rough and you could easily fall in and drown.
 B: You're right. But I also think that polo can be risky because if you fall off your horse while trying to hit the ball, you can hurt yourself badly, maybe even break a leg.
 A: That's true. Would you like to try it though?
 B: I don't think so, I'm a bit scared of horses. What about you?
 A: Well, actually I think I'd like it. It must be nice sitting on a horse and playing a ball game. But I wouldn't like to try extreme kayaking. It seems too frightening for me. And you?
 B: Oh no, me neither. I don't like deep water at all!
 etc

- 28 Explain the task and ask Ss to look at the pictures. Elicit the names of the activities shown. Ss work in pairs and match the activity to the person, giving reasons for their decisions. Monitor Ss' performance, and then ask some pairs to report back to the class.

ANSWER KEY: 1 tennis; 2 golf; 3 scuba diving; 4 archery; 5 paragliding; 6 water-skiing; 7 basketball; 8 cycling; 9 working out at the gym

SUGGESTED ANSWER KEY

- A: I think working out at the gym would really suit Ann because most young people enjoy that and it would be a good way to relax after a tiring day at university. What do you think?
 B: Well, actually I think she would enjoy a team sport like basketball more. She looks like the kind of person who gets on well with people. I can imagine her playing in the university women's team. Which activity do you think would suit Sally?
 A: Well, let's see. She is a librarian so that could mean that she is a peaceful, calm person and likes things that are not too wild. She looks very nice and stylish, so she probably takes good care of herself. I think tennis would suit her. Do you agree?
 B: No, not really. Even though she is a librarian, she looks quite daring and sure of herself. That's why I think rock climbing or windsurfing would suit her. I think she would like something more exciting after work.
 A: Perhaps. Which activity do you think would suit Tony?
 B: Well, he's a businessman so he might not have a lot of free time. I think golf would suit him, or tennis. He could do that at the weekends or in his holidays.
 A: Yes, I agree. Cycling would also be a good choice, so he can be outdoors and forget about all the stress at work.
 B: Now John is a bit older and a bus driver. He might not be in such good shape as he sits down a lot. I think it would be a good idea for him to go to the gym so he could get fit.
 A: Yes, or he could do something outdoors, like archery. As he looks a bit shy I think he would prefer a sport he could do alone. etc

- 29 a) Explain the task. Play the cassette. Ss work in pairs to read the dialogue and complete the task. Check Ss' answers.

ANSWER KEY

- 1 How can I help you?
- 2 Would that be suitable?
- 3 How much are they?
- 4 ... your name and credit card number, please?
- 5 Where can I pick them up?

- b) Explain the task and read out the prompts. Ss work in pairs and act out dialogues using the prompts. Choose some pairs to report back to the class.

- 30 Play the cassette/CD. Ss listen and repeat. Check Ss' intonation.

Suggested Homework

- 1 Vocabulary: Ex. 25 (p. 140)
- 2 Reading aloud: Ex. 29a (p. 141)
- 3 Speaking: Exs. 27, 28 & 29b (p. 141)

Lesson 5 (pp. 142-143)

- * Check Ss' HW (10').

31 Read out the questions and elicit answers around the class.

SUGGESTED ANSWER KEY

The Olympic games were officially held for the first time in 776 BC at Olympia in Greece. They are held every four years. The venue is a different city each time. etc

- 32 • Ask Ss to look at the pictures and prompts and explain/ elicit any unknown vocabulary. Ss work in pairs to label the events. Check Ss' answers around the class. Then elicit other Olympic events and write them on the board. Ss copy the completed lists of sporting events into their notebooks.

ANSWER KEY

- | | |
|-------------------|-------------|
| 1 hammer throwing | 4 shot put |
| 2 javelin | 5 high jump |
| 3 pole vault | 6 hurdles |

Other Olympic events: cycling; gymnastics; long jump; triple jump; hockey; marathon; equestrian events; sailing events; rowing; swimming; weightlifting; wrestling; target shooting; discus; basketball; rugby; rowing; figure-skating; ice hockey; skiing; pentathlon; decathlon; long distance running; short distance running etc

- As an extension, ask Ss to work in pairs and say which of these sports are included in the summer games and which are included in the winter games. Write their answers on the board in lists. Ss copy the completed lists into their notebooks.

e.g. Summer Olympics: cycling; gymnastics; long jump; high jump; etc

Winter Olympics: figure-skating; ice hockey; skiing etc

- 33 a) Explain the task and read out the prompts in columns A and B. Elicit/Explain any unknown words. Ss work in pairs to complete the task.

ANSWER KEY

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

- b) Play the cassette/CD. Ss listen and check their answers.

- 34 a) Explain the task. Point out that Ss should read the text for gist, then read the sentences quickly. As they read the gapped text again more carefully they underline words such as time markers, adverbs, names, etc in the text which will help them do the task. Ss read out sentences A to I. Do item 1 with Ss then Ss complete the task. Check Ss' answers.

ANSWER KEY

- 1 H 2 F 3 A 4 I 5 B 6 E 7 G

- b) Help Ss to explain the words in bold by giving examples, synonyms or opposites, then Ss make up their own sentences.

e.g. **affair**: kind of event

- c) Ss may look up synonyms for the highlighted words in their dictionaries. Check Ss' answers.

ANSWER KEY

focuses – concentrates on, deals with

take part – participate

taken place – happened

creating – causing to happen or exist

fairly – rather

bring about – cause to happen

highlight – most interesting or exciting part

directly – immediately

stresses – emphasises

is composed – consists of, is made of

site – place where something happens

link – connection

truly – really

- 35 • Explain the task and point out that all these phrases are taken from the text. Ss do the exercise. Check Ss' answers. Then Ss make up sentences using five of the phrases. Ss should memorise these phrases.
- Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers.

ANSWER KEY

- ancient* – I love reading about ancient cities in Europe.
- event* – John has taken part in a wide variety of sporting events.
- city* – Athens will be the host city for the 2004 Olympic Games.
- athletic* – Most sportsmen aim for athletic excellence and train hard every day.
- ideal* – The Olympic ideal is to use sport to unite the world.
- coloured* – The Olympic flag has got five coloured rings on it.
- points* – The focal points of the exhibition are three paintings by Renoir.
- great* – The charity ball was a great success.
- disabled* – There should be more facilities for disabled athletes in this country.
- whole* – The whole planet can come together through the Olympics.

- 36 • Explain that the phrases in this exercise are taken from the text. Do item 1 with Ss, and then Ss work in pairs and complete the task. Check Ss' answers. Then Ss make up sentences using the phrases.
- Alternatively, assign the exercise as written HW. Ss prepare their sentences for the next lesson. Check Ss' answers. Ss should then memorise these phrases.

ANSWER KEY

- by* – This book is the best one I have ever read by far.
- to* – Only a few people were invited to the party.
- for* – What was the reason for his rude behaviour?
- in* – She looked in the paper in the hope that she would find a job.
- from, to* – After a bad start, our team has gone from strength to strength
- for* – We should aim for higher profits.
- of* – We took his silence as a clear sign of his disappointment.
- of* – Do you know who the founder of this school is?
- over* – She built up the company into a huge firm over the years.
- by* – All of these dresses were designed by Versace.
- of* – The committee is composed of art critics.

Suggested Homework

- Reading aloud: article in Ex. 34a (p. 143)
- Vocabulary: Ex. 32 (p. 142), Exs. 35 & 36 (p. 143)

Lesson 6 (pp. 144 -145)

* Check Ss' HW (10').

- 37
- Read the theory box aloud and elicit/explain the meaning of any unknown words.
 - Read out the rubric and explain/elicite the meaning of any unknown words (e.g. *PE - physical education*). Help Ss to underline the key words, then Ss answer the questions. Check Ss' answers.

ANSWER KEY

Words to be underlined: teacher, write an article, giving your opinion, 'There is no place for sports and PE in the school curriculum.'

- 1 An article giving our opinion.
- 2 Your teacher.
- 3 Formal style.

- 38 a) Explain the task and read out the title. Allow Ss about five minutes to read the article silently and put the paragraphs into the correct order. Point out that the linking words in bold should guide them in the task

ANSWER KEY

A 2 B 3 C 5 D 4 E 1

- b) Explain the task and read out the headings. Ss match the linking words to the headings in pairs. Check Ss' answers, then elicit more words for each category. Ss should copy these into their notebooks.

ANSWER KEY

to list points: first of all, to begin with, firstly, in the first place

to add more points: in addition, furthermore, moreover, also, what is more

to introduce opposing viewpoints: on the other hand, although, however, nevertheless, yet

to introduce reasons/examples/results: therefore, for that reason, consequently, for example, for instance

to conclude: in conclusion, to conclude, all things considered, to sum up, all in all

- 39 a) Explain the task. Point out to Ss that in an opinion article, we should put each topic we discuss in separate paragraphs. Read out the topics and the viewpoints and explain any unknown vocabulary. Ss match the topics to the viewpoints. Check Ss' answers around the class. Then elicit which sentences are in favour of sports and which are against.

ANSWER KEY: 1 b 2 d 3 a 4 c
in favour of sports: b, d against sports: a, c

- b) Read the instructions and the reasons aloud and explain any unknown words. Allow Ss some time to complete the task, then check Ss' answers. Elicit more reasons/examples for each viewpoint and ask Ss to write one supporting sentence for each viewpoint, using appropriate linking words. Check Ss' answers by asking individual Ss to read their supporting sentences aloud.

ANSWER KEY: 1 c 2 b 3 a 4 d

SUGGESTED ANSWER KEY

- 1 In addition, most people have a family to take care of and would rather spend their free time with them.
- 2 This would benefit the company as a whole as a happy, healthy staff tends to be more productive.
- 3 Consequently, employees might then be asked to pay a contribution or fee.
- 4 Also, it would be an ideal opportunity to form closer relationships with your colleagues.

- c) Explain the task. Ss should use the prompts in Ex. 39b and the supporting sentences they have written to expand the viewpoints in Ex. 39a into full paragraphs. Check Ss' answers by asking individual Ss to read their paragraphs out loud.

SUGGESTED ANSWER KEY

- a On the other hand, the cost of providing sports and leisure facilities is too high. For example, we would have to supply space within the building as well as special equipment. Consequently, employees might then be asked to pay a contribution or fee.
- b To begin with, exercise is a good way to get rid of all the frustrations of the workplace and help combat stress. Consequently, people who exercise regularly feel better and do not get sick so often. This would benefit the company as a whole as a happy, healthy staff tends to be more productive.
- c What is more, many people would prefer to spend their free time outside the workplace. After all, if you spend all your free time at the office, you won't have the chance to relax. In addition, most people have a family to take care of and would rather spend their free time with them.
- d Furthermore, providing sports and leisure facilities will result in better staff relations and improved performance. For instance, playing team sports would encourage team spirit. Also, it would be an ideal opportunity to form closer relationships with your colleagues.

- 40 Read the table aloud and elicit/explain the meaning of any unknown words. Read the example aloud and check Ss' understanding of the task. Allow Ss two to three minutes to write their sentences. Check Ss' answers around the class, then ask individual Ss to read their sentences aloud.

SUGGESTED ANSWER KEY

- 2 As far as I'm concerned, whether employees choose to exercise and take care of their health is their own responsibility.
- 3 I completely disagree with the idea that a business is not responsible for its staff morale.
- 4 In my view, the staff canteen should only sell healthy foods.
- 5 I believe that team sports develop team spirit and a sense of cooperation.

- 41 a) Read the rubric aloud and elicit the key words/phrases. Then Ss answer the questions. Check Ss' answers.

ANSWER KEY

Words/phrases to be underlined: local newspaper, asked, readers, submit articles, giving your opinion, 'Businesses should provide sports and leisure facilities for their staff.'

- 1 The editor and readers of the newspaper.
- 2 I could use a quotation, proverb or saying or I could address the reader directly.
e.g. All work and no play makes Jack a dull boy or so the proverb says.
- 3 A formal style because opinion articles are always written in a formal style.
- 4 Ss' own answers

- b) Read the plan aloud and explain the task. Then, Ss answer the questions.

SUGGESTED ANSWER KEY

Introduction

I believe that businesses should provide their staff with exercise facilities.

Main body

(Para 2): Firstly, exercise is a good way to get rid of all the stress and frustrations of the workplace. Consequently, people who exercise regularly feel better and do not get sick so often. This would benefit the company as a whole because a happy, healthy staff tends to be more productive.
(Para 3): Furthermore, providing sports and leisure facilities will result in better staff relations and improved performance. For instance, playing team sports would encourage team spirit. Also, it would be an ideal opportunity to form closer relationships with your colleagues.

(Para 4): On the other hand, many people would prefer to spend their free time outside the workplace. After all, if you spend all your time at the office, you won't have the chance to relax. In addition, most people have a family to take care of and would rather spend their free time with them.

Conclusion

(Para 5): In conclusion, I believe that there are many advantages to having sports facilities in the workplace. It would result in a happier and healthier staff and improve work relations.

Cont. See p. 146(T)

Lesson 7 (pp. 146-147)

* Check Ss' HW (10').

43 Explain the task and ask Ss to look at the picture. Elicit appropriate vocabulary (*arena, sliding roof, spectators, etc.*). Ss work in pairs and describe the picture, then answer the questions. Monitor Ss' performance around the class. Ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

The picture shows a huge stadium. It could be the Millennium Stadium in Cardiff. There is a large amount of seating and a big grass pitch with goalposts. There are two giant TV screens and it has a sliding roof. I can also see spotlights around the top of the stadium. Sports events such as football matches, rugby matches and other events can be held there.

44 Read out the statements and elicit/explain any unknown vocabulary. Ss read the text carefully and complete the task. Check Ss' answers. Then Ss explain the words in bold by giving synonyms, examples or opposites.

ANSWER KEY

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

45 Write the headings on the board. Elicit answers to complete the table. Individual Ss describe the stadium.

SUGGESTED ANSWER KEY

Location: Cardiff city centre, Wales
History: it was opened in 1999, built on the site of the old Cardiff Arms Park Stadium
Features: seating for 72,500 people, sliding roof, 2 TV screens, natural grass pitch
Facilities: restaurants, fast food outlets, bars, stadium shop, conference rooms, private boxes
Sports events: rugby – Rugby World Cup, Six Nations championship; football – FA Cup Final, international cricket, long distance running
Other events: charity and music events e.g rock and pop concerts

The Millennium Stadium is located in Cardiff city centre in Wales. It was opened in 1999 and it is built on the site of the old Cardiff Arms Park Stadium. It has seating for 72,500 people, a sliding roof, two TV screens and a natural grass pitch. Its facilities include restaurants, fast food outlets, bars, a stadium shop, conference rooms and private boxes. The sports events that have been held there include the Rugby World Cup, the Six Nations championship and the FA Cup Final as well as international cricket and long distance running. Other events include charity and music events such as rock and pop concerts.

Project

Explain the task. Elicit famous stadiums in Ss' country and write them on the board. Choose one as an example, then write the headings on the board in the form of a table and elicit information for each section. Ss copy the completed table into their notebooks. Point out that for additional information and pictures Ss should use a variety of sources such as magazines, the Internet, encyclopaedias, etc. Assign the task as HW.

(Ss' own answers)

Cont. from p. 145(T)

c) Help Ss to complete the task orally, then assign it as written HW.

SUGGESTED ANSWER KEY

All work and no play makes Jack a dull boy or so the proverb says. Nowadays, many people work long and unsociable hours and don't always have the time for sports and leisure activities. From my point of view, businesses should provide their staff with exercise facilities. Firstly, exercise is a good way to get rid of all the stress and frustrations of the workplace. Consequently, people who exercise regularly feel better and do not get sick so often. This would benefit the company as a whole because a happy, healthy staff tends to be more productive. Furthermore, providing sports and leisure facilities will result in better staff relations and improved performance. For instance, playing team sports would encourage team spirit. Also, it would be an ideal opportunity to form closer relationships with your colleagues. On the other hand, many people would prefer to spend their free time outside the workplace. After all, if you spend all your time at the office, you won't have the chance to relax. In addition, most people have a family to take care of and would rather spend their free time with them. In conclusion, I believe that there are many advantages to having sports facilities in the workplace. It would result in a happier and healthier staff and improve work relations.

42 Read the proverbs aloud and help Ss to interpret them.

SUGGESTED ANSWER KEY

- 1 *The ability to play a game in a just and honest way is something that should be valued.*
- 2 *A team that usually wins will play better than one that doesn't.*
- 3 *Spectators see more of a game than the players.*

Suggested Homework

- 1 Vocabulary: Ex. 40 (p. 145)
- 2 Writing: Ex. 41c (p. 145)

- 46 a) Ask Ss to look at the pictures and elicit which sports are shown in each (*baseball and football*). Then read out the dialogue and Ss complete it in pairs. Check Ss' answers by asking some pairs to act out their completed dialogue in front of the class.

SUGGESTED ANSWER KEY

- 1 ... they are playing football.
- 2 ... is played on a pitch.
- 3 ... show outdoor sports which are played in teams.
- 4 ... football twice a week/rugby every week.
- 5 ... team sports because I enjoy being with others. I think it is more fun. etc

- b) Ask Ss to look at the pictures and elicit the sports shown (*hurdles and jet skiing*). In pairs, Ss act out dialogues as in Ex. 48a. Check Ss' answers by asking some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: What activity is being performed in each picture?
 B: In picture A the girl is hurdling, while in picture B the person is jet skiing.
 A: Where does each activity take place?
 B: Hurdling takes place on an athletics track and jet skiing takes place on water.
 A: What is similar about the pictures?
 B: They both show outdoor sports activities which you do individually.
 A: Do you do any of these activities?
 B: No, actually I don't.
 A: Do you prefer to play team sports or individual sports? Why?
 B: I prefer team sports because I enjoy being with others. I think it is more fun. etc

- 47 Read out the questions and elicit forms of active and passive relaxation. Ss discuss the questions in pairs. Monitor Ss' performance and choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: I think I prefer passive relaxation. At the end of the day I'm so tired that I just want to sit in front of the TV and watch a nice programme. What about you?
 B: Oh no. I get bored that way. I prefer active relaxation and usually go to the gym after school because it helps me forget about everything and I like staying fit.
 A: What do you think are the advantages of doing sports?
 B: First of all, it is good for your health. It is important to stay fit. It also helps me stay slim.
 A: That's true. I must admit I have put on a lot of weight lately because I don't exercise at all. But doing sports is so tiring!
 B: Not really. In fact, it gives you a lot of new energy and it's a good way to forget about school and homework. etc

- 48 a) Ss complete the table in pairs. Check Ss' answers. Then Ss make up sentences.

ANSWER KEY

Equipment: golf → clubs, ball, tees; tennis → racket, ball, net; snooker → cue, balls; fencing → padded jacket, fencing breeches, gloves, mask, mat; basketball → ball, basketball hoop; ice hockey → hockey stick, puck, helmet; ice-skates; baseball → bat, baseball mitt, ball; cricket → bats, pads, gloves, ball

Place: golf → course; tennis → court; snooker → table; fencing → club; basketball → court; ice hockey → ice rink; baseball → field; cricket → pitch

SUGGESTED ANSWER KEY

We need clubs, a ball and tees to play golf. We play golf on a golf course. etc

- b) Ss complete the task. Check Ss' answers.

ANSWER KEY: golf → golfer; tennis → tennis player; snooker → snooker player; fencing → fencer; basketball → basketball player; ice hockey → ice hockey player; baseball → baseball player; cricket → cricketer

- 49 a) Read out the prompts. Explain/Elicit any unknown vocabulary. Play the cassette/CD. Ss listen and number the sounds. Check Ss' answers.

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

- b) Ss do the task. Check Ss' answers.

ANSWER KEY: a swimming; b horse racing; c F1 racing; d cricket; e basketball; f tennis

- 50 a) Allow Ss two minutes to match the exchanges in pairs. Check Ss' answers by asking pairs to act out the dialogue.

ANSWER KEY: 1 D 2 E 3 A 4 C 5 B

- b) Ss work in pairs and act out the dialogues. Monitor Ss' performance around the class and choose some pairs to present their dialogues to the class.

SUGGESTED ANSWER KEY

- A: Hi Jenny, this is Helen.
 B: Hi! How are you?
 A: I'm fine. Are you doing anything tonight?
 B: No, why?
 A: We're having a barbecue in the park. Would you like to come?
 B: Sounds great. Count me in. What do I need to bring?
 A: Just a salad.
 B: Great. What time should I be there?
 A: At about 6:30.
 B: I'll see you then. etc

Project

Explain the task and elicit ideas/details for the sports day around the class. Write these on the board. Ss note them down in their notebooks. Elicit appropriate vocabulary, and hand out a copy of the tapescript from Ex. 26 for ideas. Help Ss to organise the layout of the poster and point out that they should decorate the poster with appropriate pictures. Ss should complete the task in pairs as written HW.

Suggested Homework

- 1 Vocabulary: Ex. 43a (p. 146), Exs. 48 & 49 (p. 147)
- 2 Speaking: Ex. 45 (p. 146), Exs. 47 & 50b (p. 147)
- 3 Project: (p. 146) or (p. 147)

Objectives

Vocabulary: the press; newspapers; radio & television; disasters

Reading: multiple matching; reading for specific information; true/false; yes/no

Listening: listening for specific information; listening for main points; multiple matching; listening for gist; true/false; note taking

Speaking: giving advice; asking for information; talking about disasters; demanding explanations; prioritising

Intonation: word stress

Grammar: future perfect; future perfect continuous; linking words and phrases; quantifiers (both/neither, all/none, either – each/every)

Phrasal verbs: knock, look

Use of English: open cloze; key word transformations

Project: a short biography; drawing a scene

Writing: a proposal report

Lesson 1 (pp. 148 - 149)

- 1 a) Read out the title of the unit and explain that this is an English phrase. Ask Ss to interpret it. (*News that is being reported as it is happening.*) Point out that *news* is a singular noun.

Explain the task and read out the prompts. Explain/Elicit the meaning of any unknown words. Then elicit answers around the class.

SUGGESTED ANSWER KEY

I usually keep up with current affairs by watching TV.

I never read the newspaper.

I sometimes listen to the news on the radio.

I always ask friends and colleagues what is in the news.

I usually surf the Internet to find the latest news.

- b) In pairs, Ss discuss the question. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

A hundred years ago, people had to rely on newspapers, the telegraph and word of mouth to learn about the news.

- 2 a) Ask Ss to look at the pictures. Read out the prompts in the list. Explain any new vocabulary, then elicit answers around the class.

ANSWER KEY

Picture 2 is from news coverage of a sports event.

Picture 3 is from news coverage of the weather.

Picture 4 is from news coverage of a fashion show.

Picture 5 is from news coverage of the environment.

Picture 6 is from news coverage of new technology.

Picture 7 is from news coverage of the stock market.

- b) Explain the task and read out the sentences. Explain any new vocabulary, then Ss complete the exercise. Check Ss' answers.

ANSWER KEY

A 1	D 3	G 2
B 7	E 5	
C 4	F 6	

- c) Read out the words. Explain any unknown vocabulary. Ss complete the exercise in pairs. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

1 *Following the explosion, many buildings collapsed.*

2 *This result puts them at the top of the league.*

3 *The cold front moving in from the east will bring heavy rain to many parts.*

4 *Some of the fashion world's top models took part.*

5 *Leopards are also threatened by the loss of their natural habitat.*

6 *The man responsible for this new generation of robots is Noel Sharkey.*

7 *Share prices fell sharply affecting all world markets.*

- 3 • Play the cassette/CD. Ss listen and repeat, either chorally or individually. Explain the meaning of each sentence by giving examples or synonyms. Allow Ss one minute to look at the sentences, then Ss close their books and try to remember as many as possible. Alternatively, Ss can form two teams and take turns to say sentences. Each correct sentence gets a point. The team with the most points is the winner. Ss should memorise these sentences.
- e.g. Team A S1: Oh my goodness!
Team B S2: Can you tell us what you saw?
- Alternatively, Ss in pairs make up short exchanges using the sentences. Check Ss' performance, then ask some pairs to report back to the class.
- e.g. • A: An earthquake hit Ankara yesterday.
B: Oh no! I don't believe it.
• A: It hasn't stopped raining. We shouldn't have left.
B: You can say that again.
• A: I'm going to the market.
B: What for? etc

- 4 Play the cassette/CD. Ss listen and do the task. Check Ss' answers.

ANSWER KEY

Dialogue A – Picture 3
 Dialogue B – Picture 4
 Dialogue C – Picture 1

- 5 a) Read the sentences (1-6) aloud. Allow Ss five minutes to read the dialogues silently and do the task. Check Ss' answers.

ANSWER KEY

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

- b) Allow Ss three minutes to read the dialogues again. Help Ss to explain the meaning of the words in bold by giving examples, synonyms or opposites. Then, Ss may use their dictionaries to look up the meanings of the highlighted words.

ANSWER KEY

Synonyms

forecast – predicted

booked – made a reservation

ridiculous – silly/ludicrous

incredibly – unbelievably

collapsed – gave way

- c) Ss work in pairs. Ss take roles and read out the dialogues. Assign a picture to each pair of Ss then ask them to make up a dialogue based on what they can see in the picture. Monitor Ss' performance around the class. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

Picture 1

A: *Oh no! Have you heard the news?*

B: *No, what's happened?*

A: *There's been an earthquake in Los Angeles and thousands of people are trapped in collapsed buildings!*

Picture 2

A: *Did you see the Red Sox game last night?*

B: *Yes, it was very exciting wasn't it? etc*

Suggested Homework

- 1 Vocabulary: Exs. 2a & 3 (p. 148), words in bold/highlighted words in dialogues A-C;
- 2 Reading aloud: dialogues B, C (p. 149) (Point out that Ss practise reading aloud using the Ss' cassette/audio CD.)
- 3 Speaking: Ss in pairs act out dialogues similar to dialogue C (discussing designer clothes).

Lesson 2 (pp. 150 - 151)

* Check Ss' HW (10').

6 a) Read out the prompts and the extracts. Explain any new vocabulary, then allow Ss two minutes to complete the task. Check Ss' answers.

ANSWER KEY	
1 situations vacant	5 classified ads
2 politics	6 review
3 science/technology	7 weather
4 world news	8 editorial

b) In pairs, Ss answer the questions. Check Ss' answers.

SUGGESTED ANSWER KEY
Sport
Business and Finance
Travel
TV Listings
Cartoon
Letters to the Editor
Entertainment
Horoscopes
Obituaries
Education
<i>My favourite section is the travel section because it has articles and features about places all over the world.</i>
<i>My least favourite section is the business and finance section. I find it very boring.</i>

7 Allow Ss two to three minutes to complete the exercise using their dictionaries. Check Ss' answers. Ss, then make up sentences using the rest of the words in bold.

ANSWER KEY		
1 tabloids	3 reporter	5 printed
2 column	4 broadcast	6 circulation

8 Explain the task. Read the newspaper headlines and elicit/explain the meaning of any unknown words. Play the cassette. Ss listen and match the articles to the headlines. Check Ss' answers.

ANSWER KEY			
A 5	B 2	C 1	D 3

TAPESCRIPT

Article A: Crowds gathered for the opening ceremony at the impressive new Royale Theatre in Sudbury yesterday. Local actor, Tony Brooks, performed the ceremony, receiving huge cheers as he cut the red ribbon. Tony will be playing the leading role in the first play to be staged at the Royale: Shakespeare's Macbeth.

Article B: Police have arrested two men after the Sudbury branch of the City Bank was broken into last week. £500,000 in cash was stolen from the bank's vaults, as well as a large amount of jewellery and other valuables. The two men, who police believe are also responsible for a number of other crimes in the area, will appear in court on Tuesday.

Article C: Much of Sudbury is still underwater and over two hundred people have been forced to leave their homes after the River Suddon burst its banks on Friday. Last week's heavy rains caused the flooding, which was responsible for a massive amount of damage to property in the area. The army were called out on Friday evening to help control the situation, but, after two days' work, the area is still a disaster zone.

Article D: This week should see a cleaner, healthier city, as a new law banning private vehicles from the centre of Sudbury takes effect. The local bus company has improved its service in order to be ready for an increase in the number of public transport users. A new Park and Ride system was put into operation last week and is proving to be very successful. Nick Sporkes reports ...

9 a) Explain the task and read out the list of words. Explain any new vocabulary. Ss work in pairs and complete the exercise. Check Ss' answers.

ANSWER KEY
<i>Radio: AM/FM, frequency, DJ, transistor, battery operated, portable, broadcast, weather forecast, station, news bulletin, chat show, antenna, guide, soap opera, series</i>
<i>TV: channel, colour/black and white, documentary, satellite, cartoons, children's programme, remote control, portable, broadcast, weather forecast, station, news bulletin, chat show, antenna, guide, soap opera, series</i>

b) Ss work in pairs and make up exchanges as in the example. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY
• A: <i>Would you prefer to watch the documentary or the chat show?</i> B: <i>Actually, I think there is a good series on tonight.</i>
• A: <i>I just can't stand watching soap operas.</i> B: <i>Really? I think some are very interesting.</i>
• A: <i>Pass the remote control, please.</i> B: <i>Here you are.</i>
• A: <i>Why don't we put on some cartoons for the children to watch?</i> B: <i>Wouldn't it be a better idea to put on that new children's programme?</i>
• A: <i>Did you listen to the weather forecast this morning?</i> B: <i>Yes. It will rain this afternoon.</i>
• A: <i>Could you change channels, please? I want to catch the latest news bulletin.</i> B: <i>Sure. There you are. etc</i>

10 Explain/Elicit any unknown words. Do item 1 with Ss, then they complete the exercise. Check Ss' answers.

ANSWER KEY	
2 short wave	4 Commercial
3 announcer	5 chat

- 11 a) Explain the task. Read through the table and elicit/explain any unknown words. Ss work in pairs and do the exercise. Choose some pairs to report back to the class.

ANSWER KEY

BBC1: a soap opera, a DIY show, a comedy programme
 BBC2: a cookery programme, a drama series, a current affairs programme
 ITV: a quiz show, a soap opera, a sports programme
 Channel 4: a documentary, a reality show, the news

- b) Explain the task. In closed pairs, Ss complete the exercise. Monitor Ss' performance. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

A: What do you feel like watching tonight?
 B: How about Tiger, Tiger on Channel 4? It's a good documentary.
 A: What do you feel like watching tonight?
 B: How about Changing Rooms on BBC 1? It's a good DIY programme. etc

- 12 a) Explain the task. Ss complete the exercise. Elicit answer around the class.

ANSWER KEY

A a tornado/hurricane D a flood
 B a nuclear explosion E a volcanic eruption
 C a forest fire

- b) Read out the question and elicit answers around the class.

ANSWER KEY

Man made: B, C Natural: A, D, E

- c) Ss work in closed pairs and think of other types of disasters. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

earthquake, plane/train crashes, drought, oil spill

- d) Ss work in pairs and make up dialogues. Check Ss' answers by asking some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

A: Did you watch the news last night?
 B: No. What happened?
 A: There was a terrible nuclear explosion in San Barco.
 B: Really?
 A: Did you watch the news last night?
 B: No. What happened?
 A: There was a terrible volcanic eruption in Hawaii.
 B: Really?

A: Did you watch the news last night?
 B: No. What happened?
 A: There was a terrible plane crash in Germany
 B: Really? etc

- 13 a) Allow Ss three minutes to read out the gapped sentences. Play the cassette/CD. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

1 tropical storm 5 food
 2 11pm 6 homes
 3 dozen people 7 further storms
 4 trapped

TAPESCRIPT

News reporter: Disaster struck on the island of New Denham last night when a tropical storm hit the area. The storm began at around 11pm, injuring several dozen people and leaving hundreds of others homeless. The storm caused extensive damage to property, including homes and businesses, particularly in the coastal town of Porton. Rescue workers have been called in to free people who have been trapped in their homes and to clean up the debris left behind by the severe winds. The government has already sent rescue equipment to the island, as well as food and medical supplies. Those left without homes have been flown to the mainland, where temporary accommodation has been set up to house them until their own homes have been repaired. Experts have warned residents of New Denham and nearby islands to expect further storms during the next few days.

- b) Explain the task and allow Ss two minutes in pairs to complete the exercise. Check Ss' answers.

B: On the island of New Denham.
 A: What time did it hit the area?
 B: At around 11pm.
 A: How many people were injured?
 B: Several dozen.
 A: How much damage was caused?
 B: There was extensive damage to property and many people are homeless.
 A: What are the rescue workers doing?
 B: They are freeing people who have been trapped and cleaning up the debris.
 A: What is the government doing to help?
 B: The government has already sent medical supplies, food and rescue equipment
 A: What are the people without homes going to do?
 B: They have been flown to the mainland where temporary accommodation has been set up.
 A: Will there be more storms?
 B: Yes, further storms are expected.

Suggested Homework

- 1 Vocabulary: Exs. 6, 7, 9 & 10 (p. 150) Exs. 11a & 12a (p. 151)
 2 Speaking: Ex. 9b (p. 150), Exs. 11b & 12d (p. 151)

Lesson 3 (pp. 152 - 153)

* Check Ss' HW (10').

- 14 Do item 1 with Ss then Ss complete the exercise using their dictionaries if necessary. Check Ss' answers.

ANSWER KEY

- 1 good – *If you don't hear from someone, you presume that everything is alright.*
- 2 heard – *To hear a rumour.*
- 3 cut – *To come straight to the point.*
- 4 fast – *You will hear bad news very quickly.*
- 5 lines – *To understand the meaning of sth that is not stated openly.*

- 15 Read the sentences aloud. Ask individual Ss to identify the tense used in each sentence. Read out the functions. Ss complete the exercise. Check Ss' answers by asking individual Ss to read their answers aloud. Refer Ss to the Grammar Reference section for more detail.

ANSWER KEY

- 1 B (*future perfect continuous*)
- 2 A (*future perfect*)

- 16 Explain the task. Ss work in pairs and complete the exercise. Choose some pairs to report back to the class.

ANSWER KEY

- B *Tom hopes he will have crossed the Atlantic Ocean in a sailing boat by the time he is 25 years old.*
- C *Gabriella hopes she will have published her first novel by time she is 25 years old.*
- D *Alan hopes he will have started his own business by the time he is 25 years old.*

- 17 Elicit answers from various Ss around the class.

(Ss' own answers)

- 18 Explain the task and read out the example. Ss complete the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|--------------------------------|----------------------------------|
| 2 <i>will have been living</i> | 5 <i>will have been working</i> |
| 3 <i>will have been</i> | 6 <i>will have been studying</i> |
| 4 <i>will have fixed</i> | |

- 19 a) Allow Ss some time to prepare their lists, then Ss work in closed pairs and complete the task. Choose some Ss to act out their dialogues in front of the class.

e.g. Tom

- tidy bedroom
- cut the grass etc

Jerry

- finish project
- paint the garden fence etc

(Ss' own answers)

- b) Choose some Ss to report what their partners will have done.

(Ss' own answers)

Game

Play the game as instructed in the Student's Book.

- 20 Go through the examples in the box. Ss complete the exercise. Check Ss' answers. Refer Ss to the Grammar Reference Section for more detail.

ANSWER KEY

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

- 21 Read out the example. Allow Ss four minutes to complete the exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

- 2 *Neither of the children is watching TV.
Both of them enjoy music.
Each of them is playing a different musical instrument.
Both of them are wearing red shirts.*
- 3 *All of them like baseball.
None of them feel sad.
All of them are shouting
All of them are wearing baseball caps.*

- 22 Explain the task and read out the words/phrases in the list. Ss work in pairs and do the exercise. Check Ss' answers.

ANSWER KEY

addition: and, furthermore, besides
contrast/concession: but, however, on the other hand, nevertheless, even so
cause/effect: therefore, so
examples: for instance, such as, like

Suggested Homework

- 1 Vocabulary: Ex. 14 (p. 152) Ex. 20 (p. 153)
 2 Speaking: Ex. 22 (p. 153)

Lesson 4 (pp. 154 - 155)

* Check Ss' HW (10').

23 Explain the task. Allow Ss three minutes to read the sentences and do the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|-----------------|---------------|
| 1 What is more | 4 In spite of |
| 2 In particular | 5 whereas |
| 3 Nevertheless | |

24 • Read out the title and elicit what the text might be about. (*Advertisements*) Explain the task. Ask Ss to read the text quickly to get the gist.

• Read the example. Ask Ss to explain why of is the correct answer (*this preposition is required after the adjective to introduce more information*).

• Do item 1 with Ss. Ask them to look at the words before and after each gap and then decide on the missing word. Ss work in closed pairs and do the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|------------------|------------|
| 1 or | 9 on |
| 2 in | 10 such |
| 3 who | 11 be |
| 4 While/Although | 12 example |
| 5 which | 13 from |
| 6 form | 14 are |
| 7 but | 15 with |
| 8 first | |

25 Explain the task. Point out that the second sentence should have the same meaning as the first one. Ss do the exercise. Check Ss' answers while they identify the grammatical/lexical structure tested.

ANSWER KEY

- 1 ... will have finished painting ... (future perfect)
- 2 ... will have given you the ... (future perfect)
- 3 ... will not take longer than ... (comparative)
- 4 ... on the grapevine that ... (idiom)
- 5 ... even though it is ... (clause of concession)
- 6 ... out in spite of ... (clause of concession)

26 Explain the task. Do item 1 with Ss, then Ss complete the exercise. Check Ss' answers. Ss should then memorise these phrasal verbs.

ANSWER KEY

- | | | |
|--------|-----------|--------|
| 2 away | 4 up with | 6 down |
| 3 into | 5 out | |
- 1 look after sb: take care of sb
 - 2 keep sb away from sth: hold sb at a distance from sth
 - 3 look into sth: investigate sth
 - 4 keep up: go at the same pace as sb else
 - 5 knock sb out: hit sb so hard that they lose consciousness
 - 6 knock sth down: cause sth to fall/collapse

- 27 Ask Ss to read the information. Play the cassette/CD twice. Ss listen and complete the exercise. Check Ss' answers.

ANSWER KEY

- | | |
|----------------------|-------------------|
| 1 warning | 5 (any) windows |
| 2 most injuries | 6 your car |
| 3 head | 7 (sudden) floods |
| 4 basement or cellar | |

TAPESCRIPT

Tornados develop quickly and with little warning. When a tornado is forming, weather conditions change very quickly, so you will not have very much time to prepare yourself. It takes less than 15 minutes for the weather to change from blue skies to dark clouds and very strong winds. Most of the injuries people receive during tornados are caused by flying debris. The winds blow objects around at high speed, and if one of these flying objects hits you, you're in trouble. Finding shelter is your top priority. Cover yourself, especially your head, with something that will provide good protection. The safest place to be during a tornado is underground – for example, in a basement or cellar. If you can't get to a basement, the next best place to shelter is in an inside hallway or in a small room with no windows, near the centre of a building, like a bathroom or even a wardrobe. If you're away from home when a tornado strikes, you should follow the same basic rules of survival. Stay calm and get to the lowest level possible, away from windows and outside doors. If you're in a car, or any other vehicle, when a warning is issued, you should get out of the vehicle and lie down in a low area away from your car, with your hands covering your head and neck. If you must seek shelter outdoors, be on the alert for the dangerous and sudden floods which often come with tornados.

- 28 Read out the expressions in the box. Elicit various pieces of advice and write them on the board. Ss work in pairs and complete the exercise. Ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

You should always cover your head during a tornado to avoid injury.
Never stand near a window or door during a tornado.
It would be a good idea to find shelter in a basement or a cellar.
The most important thing is to stay calm and take appropriate measures for your protection.

- 29 Explain the task, then allow Ss three minutes to read the questions and answers. Play the cassette/CD twice. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 A | 5 C | 7 A |
| 2 A | 4 C | 6 C | 8 C |

TAPESCRIPT

- 1 *Man:* Oh, there's an interesting programme on tonight about gorillas in the wild.
Woman: Oh, no. I'm really not in the mood for that. I'd rather watch something light-hearted.
Man: OK, then. What about *Westiesiders*. You like that, don't you?
Woman: Well, I used to watch it every week, but the storylines have got really depressing. The characters are always having problems. Why don't we watch that new programme with Bobby Simons in it? He's really funny.
Man: Alright, then. We'll watch that.
- 2 *Man:* I listen to music all day long. When I'm at home, I always have the stereo on, playing my favourite topes. At work, I listen to CDs on my computer, through headphones of course, so I don't disturb the other people in the office. And then, whenever I'm in the car, I have the radio on full blast. I love music. It helps me get through the day.
- 3 *Man:* I really don't know how you can read that rubbish.
Woman: Oh stop moaning. Just because all you read is the broadsheets. I find this paper very informative. Anyway, it's not as if I'm reading the tabloids, is it?
Man: Well, you might as well be. All you'll find in your paper is local gossip and advertisements.
Woman: Well, I like reading about what goes on in the area, and that's that.
- 4 *News reporter:* The island of San Firenze has seen many disasters in recent years. After recovering from a heavy flood in 1992, it was then hit by a violent earthquake just two years later. Now, disaster has struck again, as the island's active volcano, Mt Roja, erupted last night, causing massive damage to the surrounding area.

- 5 *Girl:* I used to listen to the radio if I wanted to hear the news, but the problem with that is, they only usually broadcast the news once every hour. The television is even worse. You have to wait until six o'clock or nine o'clock, and then you have to sit through a load of stories you're not interested in before they get to the item you want to hear about. Now I go online whenever I want to see what's happening in the world. You can read about what interests you, at any time of the day or night.
- 6 *Woman:* This house is a disgrace. I'm going to have to get a cleaner.
Man: Have you looked in the local paper. They often have people advertising for work in there.
Woman: That's not a bad idea. I'll tell you what. Why don't I write to the paper and put an ad in there myself?
Man: Yeah, good idea. I'll help you write the ad if you like.
- 7 *Man:* I think the news today is disgusting. It's become more like an action film than an honest report of events. Of course I want to hear about what goes on in the world, but I do think the media go over the top. They send camera crews out to record every disaster and show awful pictures of people suffering. I mean, why can't they just tell us the facts in plain words, without having to put every terrible detail on our screens.
- 8 *Woman:* I'll take the Daily Star, please, and I need something for my daughter to read.
Man: Well, we've got a selection of teenage magazines on the shelf over there.
Woman: Oh, no, I don't want her reading anything like that. She's only eight years old.
Man: Oh, I see. Well, in that case, try one of the comics from the bottom shelf.
Woman: Thank you.

- 30 a) Play the cassette/CD. Ss listen and complete the exercise. Check Ss' answers.

ANSWER KEY

- 1 when the next show is
- 2 the place of the performance
- 3 about the job ad in the paper.
- 4 the time of a film

- b) Choose Ss to read out the exchanges in pairs. Present the phrases in the box. Ss work in pairs and make up their own exchanges. Monitor Ss' performance around the class. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- 1 A: *Could you please tell me what day the next show will be broadcast?*
 B: *On Tuesday at 8pm.*
- 2 A: *Do you happen to know how much the ticket costs for London?*
 B: *One way or return?*
- 3 A: *Could you find out what time the meeting will be held?*
 B: *Ok. I'll call the office.*

- 31 Play the cassette. Ss listen and follow the lines. Play the cassette again, pausing after every sentence. Ss listen and repeat individually. Ss complete exercise. Check Ss' answers.

ANSWER KEY

- A: *Have you seen the headlines in the newspaper?*
 B: *Not yet. Anything exciting?*
- A: *Was anyone hurt?*
 B: *Gosh, I hope not.*
- A: *You'll never believe what happened. Laura got the role.*
 B: *Are you sure?*

Suggested Homework

- 1 Vocabulary: Ex. 26 (p. 154)
- 2 Speaking: Exs. 28 & 30b (p. 155)

Lesson 5 (pp. 156 - 157)

* Check Ss' HW (10').

- 32 a) Read out the questions and elicit answers around the class.

(Ss' own answers)

- b) Go through the prompts. Ss discuss the questions in pairs. Some pairs report back to the class.

SUGGESTED ANSWER KEY

- I think the best way to make TV and radio successful is to include material which will be of interest to all social classes. There should be a wide variety of programmes including some which serve educational and cultural interests.
- I think the best way to make magazines successful is to include a wide variety of topics and photographs.
- I think the best way to make newspapers successful is to report serious news.

- 33 a) Explain the task. Read out the title and elicit what it means. (*Powerful and influential people in the media.*) Ss work in pairs and complete the exercise.

SUGGESTED ANSWER KEY

I expect to read about people who have contributed towards the development of the media.

- b) Explain the task. Play the cassette/CD. Ss listen and do the exercise. Check Ss' answers.

ANSWER KEY

1 Yes 3 Yes 5 Yes
2 Yes 4 No 6 No

- 34 a) Explain the task. Do item 1 with Ss, then allow them five minutes to read the text and complete the exercise. Check Ss' answers.

ANSWER KEY

1, 2 A, B (in any order)
3 B
4 C
5, 6 B, C (in any order)
7, 8 A, C (in any order)
9 B
10 C

- b) Help Ss to explain the words in bold by giving examples, synonyms or opposites. Ss may look up synonyms for the highlighted words in their dictionaries. Elicit answers to the question. Check Ss' answers around the class.

ANSWER KEY

Synonyms

realised – became aware

real – true

received – got

serve – promote

achieving – reaching

aim – target

increase – boost

sponsored – supported financially

mainly – generally

popular – well-liked

embarrassing – awkward/uncomfortable

You could read this article in a magazine.

- 35 Allow Ss two minutes to fill in the correct word. Check Ss' answers around the class, then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

- | | | |
|--------------|------------|------------|
| 1 managerial | 4 low | 7 printing |
| 2 social | 5 detailed | 8 daily |
| 3 cultural | 6 coal | |

SUGGESTED ANSWER KEY

- 1 I was offered a managerial job even though I applied for a secretarial job.
- 2 In some countries there are great distinctions between the social classes.
- 3 The 'Times' contains a lot of articles covering all sorts of cultural interests.
- 4 The magazine went out of business due to low circulation.
- 5 You should always have a detailed map with you if you are walking in the mountains.
- 6 We have run out of coal. We had better call the coal merchant to order some more.
- 7 Send the proofs to the printing company for preparation.
- 8 My favourite daily paper is the 'Times'. I buy it every morning.

- 36 Allow Ss two minutes to fill in the correct preposition. Check Ss' answers around the class, then Ss make up sentences. Ss should memorise these phrases.

ANSWER KEY

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

Project

Explain the task, then assign it as HW. Explain that Ss need to collect information from a variety of sources (e.g. encyclopaedia, the Internet).

(Ss' own answers)

Suggested Homework

- 1 Reading aloud: Ex. 34 (pp. 156-157)
- 2 Vocabulary: Exs. 35 & 36 (p. 157)
- 3 Project: (p. 157)

Lesson 6 (pp. 158 - 159)

- * Check Ss' HW (10').
- 37 Go through the theory box and read out the rubric. Help Ss to recognise and underline the key words. Then, elicit answers to the questions.

SUGGESTED ANSWER KEY

Key words to be underlined: local daily newspaper, broaden readership, attract teenagers, your editor, write a report, making suggestions

- 1 *The aim is to make suggestions to broaden the newspaper's readership and attract more teenagers.*
- 2 *Your editor.*
- 3 *an agony aunt page, an appealing front page, features concerning teenagers' problems*
- 4 *In the conclusion.*
- 5 *A formal, impersonal style because it will be read by someone in authority.*

- 38 Explain the task. Allow Ss five minutes to read the article and complete the task. Check Ss' answers.

ANSWER KEY

- | | |
|--------------------------------|----------------------|
| 2 <i>Cover Appeal</i> | 4 <i>Advice Page</i> |
| 3 <i>Features and Articles</i> | 5 <i>Conclusion</i> |

- 39 Read out the questions. Then Ss work in pairs and complete the task. Check Ss' answers.

ANSWER KEY

- 1 *Paragraphs 2, 3 and 4*
- 2 *new cover design, contributions from student writers, advice page*
- 3 *could, may should, would, need, ought*

- 40 Ss complete the exercise. Check Ss' answers.

ANSWER KEY

- I hope/trust that the suggestions presented in this report ... S
- The aim of this report is to present suggestions ... S
- To sum up/conclude ... E
- As requested, this report is to suggest ... S
- All in all, I feel certain that if we ... E

- 41 Explain the task and the situation. Read out the prompts and explain any new vocabulary and then Ss work in pairs and complete the exercise. Check Ss' answers. Then, Ss make up sentences.

SUGGESTED ANSWER KEY

1, 2, 4 & 6

We ought to include more live coverage of festivals and concerts.
We should cut down on cookery and gardening programmes and replace them with action films.

- 42 Choose a S to read the rubric aloud. Ss work in closed pairs and underline the key words. Help Ss if necessary. Ss then answer the questions.

SUGGESTED ANSWER KEY

Key words to be underlined: you, supervisor, local cinema complex, manager, attract, teenagers up to fourteen, write report, suggestions

- 1 The aim is to make suggestions to attract more young teenagers to the cinema.
- 2 The manager of the cinema.
- 3 Formal/impersonal because it is addressed to your superior.
- 4 Paragraphs 2, 3 and 4
- 5 Yes, in the conclusion.

- 43 Read aloud the prompts and explain any new vocabulary. Allow Ss three minutes to complete the exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

- 2 Cartoons and action films are popular with young people.
- 3 Advertising in youth magazines and on local radio stations would let more young people find out about the cinema.
- 6 Young people are free at weekends and in the afternoons on weekdays.
- 8 Reduced ticket prices would allow more young people to afford to go to the cinema.

- 44 Ss work in pairs and complete the exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

Selection of films, Discounts, Advertising, Matinees

- 45 Present the plan. Explain the task. Ask the questions in the plan and elicit answers to complete it. Assign the report as written HW.

SUGGESTED ANSWER KEY

Para 1 To suggest ways to attract more young people to the cinema

Para 2 We should include more cartoons and action films because they are popular with young people.

Para 3 We should advertise in youth magazines and on local radio stations to enable more young people to find out what the cinema has to offer.

Para 4 We should offer reduced price tickets for young people so that more teenagers can afford to go to the cinema

Para 5 Selection of films/Advertising/Discounts

To sum up, the selection of films on offer should be changed to better suit the tastes of young people. We need to carry out a lot more advertising to allow more teenagers to find out what the cinema can offer them and discounts should be offered.

To: Manager, Rex Cinema

From: John White, Supervisor

Subject: Attracting more teenagers to the cinema

Date: 20 July

Introduction

The purpose of this report is to explore ways to attract more young people to the cinema.

Selection of films

Cartoons and action films are popular with young people. Therefore, we should include more of these in our selection of films on offer.

Advertising

Placing advertisements in youth magazines and on local radio stations would be a good way to enable more young people to find out what the cinema has to offer.

Discounts

Many young people, especially those up to the age of fourteen, do not have much money. Therefore, we should reduce the price of tickets so that more young people can afford to come to the cinema.

Conclusion

To sum up, the selection of films on offer should be changed to better suit the tastes of young people. We need to carry out a lot more advertising to allow more teenagers to find out what the cinema can offer them and discounts should be offered so more teenagers can afford to come.

- 46 Ask individual Ss to read the sentences aloud and try to explain their meanings. Help Ss if necessary.

SUGGESTED ANSWER KEY

The news printed in the newspaper is not always true and sometimes there is more truth in the advertisements than in the news articles.

We shouldn't blame the person who brings us bad news because he is only the messenger and is not responsible for the content of the message.

Suggested Homework

- 1 Vocabulary: Ex. 40 (p. 159)
- 2 Writing: Ex. 45 (p. 159)

Lesson 7 (pp. 160 - 161)

- * Check Ss' HW (10').
- 47 Explain the task. Ss work in pairs and discuss the questions. Monitor Ss' performance around the class. Choose some pairs to report back to the class.

SUGGESTED ANSWER KEY

*Light has to be shining on us.
We can't always see our shadows.
Our shadows grow bigger than us when the sun is low
in the afternoon and they are smaller than us when the
sun is high in the morning.*

- 48 a) Elicit answers around the class.
(Ss' own answers)
- b) Play the cassette/CD. Ss listen and check their answers.
- 49 • Explain the task and read out the questions. Allow Ss some time to read the poem and complete the task. Check Ss' answers.

SUGGESTED ANSWER KEY

- 1 "I" is a young boy. I think he is about 6 years old.
- 2 The fact that his shadow can get bigger and smaller very suddenly.
- 3 Because it hides behind him and stays very close to him.
- 4 Because the sun has not come up yet.
- 5 He feels that his shadow is useless (what can be the use of him), funny (the funniest thing about him is the way he likes to grow), embarrassing (make a fool of me in every sort of way), a coward (he stays so close beside me), lazy (like an arrant sleepy-head, fast asleep in bed)

- As an extension you can ask Ss to write a poem of their own and present it to the class in the next lesson.

Project

Explain the task and assign as HW.

(Ss' own answers)

- 50 a) Ss complete the task in pairs, then ask some pairs to report back to the class.

SUGGESTED ANSWER KEY

- A: *Where do you think the picture was taken?*
 B: *On a boat on a river in the middle of a city. It could be a ferry.*
 A: *What can you see in the picture?*
 B: *I can see a woman reading a newspaper. She is sitting on the upper deck of a boat and she is wearing sunglasses. There are some large buildings in the background.*
 A: *Where do you think she's going?*
 B: *I'm not sure. Maybe she is going to work or going home.*
 A: *Do you enjoy reading newspapers?*
 B: *Yes, I do. It is the best way to keep up with current affairs.*

- b) Allow Ss five minutes to complete the exercise. Monitor Ss' performance around the class. Choose some pairs to act out their dialogue in front of the class.

SUGGESTED ANSWER KEY

- A: *Where do you think the picture was taken?*
 B: *In the living room of a house.*
 A: *What can you see in the picture?*
 B: *I can see a family watching TV. They are sitting on the couch in front of the TV. There is a blue light shining on them. There is a coffee table in front of the TV.*
 A: *What do you think they are watching?*
 B: *I'm not sure. Maybe they are watching a comedy because they are smiling.*
 A: *Do you enjoy watching TV?*
 B: *Yes, I do. I always watch TV in the evenings.*

- c) Allow Ss five minutes to complete the exercise. Monitor Ss' performance around the class. Choose some pairs to act out their dialogue in front of the class.

SUGGESTED ANSWER KEY

- A: *I keep informed by watching the news on TV and reading newspapers. How about you?*
 B: *I read the news online and I also listen to the radio. etc*
- A: *I think the news on TV can have a negative effect on children. They might become frightened. What do you think?*
 B: *I agree. Also they might try to imitate the violence they see. etc*
- A: *I think the news should show violent scenes so that people can understand the reality of the situation. What do you think?*
 B: *I think they should only show violent scenes after 9pm when most children are in bed. etc*

- 51 a) Elicit answers around the class. Ss copy the completed spidergrams into their notebooks.

SUGGESTED ANSWER KEY

- TV: chat show, documentary, black and white, soap opera, remote control, etc*
Newspaper: editorial, reviews, politics, cartoon, world news, etc
Radio: transistor, portable, AM/FM, broadcast, etc

- b) Ss work in pairs and complete the exercise. Check Ss' answers.

SUGGESTED ANSWER KEY

- Isn't it about time we got rid of that old black and white TV?*
Not another documentary on African animals! Let's change the channel.
I always read the cartoon first in the newspaper.
There was a very interesting review in the paper this morning.
This little radio is so portable! You can take it anywhere! Tune into 89.5FM for your favourite 60s tunes. etc

- 52 Read out the prompts and the phrases in the box. Ss, in pairs, make up dialogues. Monitor Ss' performance around the class. Choose some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: *Can you tell me why you can't fix the TV?*
 B: *I don't have the spare part that is needed to repair it.*
 A: *Can you explain why you missed the interview?*
 B: *I'm sorry, but I wrote down the wrong address.*
 A: *Why is it that there is a delay with this article?*
 B: *My computer broke down.*
 A: *I really don't understand why you haven't finished the project on time.*
 B: *There turned out to be more work than I expected.*

- 53 Explain/Elicit what the items in the picture are. Ss complete the exercise in closed pairs. Choose some Ss to act out their dialogue in front of the class.

SUGGESTED ANSWER KEY

- A: *I think the most important thing to have is water.*
 B: *You're right. This would help if you were trapped somewhere for a long time.*
 A: *I think the next most important thing to have is the harmonica.*
 B: *Yes, you're right. This would help to attract attention. etc*

Suggested Homework

- 1 Reading aloud: Ex. 48b (p. 160)
- 2 Speaking: Exs. 50, 51, 52 & 53 (p. 161)
- 3 Project: (p. 160)